

**CS<sup>2</sup> HITS ITS STRIDE:**  
**A REVIEW AND ANALYSIS OF THE CALIFORNIA CS<sup>2</sup> ACTIVITIES  
AND OUTCOMES FROM STARTUP THROUGH JUNE 2002**

(November 2002)

**Prepared for:**

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Boston Massachusetts**

**and the**

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## Chapter One

### INTRODUCTION AND OVERVIEW OF FINDINGS AND CONCLUSIONS

*California welcomes the opportunity to collaborate... in this exciting systemic reform effort working with community entrepreneurs. Partnership with CS<sup>2</sup> allows us to offer students meaningful, project-based learning linked to actual workplace settings and problem solving. Students with these skills and experiences will be better prepared to enter the workplace of the 21<sup>st</sup> century. We look forward to replicating the success of the Massachusetts program.*  
--California Department of Education official (1999)

*Students can't do it alone.*  
--CS<sup>2</sup> brochure (2001)

#### **1.1 Introduction and Background**

Communities and Schools for Career Success (CS<sup>2</sup>) is an approach to education reform that focuses on the creation of change agents called “entrepreneurs” who are supported and networked by a state level intermediary or capacity-building organization. The entrepreneurs work to bring community and school officials together in order to develop a clear agenda for systemic change that promotes academic achievement, school to career accomplishment, and youth development, and then facilitate efforts to put this agenda in place and move on to activities. As one entrepreneur put it, “Our approach is simple. Vision it. Build it. And staff it with someone else.”<sup>1</sup> This model was originally created in Massachusetts and has been implemented in a total of eight Massachusetts communities in the past nine years under the leadership of a statewide intermediary organization known as the Commonwealth Corporation.<sup>2</sup>

Third party evaluation reports in Massachusetts have concluded that CS<sup>2</sup> makes sense as a theoretical approach, has been successfully implemented, and has led to a wide range of positive results including strengthening schools, strengthening links between schools and communities, and helping students to achieve academic, career-related, and youth development goals.<sup>3</sup>

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<sup>1</sup> Additional information about the model can be found in Appendix A to this report.

<sup>2</sup> The Massachusetts agency that serves as the CS<sup>2</sup> intermediary has undergone several reorganizations and name changes since the initiative got under way. It was originally called the Bay State Skills Corporation, and later called the Corporation for Business Work and Learning. It was then renamed the Commonwealth Corporation (CommCorp). We use this latter name throughout this report for ease of reading and understanding.

<sup>3</sup> These reports include Evaluation of CS<sup>2</sup>: Report on Initial CS<sup>2</sup>-Planning (August 1994), Evaluation of CS<sup>2</sup>: Interim Report on CS<sup>2</sup> Implantation Activities (April 1995); Evaluation of CS<sup>2</sup>: Year One Implementation Activities (November 1995); Emerging Patterns in the Four Original CS<sup>2</sup> Communities (April 1996); Evaluation of CS<sup>2</sup>: Second Annual Report on CS<sup>2</sup> Implementation Activities (November 1996); Analysis of CS<sup>2</sup> Impact on State Level School-to-Work and Education Reform Efforts (April 1997); Preliminary Reflections on CS<sup>2</sup> and Systemic Change in the Barnstable Public Schools (May 1998); CS<sup>2</sup> at Age Six: Looking Back and Looking Forward (April 1999); and CS<sup>2</sup> at Age Seven: Looking Back and Looking Forward (January 2000).

In March 1999, the California Department of Education (CDE) committed the state to replicating the CS<sup>2</sup> model in three communities. In September, CDE completed a competitive bid process and selected New Ways to Work (commonly known as “New Ways”), a nationally recognized leader in youth employment and youth development fields to serve as the statewide intermediary/capacity-building organization. The first three CS<sup>2</sup> communities were selected in February 2000 and a fourth community was selected in June 2002. Support from the California Workforce Investment Board (CalWIB) made it possible to expand CS<sup>2</sup> to a fourth site in June 2002. The key dates in the history of CS<sup>2</sup> in California thus far are summarized in Exhibit 1 below.

