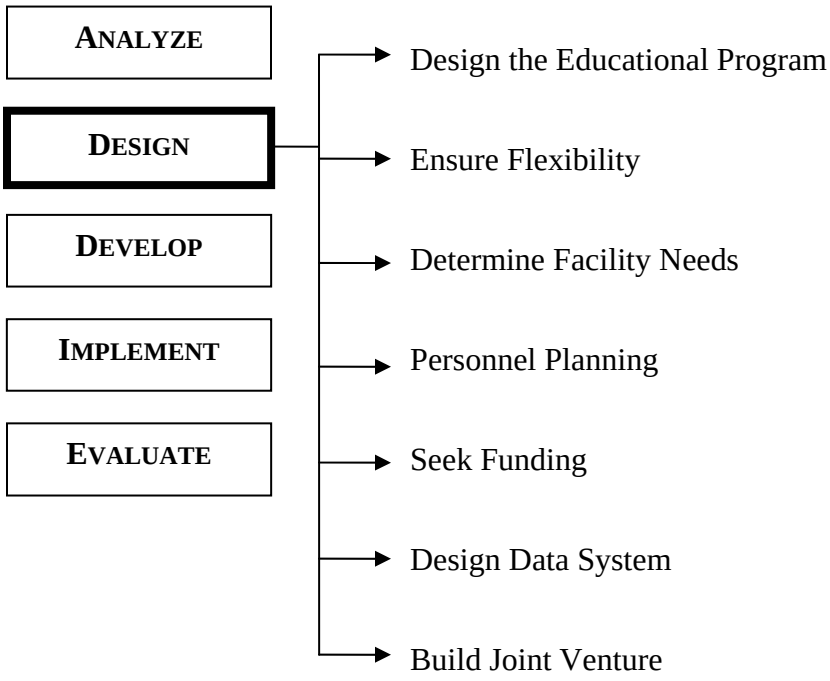
DESIGN

Design is the second step of the ADDIE process. Your community will need to determine how desired outcomes are to be accomplished—based on supporting system(s) needed, required resources, timetable, and budget. This includes ensuring flexibility by applying for charter status or pursuing other means of achieving flexibility, exploring funding, locating a facility, determining personnel needs, and designing the curriculum. At each stage, ensuring that all stakeholders are engaged is critical. Each community must maintain and build support in the public education system. Patience continues to be an important factor.



A. DESIGN THE EDUCATIONAL PROGRAM

Having completed a needs assessment during the Analyze stage, the steering committee has the basis upon which to design the educational aspects of the new center. The educational program will include: (1) major curriculum paths or areas of study; (2) courses that are needs-based; (3) articulations between secondary and postsecondary courses and dual-enrollment opportunities; and (4) methods for conveying the employability skills, such as work ethic, required by employers.

Guideline: *DETERMINE MAJOR CURRICULUM PATHS*

Program offerings that are based on employer needs will need to reflect the occupational sectors of local employers and industry along with the economic forecast for those industries and the local community. This will require that the needs assessment which was conducted covered the entire range of employers in the community and that the data gathered was analyzed in a sectoral fashion. (See the section on conducting a needs assessment in Chapter 5: Analyze.) A curriculum subcommittee of the steering committee can take responsibility for this task.

- It may be useful to begin by outlining the broad occupational areas in which programs of study will fall, such as health, business, engineering, technology, and services, based on the needs analysis. Specific programs in each area will need to be considered.

Whitfield Career Academy categorized their programs into four broad areas: Human Services, Healthcare, Business and Information Technology, and Manufacturing.

- In addition to the local needs assessment, federal, state, and county data can be useful for reviewing economic and employment trends and projections. For example, the Department of Labor constantly monitors and projects employment trends by occupation and geographical area. Technical and community colleges have data on the outlook for graduates of the occupational programs that they offer, including data such as the number of graduates in each field, their placement in jobs, the average number of openings in the state, and the average salary of graduates.

At CEC, data from the Department of Labor and demand from high school students documented the need for a college-level cosmetology program in 2006.

- High school students are another key source of information on need or demand for courses. Doing a systematic assessment of the programs and courses they would take, if offered, is another useful input. A survey can ask students whether they would attend a new center and what program options they would choose to take.

Douglas County surveyed its high school students while its center was under development and found that 1,300 students said they would attend.

- Be wary of offering programs simply because they have been traditionally part of secondary career and technical education. If there is not local employment demand in those areas, there might not be sufficient student demand to fill the courses.

- Determine whether all career and technical education classes will be held at the new center or whether some will remain at the base high schools. The center allows the district to reduce duplication of expensive programs, but may or may not be the right place to house all of the technical classes in the district.

In Walton County, many of the first-level career and technical education (CTE) courses are taught at the base high schools while the senior-level classes are offered at the Walton Career Academy (WCA). Construction is offered only at WCA.

- It may be challenging to launch every program that you plan to offer in the center's first year. It may make sense to wait and begin some programs in the second year of operation. Particularly with any new technical programs you are creating, an extra year to develop curricula, furnish labs, and find the right instructors may be crucial to successful implementation.