### Exhibit 1

#### KEY DATES IN THE EARLY HISTORY OF CS<sup>2</sup> IN CALIFORNIA

DATE	EVENT
March 1999	California agrees to become the first replication state
August	Memorandum of Agreement signed between CDE and CommCorp
September	Selection of New Ways to Work as the statewide capacity building organization
October	Issuance of Request for Applications (RFA) to select initial CS <sup>2</sup> communities
December	Eleven communities apply
February 2000	Selection of initial three CS <sup>2</sup> communities--Petaluma, Sacramento City, and Yolo County
July	Initial orientation and training for entrepreneurs held by NWW
August-October	Entrepreneur efforts to assess community needs and priorities
November	Entrepreneur retreat—Submission of initial work plans
December-June 2001	First school year of CS <sup>2</sup> implementation in the initial three communities
July 2001-present	CS <sup>2</sup> activities continue in all three communities
Fall 2001	Support from the California Workforce Investment Board (CalWIB) makes it possible to initiate efforts to select one or more additional CS <sup>2</sup> communities in southern California through issuance of a Solicitation for Proposals (SFP)
March 2002	First “Inter-site” retreat for entrepreneurs, statewide capacity-building staff, and state officials from both California and Massachusetts
June 2002	San Diego selected as the fourth CS <sup>2</sup> community in California
July 2002	Training for San Diego entrepreneurs

The first third party evaluation of CS<sup>2</sup> in California was completed in December 2000 and focused upon the initial implementation process. As noted in the excerpts from the report that are presented in Exhibit 2 on the following page, **the CS<sup>2</sup> approach has been successfully implemented in the Petaluma, Sacramento, and Yolo County communities. Entrepreneurs have been hired, trained, and are skillfully carrying out efforts to promote systemic change and initiate other activities that are designed to promote academic achievement, career development, and youth development.**<sup>4</sup> Petaluma and Sacramento City initially adopted the approach to CS<sup>2</sup> that was typical in Massachusetts, in which a team of three or four entrepreneurs works with a school district and a limited number of schools within that district. The Yolo County CS<sup>2</sup> is an innovative effort to utilize a team of three entrepreneurs to strengthen the role of a county office of education in a county that incorporates five different school districts.

<sup>4</sup> The report is entitled, “Initial Insights Into The Replicability Of CS<sup>2</sup>: The California Experience” by Lawrence N. Bailis, Ph.D. and Alan Melchior (December 2000)

## Exhibit 2

### EXCERPTS FROM THE INITIAL EVALUATION REPORT ON CS<sup>2</sup> IMPLEMENTATION

As of the end of November 2000, it can be said that CS<sup>2</sup> is off to an excellent start in California. The formal and informal collaborative efforts between CDE, NWW, and the Massachusetts Commonwealth Corporation (CommCorp) have helped launch the initiative and appear to provide a solid forum for the resolution of any problems that may arise in the future. CS<sup>2</sup> has taken root in a state that is thousands of miles away from Massachusetts.

CDE, in partnership with the CommCorp, has selected a Statewide Capacity Building organization New Ways to Work (NWW) that is doing a superb job;

CDE and NWW, in partnership with CommCorp, have selected an initial set of three communities, each of whom understands and supports the CS<sup>2</sup> approach.

Each of the communities has recruited and hired entrepreneurs who have been oriented and supported by NWW, engaged in community needs assessment, and prepared an initial work plan. All of these activities have been conducted in a thorough, thoughtful manner.

Solid formal and informal relationships have been created between the entrepreneur teams and their supervisors (“site leads”), between the entrepreneurs and the NWW staff that have been assigned to work with them (“coaches”), among the entrepreneurs across the communities, and among all of the key players in the California CS<sup>2</sup> team across all agencies.

In addition to this, there is a good deal of evidence that the availability of staff from CommCorp and the Massachusetts CS<sup>2</sup> communities has been helpful to NWW and the California CS<sup>2</sup> communities. CommCorp and Massachusetts entrepreneur staff have attended training sessions, monthly meetings, and retreats and have begun to develop both formal and informal links that have been helpful in enabling California entrepreneurs to clarify their thinking about what CS<sup>2</sup> is about, what it can accomplish, and how to go about getting started.

## 1.2 Purpose of This Report

With the question of feasibility of replicating the CS<sup>2</sup> approach in California answered, our attention then turned to the question of what difference CS<sup>2</sup> is making. This was addressed in a preliminary report in November 2001 and an updated preliminary report dated March 2002.<sup>5</sup> **This final report has been prepared to update those reports through the end of the 2001-2002 school year, thereby providing the California State CS<sup>2</sup> Team and others with interest in CS<sup>2</sup> with a clear but succinct picture of (a) the kinds of activities that have thus far been undertaken under this initiative, (b) the emerging results of these activities along with the likelihood that these activities will be translated into demonstrable progress in attaining the overall objectives of CS<sup>2</sup>-- promoting systemic change in school systems, academic achievement, career readiness, and youth development, and (c) some of the related issues that have emerged as CS<sup>2</sup> has gotten off the drawing boards and into ongoing school reform efforts.**

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<sup>5</sup> Both reports were entitled, “CS<sup>2</sup> in Action” and both were authored by Lawrence Neil Bailis and Alan Melchior.

This report incorporates the findings and conclusions of the earlier reports, updating to reflect new developments in the three communities and newly available data on the performance of CS<sup>2</sup> schools, involvement and perceptions of school and community partners, and a second round of surveys of seniors in CS<sup>2</sup> high schools. The report also takes note of the third set of field visits to each of the CS<sup>2</sup> sites for this year, visits that were conducted in the first week in June 2002.

### **1.3 Context of The Report**

As is summarized in a second excerpt from the initial report in Exhibit 3 below, as of a year ago, it was too soon to tell whether the CS<sup>2</sup> approach would in fact yield positive demonstrable benefits to the school districts and communities in which it was implemented, and, in particular, whether or not it would help young people to meet the challenges of growing up in the early years of the twenty-first century.

#### **Exhibit 3**

##### **ADDITIONAL EXCEPTS FROM THE INITIAL EVALUATION REPORT ON CS<sup>2</sup> IMPLEMENTATION**

**Having said all of this, we must recognize that CS<sup>2</sup> is only getting off the ground in California, and it is impossible to come to any conclusions about the “bottom line” -- whether or not it is leading to strategic systemic changes at the school and community level and producing results that add value to the rich mix of school reform, school-to-career, and youth development activities in the state.**

**More than a year and a half have passed since these words were written and clear patterns are emerging in terms of relatively short-term impacts of CS<sup>2</sup>-sponsored project activity, the difference that CS<sup>2</sup> activities are beginning to make for students, schools, and communities.** The California CS<sup>2</sup> planning model includes five stages of development that begin with plans for pilot efforts in individual classrooms and eventually proceed to school-wide or school system-wide implementation. As of the summer of 2002, many CS<sup>2</sup>-supported activities were less than a year old and were still in the earliest stages, and it is therefore still far too soon to expect to see the kinds of school-wide impacts that CS<sup>2</sup> was created to produce. But those who fund CS<sup>2</sup> and/or those who may fund it in the future still need to know what difference it is making as soon as possible.

Following the lead of Massachusetts, the California CS<sup>2</sup> State Team that consists of leaders of the participating and interested state agencies, has adopted a two-pronged evaluation approach to deal with this dilemma:

- Developing and implementing a system to track long-term trends at the school-wide and district-wide levels in CS<sup>2</sup> communities as they unfold in the coming years, and
- Identifying and documenting selected CS<sup>2</sup>-supported activities that are already beginning to show measurable impacts for subgroups of students within the CS<sup>2</sup> schools.

During the 2000-2001 school year, a work group consisting of one or more entrepreneurs from each community, New Ways staff, CDE staff, and members of the evaluation team developed a framework for assessing school-wide changes in the core CS<sup>2</sup> objectives. The work group recommendations were then reviewed and refined by the members of the State Team and adopted as a framework. The performance indicators listed in Exhibit 4 on the following page show that the system addresses all key student-oriented objectives—including academic achievement, career development, and youth development.