Guideline: ***OUTLINE CURRICULUM FOR EACH TECHNICAL PROGRAM AREA***

Once the program areas to be offered have been determined, specific curricula will need to be outlined. Businesspeople and educators will need to agree upon the outcomes they expect for graduates in each area and then use this information to determine the content of the courses.

- The curriculum subcommittee will want to divide into additional groups, one to focus on the curriculum for each program. Each curriculum group will need representatives of business and industry as well as secondary and postsecondary education. This is a good time to expand subcommittee membership beyond those serving on the steering committee. Additional employers, central office curriculum developers, and high school teachers in the subject areas in question will be very valuable.

- Employers will play a key role in outlining the knowledge, skills, attitudes, behaviors, and information they look for in entry-level employees in the workplace.

The Whitfield Career Academy is located in the carpet capital of the world. Business partners developed a three-year manufacturing curriculum, with two years of general studies in this area and the third focusing on the carpet industry.

- Encourage the involvement of community members by emphasizing their expertise in the areas to be taught along with their knowledge of the most important outcomes for graduates.

- Curriculum development should work "backwards" from desired outcomes or accomplishments to the inputs needed to get there. Using Joe Harless' accomplishment-based curriculum design process, once stakeholders have agreed upon the desired outputs, the next step is to determine the needed behavior processes (actions or thoughts

that produce those outputs). Finally, the team can derive the knowledge, skills, and information that students need in order to perform those behaviors.

> "I use the term accomplishment to connote: *a valuable output the student produces*. It seems to me we should first determine the desired accomplishments before tending to the inputs (knowledge) or processes (teaching) of education." (Harless, 1998).

- Provide committee members with a set of resources. Many will be unfamiliar with existing curricula and resources. You should provide copies of state high school and technical college curricula and standards, the state equipment list for relevant programs and vendor information, industry skill standards, and any other relevant materials.

- Existing courses should be assessed to make sure that they produce students competent in the skills and knowledge needed by employers. Existing curricula can serve as a base or skeleton for curriculum development, but courses should be revised and new courses should be designed as needed to keep up with the changing economy and workplace.

- State education standards should be used as a reference point and all courses offered should meet or exceed them. Industry certification standards can serve as another reference point in developing programs.

- College curricula leading to technical certificates are a good starting point from which to design curriculum for each program. Technical college curricula in Georgia are based on business and industry needs and developed through consultation with employer stakeholders.

- Curriculum developers should think about the design of work-based learning opportunities that will be part of the program as well as the equipment and facilities needed to offer what they are designing. Business partner contributions to these discussions are important.

- Think about delivery of the curricula. Curricula that is based on employers' needs must take into consideration both content and delivery. Delivery method can ensure that the information and skills are learned and retained. A delivery style which reflects the workplace—project- and performance-based instruction—keeps students alert and motivated to learn.

Guideline: *DESIGN WORK ETHIC INSTRUCTION*

A plan for work ethic instruction and the key content to be delivered will need to be developed. Such a plan must be imbedded within a school culture that supports it—one that is much like that of a workplace. Thus decisions on a code of conduct for students and teachers as well as school policies, organization, and daily functions will also need to be discussed at this point.

> CEC's non-traditional titles—CEO, "director" for instructors, and "team members" for students—are part of creating a culture in which work ethic can be taught. The center's attendance and tardy policies, in which after five absences, points are taken off a student's class grade, are another avenue through which work ethic instruction takes place.

- As with the development of technical curricula, you will want to determine the content of work ethic instruction by beginning with the outcomes or accomplishments you wish graduates to possess. If the accomplishment is work ethic and commitment to quality, examples of behavioral processes would be: functions well on a team, reliably arrives at school or work on time, or communicates appropriately to peers and supervisors.

- The key content determined will need to be shared across all classes at the center. While individual instructors will determine how the elements of work ethic are addressed in their classes, an outline of key content should be developed. If, like at CEC, the entire center focuses on each theme in turn, a schedule of the themes to be emphasized should be developed.

- It will be important to discuss up front how students will be assessed on work ethic and how this assessment will be reported.

Formal work ethic instruction at CEC focuses on ten traits, such as character, productivity, and cooperation, deemed important for employers. The trait to be emphasized school-wide rotates on a weekly basis. All instructors are expected to work these themes into their curriculum and lesson plans.

- The Georgia technical colleges have taught and assessed work ethic for many years and are thus a very helpful resource in this area.

Guideline: ***DETERMINE WHICH ACADEMIC CLASSES WILL BE OFFERED***

A "non-immersion" high school, such as CEC, is one that students attend while remaining enrolled in one of the comprehensive high schools in the district, called base schools. (See Element 7 in Chapter 3: Essential Elements of CEC for more information on the non-immersion model.) While all of the academic classes that students need will be offered at their base high schools, there are good reasons to offer some academic classes at the new career and technical education (CTE) center. It will simplify scheduling and transportation issues, allowing students to spend half or an entire day at the center. Offering academic and CTE classes in the same building allows for curriculum integration, in which each type of course uses the other as a platform for instruction. The district can also offer a greater number of academic electives and Advanced Placement classes.