**Exhibit 4**

**OVERVIEW OF CS<sup>2</sup> CALIFORNIA REPORTING SYSTEM EVALUATION MEASURES**

TYPE OF MEASURE	MEASURE
STATE TEAM MANDATED MEASURES	<p>Academic Performance Index (API) Growth Target and Annual Score</p> <p>API Ranking against Like Schools</p> <p>Number of Students Meeting A-G Requirements</p> <p>% of students passing the HSEE</p> <p>Number of Career Pathways offered and the number of students enrolled in them.</p> <p>Number of student participating in Career Development activities.</p> <p>Results of the Healthy Kids Survey resiliency module.</p> <p>Dollars raised by CS<sup>2</sup> entrepreneurs</p> <p>High School Survey Results</p>
COMMUNITY SELECTED MEASURES	<p>High school graduation rate</p> <p>Attendance rate</p> <p>(a) Number of volunteer hours supporting the activities and system-change efforts that are carried out by CS<sup>2</sup> entrepreneurs and (b) the total hours of volunteers in the schools, including members of advisory board and speakers.</p>

The evaluation system is still under refinement in terms of operationally defining the key variables after the experience of the first round of data collection for the 2000-2001 school year. **But as of the end of the 2001-2002 school year, CS<sup>2</sup> has defined a framework and performance assessment system to track progress in which school performance and has begun collecting data against which future progress can be measured. As is discussed in several chapters of this report, progress along some indicators is emerging despite the fact that the activities of entrepreneurs have not, in general, been geared towards producing short run increases along measures of academic performance and youth development.**

Thus, while it is still too soon to look for trends in overall student performance at CS<sup>2</sup> schools, a system is in place to track them as they emerge. Given this situation, **this report concentrates on providing a snapshot of the kinds of activities that are now unfolding, assessing the likelihood that they will contribute to the ambitious CS<sup>2</sup> goals, and, where possible, presenting the first hard data on the impact that selected activities are having upon groups of students.**

This is exactly the same evaluation strategy that was adopted in Massachusetts. In Massachusetts, reports on the so-called “banner projects” provided the first hard data on the impact of CS<sup>2</sup> activities and on who were affected by them. Wherever possible, this report replicates this approach by highlighting the measured impacts of selected California CS<sup>2</sup> activities.

#### **1.4 Methodology**

This report is based upon review of CS<sup>2</sup> documentation, including plans and reports submitted by the entrepreneurs in the initial three California communities, as well as telephone calls and in-person interviews with California state officials, CS<sup>2</sup> entrepreneurs, CS<sup>2</sup> site leads, and other key partners the entrepreneurs have been working with. Information was also collected in the three communities during site visits that were conducted in November 2001, January 2002, and June 2002.<sup>6</sup> Surveys of seniors at CS<sup>2</sup> high schools have been conducted for two years and the results of these analyses are presented in this report. The final version of this report will incorporate revisions made after review of earlier drafts by the California Department of Education, the California Workforce Investment Board, New Ways to Work, entrepreneurs, and CommCorp staff.

Given this approach, the contents of this report should not be seen as a comprehensive listing of the activities and the accomplishments of CS<sup>2</sup> to date. Instead, it has been prepared to shed light upon the broad range of activities that CS<sup>2</sup> has successfully promoted and the kinds of benefits that can be reasonably expect to ensue from their successful implementation.

#### **1.5 Organization and Highlights of the Report**

Chapters 2, 3, 4, and 5 represent the heart of this report, presenting some of the highlights of the CS<sup>2</sup> activities as they pertain to the four major foci of the initiative—promoting systematic changes in school systems, academic achievement, career development, and youth development.

Chapter 6 addresses two of the most critical accomplishments of CS<sup>2</sup> to date -- its proven track record in bringing private businesses and community groups into school reform efforts and its demonstrated ability to provide new and leveraged resources to support school reform in the participating communities.

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<sup>6</sup> The earlier stages of the evaluation also incorporated several rounds of field visits during the prior academic year.

Section 7 reviews the role of the California CS<sup>2</sup> statewide intermediary/capacity-building organization, New Ways to Work (“New Ways”) in supporting the entrepreneurs and in carrying out other vital functions within the CS<sup>2</sup> system. This topic has not been a major focus of our recent research, and therefore, with the exception of a few editorial changes, the content of this chapter remains the same as in the February report.

Finally, the conclusions researched in this report are summarized in Chapter 8. As noted in that chapter:

- CS<sup>2</sup> is off to an excellent start in California
- There is already a multitude of promising activities under way in each of the three communities, and there is demonstrable progress in promoting systems change, academic achievement, career development, and youth development.
- The biggest challenges facing CS<sup>2</sup> at this time involve fine-tuning the approach at the community level to develop the optimum configuration and span of responsibilities of the entrepreneurs on the CS<sup>2</sup> teams and building upon the foundation that is already in place to document the impacts upon students, schools, and communities, as they emerge. This challenge is least severe in the community that has maintained its focus on two schools, but is present in all instances.

**In particular, the activities undertaken by the California entrepreneurs to date have validated the underlying premise behind the CS<sup>2</sup> concept, providing the kind of talented, but “un-tethered” manpower that it takes to turn good ideas into implemented programs and fundable proposals, creating momentum towards systemic school-wide and district-wide change. The work that New Ways has done to train and support the entrepreneurs has been critical in leading to these accomplishments.**

Programmatically, the major challenge facing the CS<sup>2</sup> initiative today is finding the best uses of the entrepreneurs and ensuring that they are not “spread too thinly”. As noted earlier in this report, the entrepreneurs try to “Vision it, build it, and staff it with someone else.” But this is not always easy to do. Different communities are dealing with this challenge in different ways.

Future evaluation work should focus upon tracking the overall performance of the California CS<sup>2</sup> communities along the measures of system performance that have been incorporated into the California Strategic Planning and Evaluation System and upon developing quantitative estimates of the benefits that have already accrued to the participating schools and communities as they are described in this report.

## Chapter Two

### SYSTEMIC REFORM

*CS<sup>2</sup> is having a major impact on the Yolo County Office of Education.*

*--Yolo County administrator (2001)*

*The entrepreneurs in our district are doing a good job. They are smart. They get it. And they know how to make things work. We need to work with the entire community and I look to my entrepreneurs as the people to help do this.*

*--Superintendent of a CS<sup>2</sup> School District (2002)*

#### **2.1 Introduction and Overview**

From the outset, Communities and Schools for Career Success (CS<sup>2</sup>) in Massachusetts and California has sought to promote improved academic performance, career preparation, and youth development through strategies that affect entire systems. In some instances this has meant supporting ambitious systems-change efforts that were already under way or contemplated. In others, it has involved development of such efforts. As is described in this chapter, **California CS<sup>2</sup> entrepreneurs have already played critical roles in planning, supporting, and implementing broad-ranging, forward-looking systemic change efforts in all three of the initial communities.**

**The CS<sup>2</sup> support of the Sacramento's system-wide Education for the 21<sup>st</sup> Century (E-21) high school reform initiative, the Yolo County Office of Education's efforts to build the capacity of the county office to upgrade programming and promote collaboration among its five school districts, and the Petaluma efforts to put together a "youth one stop" for students wanting work permits, internships, and service learning opportunities stand out as clear demonstrations that the CS<sup>2</sup> efforts are directed towards promoting systemic reform and are already beginning to bear fruit.**

#### **3.2 Sacramento City's E-21 Initiative**

The Sacramento entrepreneur team has played many roles in helping to collect information, synthesize information, and otherwise contribute to the development and implementation of the Sacramento City Unified School District's high profile high school transformation effort called "E21 – Education for the 21<sup>st</sup> Century." This approach focuses on broad reform of the curriculum and creation of small learning communities, and it was recently awarded an \$ 8 million grant from the Carnegie Corporation to accomplish these objectives after a highly competitive national selection process. According to one key participant in the process:

The [CS<sup>2</sup>] entrepreneurs did so many critical things. They were key staff for the planning process, providing input from the community and youth in the district and, more generally, keeping the agenda moving forward. They provided a liaison between the school district and the community, serving as a litmus test that made it clear how leaders and others in the community would feel about specific proposals. They helped balance top down planning with community input, serving as the eyes and ears of the district.

The CS<sup>2</sup> entrepreneurs are now playing an important role in implementing E-21. High school-level implementation activities are being carried out by regular school staff with training and support from CS<sup>2</sup> entrepreneurs and school improvement facilitators (SIFs), an entrepreneur-like position that was developed based upon the experience other school systems that have been promoting systemic change. Under this system, the principal has at least two key staff who are free to take the steps necessary to move things along, with the SIFs working primarily with teachers to focus on curriculum, instruction, and standards, the CS<sup>2</sup> entrepreneurs serving as the point of contact for links with the community (including parents, businesses and community-based organizations), resource development, youth development programs, and a number of related efforts including liaison with Workforce Investment Act (WIA) activities and working with teachers to develop service learning and project-based learning activities.<sup>7</sup>

The adoption of a model in which there was a SIF at every high school site was an important ingredient in the decision to expand the number of entrepreneurs so that there would be a CS<sup>2</sup> entrepreneur at each high school as well. This doubling of the number of entrepreneurs in Sacramento demonstrates the appeal of the entrepreneur model and—even more impressively—is being carried out with no additional funds from the California Department of Education.