- Look at the core academic subjects in which students require the most credits to graduate, such as math and English. These subjects will still be offered at the base high schools, but offering them at the new center allows more students, especially seniors, to take technical classes and meet their graduation requirements. If the majority of students at the center are 11th and 12th graders, focus on upper-level classes that these students will need.

In 2006, CEC offered junior and senior English, both general and advanced; math (Geometry, Algebra II and III, Advanced Algebra, Trigonometry); social studies (Economics, World History, US History); and Environmental Science and Principles of Technology (the only academic classes which are not offered at the base schools). CEC also offered electives including German and Latin.

- It is cost-effective to offer academic electives which may not be feasible to offer at each base high school. These courses can be offered with one teacher in one location, but all district students will have access.

Guideline: ***DESIGN POSTSECONDARY ARTICULATIONS AND DUAL ENROLLMENT OPPORTUNITIES***

From the beginning, curriculum designers will need to focus on the links between secondary and postsecondary coursework and the goal of postsecondary certifications. Postsecondary representatives on the curriculum subcommittees will be able to share curricula offered in the relevant technical areas at the college (which are designed using business input) and will be crucial in determining which high school classes might articulate to postsecondary programs and in which areas to offer college enrollment opportunities to high school students. Formal articulation and dual enrollment agreements will need to be developed and signed at a later stage (see the section Develop the Education Program in Chapter 7: Develop), but the initial focus should be on designing seamless programs that meet student and employer needs.

- An articulation agreement between a school district and a postsecondary institution indicates that students can receive college credit for specific competencies achieved through their high school coursework once they enroll in the college. You will want to begin by looking at any existing articulation agreements in the district. An existing Tech Prep program would be one example. A discussion of which high school coursework should be eligible for college credit will need to be linked with a discussion of dual enrollment offerings.

- There may already be some dual enrollment opportunities in your community—the option for high school students to enroll in two separate academic institutions, such as the high school and the technical college, and receive both secondary and postsecondary credit for college courses. You should start by looking into any existing dual enrollment agreements that the school system has. It will be helpful to know what courses are currently under the agreement and how the mechanism for enrollment and awarding credit has been established.

- Think carefully about your goals in offering dual enrollment opportunities. Dual enrollment provides an excellent mechanism to provide a "seamless" transition between high school and higher education, providing students with a "head start" as well as allowing them to make thoughtful decisions about what to study at the postsecondary level. If planned carefully, dual enrollment can also better position students for labor market participation immediately after graduation. For this purpose, certifications have much more value than college credit.

> From the beginning, the developers of CEC made the decision that they would only register students for certificate programs (technical certificates of credit) at the technical college, which have economic value, rather than simply registering for "classes."

- Determine programs in which postsecondary offerings make sense and determine the secondary level prerequisites for the program. You will want to avoid having the technical college classes "compete" with those offered at the high school. For this reason, it is probably best that only technical, rather than academic, classes are offered as dual enrollment opportunities. The introductory courses should take place at the high school level while the college can offer the upper-level classes of a particular certificate program. College classes usually count as high school electives for awarding credits.

- Analyze your needs assessment findings to learn the Technical Certificates of Credit that local employers said were important, as well as continuing to look at the skill sets that employers say they need. The college partner should be willing to add new programs which aren't currently offered based on employer needs and the request of the school system.

The local demand for licensed practical nurses and nursing aides led to CEC offering technical college certificates in patient care assisting and patient care technician to its high school students.

- Begin to think through the logistics and organizational arrangements necessary for dual enrollment to take place, such as payment of tuition costs, transportation, different college and high school schedules, grading, and awarding of credits.

ADDIE Accomplishment	Met?	Red Flags
Major curriculum paths, designed specifically to meet employment needs and required technical and soft skills, identified by employers.		Perpetuation of existing vocational/technical courses without justification from needs assessment.
Relevant courses, articulation, dual-enrollment opportunities designed specifically to meet employment needs and required technical and employability skills identified by employers.		Omission of specification for how to teach employability skills. (Merely giving a "grade" for these is insufficient treatment).

B. ENSURE FLEXIBILITY

Critical to the formation of a successful reconceptualized education center is a degree of freedom from some of the rules and regulations associated with public education. When CEC was developed in Coweta County, the steering committee determined that becoming a charter school was the way to achieve the flexibilities needed to implement their vision. While it is possible that a district could find ways to implement some of the flexibilities necessary for a center to be successful, it would be difficult to ensure all those enjoyed by CEC. The focus of this section is on charter schools as Georgia is one of 40 states that have enacted charter laws and they represent one way to incorporate this essential element of CEC. Some possible alternative methods for achieving flexibility are mentioned below.

Guideline: *DETERMINE HOW TO ACHIEVE FLEXIBILITY*

Becoming a charter school is one way for a center to achieve flexibility. Charter schools are public schools that agree under law to a "charter" and sign a charter agreement proscribing particular goals, objectives, and accountability requirements in exchange for a waiver from certain rules and regulations. It is important to note that rules and regulations regarding safety, background checks, and inclusion of all students must be and are upheld in charter schools. Rules and regulations that may be waived include rules regarding teacher certification, pay scales, titles given to school executives and instructional staff, length of instructional periods, use of hands-on curriculum, and similar innovations. In return for such flexibility, charter schools are expected to have increased accountability. Charters provide a relatively straightforward method of achieving the autonomy so many innovative schools crave. Many charter schools have special themes, including work-related themes, which are unique to the needs of their community.