### **2.3 Moving towards a County-wide System in Yolo County**

From the outset, the Yolo County CS<sup>2</sup> efforts have been focused on building the capacity of the County Office of Education to provide leadership and guidance to the five school districts in the county. As the Yolo County superintendent sees it, the entrepreneurs have given him the human resources to plan and implement a number of important efforts to strengthen the offerings in the school districts and bring them closer together. Examples of these activities that would not have been possible without the presence of CS<sup>2</sup> entrepreneurs include:

- *Staffing the Workforce Investment Board's Youth Opportunity Council*, an arrangement that has allowed entrepreneurs to develop surveys and other data collection techniques to meet the information needs of the council members. In addition, the entrepreneurs have provided leadership as coordinators of several Youth Opportunity Council subcommittees including developing the work ready certificate, funding, marketing, and resource mapping subcommittees.
- Creation of a *county-wide set of standards for the work readiness* of students and implementation of a county-wide Work Readiness Certificate to provide students with a credential that employers can accept. This is the first time that the school districts in the county have worked together beyond the coordination that is mandated by law.
- Creation of *county-wide standards for the operation of ROP programs* and utilization of those standards to upgrade classroom offerings and internship experiences. CS<sup>2</sup> entrepreneurs have helped develop the standards and are working with teachers to come up with classroom specific work plans.

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<sup>7</sup> The original plans called for SIFs and entrepreneurs to also serve as backup for each other but this does not appear to be happening at this stage of E21's evolution..

- Creation of a *network that will eventually bring all guidance counselors in the county together on a regular basis* to share information and best practices. The counselor network was formed by middle and high school counselors to provide networking and training in career development activities. The network is now expanding to include elementary counselors, alternative education program counselors and post secondary counselors. It costs very little, but it may become the foundation for a countywide approach to guidance counseling where people meet regularly to share information and ideas as well as receive training in career development approaches and ideas.
- Provision of *training and technical assistance* to school districts. For example, the Yolo County Office of Education was asked to come in and provide technical assistance to the Esparto schools on a variety of topics. As county officials see it, it is only the presence of CS<sup>2</sup> entrepreneurs that has made it possible for them to do so. “We can only provide capacity building technical assistance only because CS<sup>2</sup> entrepreneurs are in place.”
- Assisting the University of California at Davis to plan *county-wide outreach strategies* that result in greater services to such districts as Esparto and Winters that were not high priorities for the university in the past

#### **2.4 Creating a Youth “One Stop” in Petaluma**

In Petaluma, the CS<sup>2</sup> entrepreneurs brokered the creation of a partnership between the school district, the Petaluma People Services Center (PPSC), and the city parks and recreation department to streamline the work permit process and related efforts to bring students into the work place. The entrepreneurs helped bring the partners together, helped plan the effort, supported the staff who were in it, and have helped to write grants to support it. As a result, the system utilizes “Pathfinder” software to match kids to jobs and service learning opportunities. The city runs it in-house with Workforce Investment Board (WIB)-funded PPSC employees who also staff the local teen council.

Two years ago, Petaluma students got work permits at their own schools. But the schools only had limited capacity to sporadically track students who were required to maintain a 2.0 grade point average (GPA) and there were no support systems to help students who were in trouble with their grades. The creation of the one-stop has made it possible to systematically review information on GPAs and provide both tutoring and mentoring using the Petaluma Mentoring Partnership to help the students who were in need. Thanks to this planning, there is now a system in place where working students whose grades drop below a 2.0 average are referred to the one-stop. The one-stop staff then contact employers to see if the student is still working and then conduct an assessment to see which support mechanisms are appropriate. The options that are available include a mentoring and tutoring program as well as individualized education plans, WIA services, and a wide range of other community-based resources. As a result, as one PPSC staff person put it, “All kids now get the same message and services, with the message being that the community at large cares whether student’s grades are good and are willing to step in to help students who need help to achieve .”