If charters are not an option due to community opposition or if they are just not available in the state in which you are trying to replicate the CEC experience, there are other methods that have been used by schools to increase autonomy. One of these is to work with the superintendent and school board to allow the center to engage in "school-based governance." Under this policy, the principal may be granted waivers from some regulations. This can result in everything from being given the year's budget for control at the school level (allowing schools to, for example, drop a vice principal salary to hire two teachers to reduce class size) to freedom to chose staff (paying careful attention to union issues).

- Determine if a charter is a legal option in your state. Research and become familiar with the state regulations governing the formation and operation of charter schools. Review copies of existing charters that other schools have developed, many of which are posted on the Georgia Department of Education website.

- If a charter is not a legal option, the steering committee should research other possibilities and consult with local school district officials to find an alternative way to provide maximum flexibility and independence.

Guideline: ***TEST THE WATER***

If you are replicating the CEC experience in Georgia or another state that allows charter schools, you will still need to determine if your local community and school system will be supportive of a charter school.

- Begin discussions within the steering committee to understand whether all the partners represented there are supportive of a charter school.

- The school system and superintendent will need to be firmly behind a charter. In Georgia, charters are first approved and then sponsored at the state level by the local board of education. Thus, the superintendent's support will be key in convincing the board of education to move forward.

- In conversations on the possibility of forming a charter school, you will most likely have to put to rest some misconceptions about charter schools. Some common ones are addressed in the box to the right. Along with explaining what charter schools are and are not, you will want to emphasize the increased accountability that a charter brings. For further background information on charter schools, particularly focused on Georgia, see a research brief entitled *Analysis of Georgia Charter School Law* found in the CEC Library in the Dissemination section of the CEC website (www.gacec.com).

Common Misconceptions about Charter Schools

1) ***Charter schools are not public schools.*** *False:* Charters are publicly funded, tuition-free schools.

2) ***Charter schools will draw the best students from the traditional schools and exclude students with special learning needs and minorities.*** *False:* Charter schools must practice open admissions and serve the students residing in their districts without consideration to race, income, religion, or academic achievement.

3) ***Charter schools are "special" schools for at-risk students and students with special needs.*** *False:* While some charter schools do target populations such as second language learners or students at risk of dropping out, by law they must be open to all students residing in their district.

4) ***Charter schools will drain financial resources from local school systems.*** *False:* Charter schools often receive less funding than their traditional school counterparts, particularly when costs for facilities are considered. Most charter schools must do additional fundraising and grant writing in order to supplement government funding.
(Lanier, 2004).

Guideline: ***DESIGN A CHARTER***

If the steering committee, the community, and the school system are willing to consider a charter school, a subcommittee can begin to design a charter. This group will need to familiarize themselves with the current regulations and develop a set of charter objectives.

- Make sure that this subcommittee is representative of all the joint venture partners and stakeholders. The education system, including representatives of the current high

schools, and parents are two very important groups to engage in this design phase. You will be required to describe how parents were involved in the development of the charter in your application.

- Important and helpful resources on developing charter schools can be found on the Georgia Department of Education website (http://public.doe.k12.ga.us/pea_charter.aspx). Be sure to access the following documents:
  - Writing Performance Objectives
  - Model Charter School Petition

  If you live in another state, check with the Department of Education for the appropriate charter development process.

- Pursue non-profit or 501(c)(3) status, which is required for start-up charter schools in Georgia and beneficial for centers being established in any manner. While nonprofit incorporation is granted by the State of Georgia, nonprofit corporations will need to make an Application for Recognition of Exemption to the Internal Revenue Service (IRS) for tax-exempt status. You will need to review the appropriate guidance from the IRS before preparing your request for incorporation as additional information will be required in your state incorporation request. See the publication "Filing Procedures for GA Nonprofit Corporations" on the Georgia Department of Education website for additional assistance.

- Communities in the state of Georgia are eligible to apply for a $5,000 Charter School Planning Grant to fund activities that happen before a charter is granted. Applying for this grant will not only provide a small amount of funding during this planning phase but the process of filling out the application will be useful for the committee in articulating its vision and planning process. The application packet for this grant is available on the Georgia Department of Education website. Submission deadlines for this grant are currently March 1 and September 1 and funds must be spent within the fiscal year.

- Design charter objectives that are measurable and ensure that the charter school can take responsibility for achieving them. Take care not to promise things that can not be delivered, such as affecting student pass rates or dropout rates district-wide. The performance objectives in the box to the right are from CEC's second charter and differ substantially from those in the initial charter based on lessons learned over the first five years of implementation.

Performance Goals from CEC's Charter Agreement:

- The charter school will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins accountability measures in Years 1-5 of this agreement.
- The charter school will cause Coweta County Schools to produce graduates whose high school diplomas have dual seals. The number of dual seal diplomas will be substantially the same as are the number of college prep diplomas in Years 1-5 of this agreement.
- The charter school will cause the percentage of Coweta County students dual-enrolled in technical college programs to increase in Years 1-5 of this agreement.
- The charter school will increase the number of Coweta County students in work-based learning programs by 25% during the period of this agreement.

ADDIE Accomplishment	Met?	Red Flags
Assurance of organizational flexibility in curriculum, personnel and hiring practices, and finances.		Organizational flexibility issues not addressed.

C. DETERMINE FACILITY NEEDS

As part of the design phase, the steering committee will need to discuss the physical requirements of the new center. The ideal space is large enough to allow for the co-location of high school and college activities. The decisions made by the curriculum subcommittee on the high school career and technical programs as well as the college certifications to be offered at the center provide information on the laboratories and equipment that the center will need to house. The subcommittee assigned to facilities will also want to research possible physical locations for the new center. A central location, convenient to all the base high schools in the county, would be beneficial.

Guideline: *OUTLINE FACILITY REQUIREMENTS*

- List the requirements for a facility that would meet the needs of the educational program. This includes expected enrollment, based on the total enrollment of the district's high schools, and the square footage needed. Calculations of square footage should include:
  - the ability to house laboratories and industry-specific equipment for the technical programs to be offered,
  - academic classrooms,
  - space to offer additional adult college classes and customized training for employers,
  - meeting or conference rooms to be available to the community,
  - space for any student services, such as dining, to be offered if necessary,
  - the possibility of housing any additional school district services, such as a Performance Learning Center (see Chapter 2: The CEC Experience); and
  - sufficient parking for students and staff.

- Visiting the CEC facilities or those opened in Walton and Whitfield Counties may be useful for more accurately assessing the physical facility needs of your center.

Guideline: *LOOK FOR EXISTING BUILDINGS*

- Any existing but unoccupied school buildings in your community may be a promising location for the center. Though any such buildings will probably require renovation and expansion, they are a significant resource because they are at the disposal of the school system partner and they provide a physical foundation conducive to the educational programs being implemented. In the absence of existing space owned by the school district, it is possible that the technical college partner may have physical space to offer the joint venture. The committee will want to explore this option with those responsible for college property and campuses. Finally, other large but unoccupied buildings in the community, such as warehouses and

Both Coweta and Walton Counties had existing school buildings available. A site for CEC was obtained when the school board donated a former middle school, which was renovated and expanded to double its size. Walton County had just completed a new high school building and there was an opportunity to use the one that was being vacated.

office buildings, should be investigated.

- If no facility options currently exist in your community, the center may need to construct a new building. Initial discussions between the school system and college as to how each would support the construction of a new center and where it might be located are an important place to start.

Whitfield County passed a local tax referendum for the construction of a new technical high school. In Douglas County, a new building to house the high school will be constructed on West Central Technical College's county campus.

ADDIE Accomplishment	Met?	Red Flags
Quality, appropriate facilities, equipment, and staffing requirements to meet identified needs.		Facilities inappropriate or inadequate to prepare for needs identified.

D. PERSONNEL PLANNING

The steering committee should begin determining the personnel requirements needed for the center. A subcommittee can take on this task and then create job descriptions for the positions identified.

Guideline: *DETERMINE PERSONNEL NEEDS*

Staffing needs are not likely to be those of a traditional high school, due to the need to serve all of the county's high schools, the strong engagement of business, and the inclusion of a postsecondary institution as a partner.

- A Chief Executive Officer (CEO) should head the joint venture. Beyond managing an educational institution, this individual will need to be responsible for managing a business (the charter school) and a complex partnership between several entities.

- There are a number of other management and leadership roles that will need to be filled. A licensed principal will be required to oversee the school as an educational institution, a technical college employee will need to direct its campus, and another administrator will need to take responsibility for business and community involvement. Fundraising might also be part of this latter role. (See the organizational chart in Chapter 2: The CEC Experience for a visual representation of such a management team.)

- Both high school and technical college instructors will be required, in both academic and technical areas. Planned course offerings and expected numbers of enrollees will assist in determining the number of faculty needed. Special needs instructors and other personnel should be counted as well. The steering committee will need to work closely with representatives from the school system and the technical college to agree on the positions needed.

- Because of the focus on work-based learning and the need to develop and oversee placements for students, some additional staff or faculty able to take on this area of responsibility will be important.

- Staff will include at least one counselor for the high school, an admissions officer at the technical college, and administrative support.

Guideline: *DEVELOP JOB DESCRIPTIONS*

The subcommittee will need to write job descriptions for all the planned positions, in conjunction with the school district and the college. While existing descriptions used by the school system or technical college for teachers, faculty, and administrators may be useful as a place to start, it is likely that all will need revisions to adequately represent the roles that faculty and staff will play at the new center.

- Appropriate titles should be developed at this stage for administrators and instructors that engender respect and reflect the business environment.

- The CEO will need to act as a facilitator, building and strengthening connections between business partners, the school district, and the technical college, as well as parents, state and local political officials, and the community at-large. S/he will need a strong background in business and the ability to manage a multi-faceted partnership, while also having a clear commitment to quality education. The CEO is also the visionary for the organization and will need to communicate his or her vision effectively. With a management team administering the school, the ability to delegate and empower others will be key. Finally, the CEO will be responsible for developing the culture of the new center—one that reflects the workplace, creates high expectations, empowers others, and encourages flexibility and creativity.

- Other administrators will need to be committed to the vision of the steering committee and CEO, be skilled at leading in a team, be open to new ways of doing things, and be comfortable using a management style that delegates and empowers others. At least one will need to take on a fundraising role.

In Coweta and Walton Counties, the CEO has a management team consisting of the director of high school programs (the principal), the director of college operations (responsible for the college campus), and a director of business/community relations. This last position focuses on developing partnerships with the employer community.

- Instructors at both the secondary and postsecondary levels will need to enjoy working with young people and have up-to-date skills in their technical areas. Professional experience working in the field will be important for career and technical education instructors. All faculty will need to be adaptable and flexible, good collaborators, creative thinkers, self-motivated, and leaders in their own right. They will need to open to new ways of doing things, including new approaches to instruction.

- Job descriptions for other staff, such as counselors, support staff, and program directors will all need to demonstrate the same qualities of flexibility and collaboration. The guidance counselor's role at the center may be broader than posting grades and scheduling, with more time spent in classes and doing career counseling. Some staff or instructors may need to take on non-traditional tasks such as coordinating work-based learning, alumni relations, and data collection and reporting.

ADDIE Accomplishment	Met?	Red Flags
Appropriate personnel profiles, vital job tasks, and job descriptions.		Assumption that existing teachers will staff the school. Assumption that leadership will be a conventional school principal.

E. SEEK FUNDING

Funding is an essential aspect of any venture, and one which is especially important to address during the design phase. While most of the operating costs of the center will be covered by the school district and the technical college system, additional funds will be needed, particularly at the start-up stage. Whether your community has an existing building that will need to be renovated or whether you will construct a new building to house your center, careful planning will be required to raise the substantial sums needed for this facility investment along with furnishing it with the appropriate equipment and technology.

Developing a business plan for the center is an important step in determining how to sustain funding over time. Charter schools often require some outside funding to cover their operating costs completely and the community is likely to need new or expanded program offerings over time. Developing diverse sources of funding—including employer donations; special, designated funding from the local, state or federal level; and foundation grants—is important.

Guideline: ***LOOK FOR FACILITY FUNDING***

The most immediate challenge will be identifying funding to build a new or modify an existing facility. Facilities are one of the largest obstacles to opening charter schools. The easiest solution is to locate an unoccupied building or part of a building in your community that could house your center. Even if an existing building is found, extensive renovations are likely to be needed for which funds will need to be raised.

- Look first for local facility options. It is possible that the school system has a vacant building to donate (see the previous section C. Determine Facility Needs). There may be other unused spaces, either publicly or privately owned, in the district which could provide short- or long-term housing for the charter school.

In Whitfield County, a SPLOST was passed for the purpose of constructing a new technical high school. This state-of-the-art building now houses the Whitfield Career Academy. SPLOST funds covered some of the facilities costs for both Walton and Douglas counties as well.

- Presently, the Georgia legislature has only provided minimal funding for charter school facilities through the Department of Education. One avenue for raising construction or renovation dollars at the local level in Georgia is to introduce a Special Purpose Local Option Sales Tax (SPLOST) that will be designated for the facility. Other special state funds, through the governor's office, for example, are also a possibility.

- The college partner may be successful in acquiring facilities funds at the state level through the Department of Technical and Adult Education. For the technical college system to construct the building which will

Dalton College will build a joint high school/college facility on the Whitfield Career Academy campus with a $4.6 million grant from the governor. Douglas County will finance part of the construction of its center on the West Central Technical College campus using state-level college facilities construction funding.

house the center, the land on which it will stand will likely need to belong to the college as well. Creative partnership in which all stakeholders are flexible may be necessary to find a satisfactory solution to this challenge.

- If there are no grant or tax monies available for construction and renovation, it is possible to develop other innovative public-private partnerships that cover the costs of the facility or make it easier and less expensive to borrow funds. Raising capital can be difficult for start-up schools but it is possible to find tax-exempt bond financing through a private organization as one possibility. The non-profit Provident Group of Louisiana (www.provident.org) is one such organization that may assist schools in raising tax-exempt debt capital through a build and lease program. For more creative ideas on facilities financing, see the briefs on facilities financing authored by the Charter Friends National Network and Education Evolving, available at www.charterfriends.org/outofbox.html and www.educationevolving.org/pdf/FacilitiesFinancing.pdf.

Guideline: *SEEK FUNDING FOR LABS AND EQUIPMENT*

Building the necessary laboratories and classrooms to offer the technical classes being planned, as well as equipping them with state-of-the-art technology, usually requires strong partnerships with the business community. Business partners can specify what technology and equipment are used in their workplaces and will be instrumental in designing laboratory spaces that resemble the work place.

- Business partners, whether healthcare providers, technology companies, or manufacturers, should be able to donate much of the necessary equipment for the labs. It is in their best interests to have students trained on the equipment they use in settings that mimic their workplace.

- Naming laboratories after those employers or donors who equipped them is a good way to thank and recognize business partners.

- Charter schools in the state of Georgia are eligible to apply for one-time implementation grants once their charters have been awarded. For start-up charters, these grants are currently worth $400,000 and are intended to cover non-recurring expenses.

- Additional SPLOST monies available after building needs have been met can also be used for furnishing the center as long as they were designated for that purpose.

CEC had numerous labs equipped by employer partners such as Yamaha. Small employers also made significant contributions; the county's dentists collaborated to equip the dental assisting lab. In 2005, the local news channel donated $50,000 dollars worth of equipment, including cameras, computers, an editing system, and monitors, to the broadcast video program.

In Walton County, the local hospital foundation provided almost all of the funding to equip the healthcare program.

- Federal funds dispersed through the Carl Perkins Act may be used for occupationally-relevant equipment in career and technical education (CTE).

- The technical college may have some equipment funding to contribute, particularly if it is opening new programs.

Guideline: ***UNDERSTAND THE OPERATING FUNDS AVAILABLE***

The core of the operating funds for the center will come through the school and technical college systems. The steering committee needs to be very clear on what expenses will be covered by state funding through these two partners and what will not. Extraordinary expenses are likely to be the costs of the facility, equipment, and the salary of the CEO. Additional teachers and staff may also be needed to manage work-based learning, build community relations, collect and monitor data for improvement and research needs, and other purposes.

- State legislation in Georgia identifies a minimum level of funding that charter schools must receive, with funding beyond that to be negotiated with the local school district and specified in the charter. The school district is required to treat the charter school fairly in distributing funds and will most likely distribute per-pupil funding to the charter school in the same manner as it does to other schools, based on full-time equivalent enrollments. If the center is a non-immersion one, the funding will be based on its status as an extension of the existing high school programs. An agreement to allocate per-pupil funding between schools based on the pro-rata share of the school day that students spend at their base high school and the new center should be developed. These district funds cover high school teachers, principals, administrative staff, and basic supplies. High school faculty and staff will be district employees.

- The technical college will pay for resources that it would make available to any of its campuses, including salaries for faculty, a director, and administrative staff, operations costs, and supplies.

- The school system receives and disburses federal funds for career and technical education (CTE) through the Carl Perkins Act as well as state CTE funds. As the new center is likely to house the majority of CTE programs in the district, the district should allocate a majority of these funds to the center.

- Dually-enrolled students will incur tuition, fee, and book costs at the technical college. In Georgia, all state residents 16 and older are eligible for the HOPE Grant which pays full tuition, approved mandatory fees, and a $300 per year book allowance for students in technical college certificate and diploma programs. There may be some additional fees or book and equipment costs not covered by the grant. It will be important to itemize these additional costs, as well as costs for students not meeting the HOPE criteria, and then come to an agreement as to how they will be waived or covered.

- The position of CEO is a non-traditional one for a school and may be difficult to fund through the district. A special agreement among the partners about how the executive's

salary will be covered is important. Other administrative staff, such as the director of high school programs and the business-community director, can be treated as principals for district salary purposes.

In Whitfield County, the salaries of the CEO and director of curriculum and instruction were funded by the local board of education.

Guideline: *DEVELOP A BUSINESS PLAN*

As part of your charter application, you will be required to develop a business plan for the school. The business plan will function as a management tool for the school's developers, and may be used when approaching the financial community for traditional or non-traditional financing and seeking contributions and support. If your new center will not be a charter school, a business plan should still be a useful tool though you may have less flexibility in raising and allocating funds. Developing a business plan requires developing assumptions for income and expenses, creating an annual and a long-term budget, and developing monthly cash flow projections. The Georgia Department of Education provides a Guide for Developing a Business Plan to assist you, accessible at http://public.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterApplication.

In a business plan, charter schools can begin to make the case that their school is a prime candidate for a loan or grant by answering the following fundamental questions:

- Is our school's current year operating budget in balance?
- Does our school have adequate cash and "working capital" resources to meet our monthly expenses such as payroll, rent, and benefit costs?
- Is our school's long-term fiscal picture in focus and in balance?
- Has our school demonstrated (or has the school's development team demonstrated) that it has the capacity to implement (or establish) sound financial management practices?

Source: Georgia Department of Education

- If your business plan assumes that some revenue will be raised through grant proposals or private funding sources, you will need to design a staffing and personnel structure in which someone takes responsibility for this role.

Guideline: *SEEK ADDITIONAL SOURCES OF FUNDS*

Armed with a business plan, the steering committee will be prepared to seek additional sources of funding. The process of developing the plan should also spark new ideas about where to seek alternative sources of funding for the center. It will be important to have 501(c)(3) (non-profit) status, which allows the center to accept contributions and donors to receive a tax credit, when doing so.

- Start-up charter schools in Georgia are required to have non-profit status and filing procedures for non-profit corporations in the state of Georgia can be found on the Department of Education's website.

- If it is not required for your center and non-profit status is difficult to set up through the public school system, the technical college partner may be of assistance. The technical college's foundation can provide an avenue for receiving tax-exempt financing.

- Raising funds is a time-consuming task, often requiring written proposals. The steering committee may not have the capacity to apply for grant funds requiring written proposals. Again, the technical college partner is likely to have several professionals in this area who may be able to assist the partnership with this task.

ADDIE Accomplishment	Met?	Red Flags
Sustainable partnership funding.		Expectation that school system will provide all or sufficient funding. Lack of investment from the business community.

F. DESIGN DATA SYSTEM

Plans should be made at this stage to measure center outcomes. The steering committee may want to establish a data and measurement subcommittee to take on the task of creating a research and data system to collect and assess results of the center. There are at least three types of data that are useful: data on meeting charter objectives, data on school effectiveness or satisfaction, and data on student performance.

Information, data systems, and evaluation are heavily emphasized here and in the following chapters because results are very important to proving that charters or other flexible school organizational structures are working, for generating additional funds, and for showing that your experience is worth expanding and replicating. Data collection and outcome measurement are not just important for external reasons. Continuous improvement, on which the ADDIE model is based, requires that measurement is done for internal purposes. Performance and satisfaction data are important for this purpose.

Guideline: *SET GOALS*

The first task is to establish a set of overall goals, which will form the basis of the accountability system for your school.

- These overall goals will be established in the charter agreement for your center, if you have one, where they are called objectives. Goals should be as specific, measurable, attainable, realistic, and tangible as possible.

Guideline: *DESIGN INDICATORS WITH RED FLAGS*

Once goals are set, the group can specify the information and data that will be needed to determine if the goals are being met. There will be additional aspects of performance to be measured which may not be elaborated in the goals, such as student academic performance and longer-term outcomes for graduates of the center. It is also an important part of the ADDIE process that "red flags" be created to warn programs of insufficient progress towards goals. They serve as a method of self-assessment while using the ADDIE process.

- Some indicators spring directly from goals developed. Ask yourselves questions about how you would measure whether or not you had achieved each one.

- Other performance indicators will need to be written—what measures of student performance are both informative and realistic to collect? How could student post-graduation outcomes be measured?

CEC indicators include:

- enrollment
- attendance
- on-time performance
- on-the-job performance
- work ethic performance
- standardized test scores
- graduation rates
- postsecondary credential earning
- graduate placement
- student, faculty/staff, parent, alumni, and employer satisfaction

- Satisfaction data is important for understanding the views of all stakeholders—including instructors, employers, students, and parents—and making improvements along the way.

- See the Evaluate section of the ADDIE Accomplishments Checklist in Chapter 4: The ADDIE Process for sample red flags.

Guideline: ***RESEARCH COLLECTION AND REPORTING SYSTEMS***

Both the school system and the technical college already collect some data on their students as part of the Perkins, No Child Left Behind, and other requirements. Some of it may fulfill the indicators you have designed, but it is unlikely that existing data will address them all. In addition to understanding what is already being collected, those designing the data system will need to understand how or if the center can easily access that data. It is not too early to begin a conversation on how data will be collected on the indicators not being measured by the educational institutions, how it will be stored in ways that it can be easily analyzed and reported, and to whom the task of data management for the center will fall.

- Invite representatives from the data office of both the school system and technical college to sit on this subcommittee or at least attend relevant meetings. Ask them to indicate which data are already being collected and how easily data on the center can be extracted from district data. Talk to the secondary and postsecondary representatives about how their data systems connect and whether students can be easily tracked between them. Have them both specify the database software that they use.

- The technical college likely does follow-up research to learn about its graduate outcomes as this is required under the Perkins legislation. It may use state-level data, conduct telephone surveys of its graduates, or use other methods. It is worthwhile to discuss whether the college could conduct follow-up of center high school graduates.

ADDIE Accomplishment	Met?	Red Flags
Measurable goals (or charter objectives), based on clearly identified school outcomes aligned to meet established needs.		Specification of conventional measures of educational success, as opposed to performance-based measures.
Measurable critical red flag indicators.		No benchmarks in place to monitor and correct performance.
Research and data system to collect and assess results.		Lack of planning for research and evaluation of new center.

G. BUILD JOINT VENTURE

The joint venture itself is the most important element of the CEC experience. It is therefore important to work at building or maintaining it in every phase of the ADDIE process. For the purpose of illustration, different aspects of developing or sustaining the joint venture are discussed throughout the ADDIE process. You will see the next section devoted specifically to maintaining the joint venture in Chapter 8: Implement.

Guideline: *CONTINUE BUILDING SUPPORT WITHIN THE PUBLIC EDUCATION SYSTEM*

Even though the public education system is part of the joint venture, perhaps through the superintendent and the school board, not everyone in such a vast system will be informed about the process underway or support the idea of a new center. Principals and instructors may see it as a drain on their resources, competition that will take their "best" students, or become a "dumping ground" for poor performers. Therefore, it is important to consistently reach out to all levels of the educational community, including high school principals, teachers, and counselors, during the design stage.

- If possible, make sure such stakeholders are well-represented in the planning process.
- Cite evidence of success from and arrange for educators to visit CEC or its replication sites in Walton, Whitfield, and Douglas Counties.
- A communication plan should be created to inform stakeholders regularly about the goals and intended outcomes of the center.
- Appeal to self-interest when communicating with educators. The new center can reduce class size at the base high school and provide efficiencies through centralizing classes that are expensive to maintain at each base high school.

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