The program is spreading; last year it was only serving one high school and now it is covering two, with funding blended from WIA and non-WIA sources, depending on the student’s economic status.

The new approach is said to be popular with the participating businesses as well as school officials. Initial information made available by the PPSC suggests that this effort has been helpful in dealing with the academic challenges faced by many youth with work permits. For example, *data from the center document that 85% of the students who were referred to mentoring and tutoring because of GPAs below 2.0 had come back to this level by the end of the year, with most of them doing so after six or twelve weeks, including 36% whose GPAs rose to at least 3.0.* Data provided by schools show that this track record outperforms results for students who are not involved in such programs. For example, the results show that 47% of the students whose averages fell below 2.0 but did not avail themselves of the program did not recover.

Petaluma entrepreneurs had originally taken the lead in making this happen but, as is the goal with all CS<sup>2</sup>-sponsored activities, they have transformed the process so that it is now overseen by a team representing the various partners without any major input from CS<sup>2</sup>. This, in turn, frees up entrepreneur time for new projects and activities. This is a prime example of the ability of the CS<sup>2</sup> entrepreneurs to carry out an approach which calls for identifying an issue, working with others to design a strategy to address it, launching the strategy, and, when its proven to be effective, passing the work on to a team representing the partners in the effort.

The Petaluma efforts to restructure after-school and summer school programming provide another example of innovative activities that fall somewhere in between systemic reform and upgrading of curriculum. These efforts are described in greater detail later in this report.

## **2.5 Summary and Conclusion**

Each of the activities outlined in this chapter represent CS<sup>2</sup> as it was meant to be, working with community and school leaders to identify, plan, and implement bold efforts to change the status quo for entire schools and school systems. As the example of the Youth One Stop makes clear, some of these efforts are already beginning to produce measurable benefits. In other cases, such as E-21, the wait may be longer, but if current thinking about school reform is correct, we can expect measurable changes to emerge in these cases as well.

## Chapter Three

### PROMOTING RIGOROUS ACADEMICS

*I am so supportive of the senior projects approach. They are a great culminating event and they have added so much to our senior English curriculum. and our expectations of students due to the combination of required career-oriented research in the community, putting research papers together, and training in presenting to a group of community people. These skills will be helpful in college and beyond, but would not--and in some cases could not--show up on advanced placement tests and other standardized tests that are given long before the end of the senior year.*

*--Petaluma high school English teacher (2002)*

#### **3.1 Introduction and Overview**

While paying priority attention to systemic reform, the CS<sup>2</sup> entrepreneurs in Massachusetts and California have devoted considerable time and attention to promoting efforts to upgrade the curricular offerings within the schools. This chapter contains a number of examples of this trend in California, citing changes which are either already paying off in demonstrable progress or which can reasonably be expected to do so in the future, and then presents some of the emerging quantitative data on this topic.

#### **3.2 Petaluma Senior Projects**

A Petaluma entrepreneur has worked closely with Casa Grande high school leaders to expand upon an innovative “senior project” class requirement in which each student (except those in AP classes) works on a self-contained career-project project that involves the community outside the school, prepares a research paper on the topic, and then presents the results of the research to a board consisting of community residents as well as educators.<sup>8</sup> As noted in a CS<sup>2</sup> publication, “We encourage students to have their Senior Projects serve lifetime goals by linking project themes to career exploration and community service activities.”

This CS<sup>2</sup>-supported effort is run in a highly sophisticated fashion and has significantly shifted the perception and rigor of the project by increasing links to career exploration, community service and other community related elements.<sup>9</sup> It has freed-up teachers from many of the activities needed to plan and implement this approach and is highly regarded by school officials. As another benefit, the involvement of the CS<sup>2</sup> entrepreneur in the efforts to expand the Casa Grande senior projects allowed the principal and assistant principal, who had been leading the effort, to devote more time and energy to additional educational reform efforts at their school site.

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<sup>8</sup> This effort was initiated on a pilot basis in one classroom prior to the creation of CS<sup>2</sup>. The support from entrepreneurs has made it possible to greatly expand the approach without unduly burdening faculty, to the point where it now serves 310 students with 190 community volunteers sitting on the boards which judge the projects

<sup>9</sup> For example, community judges are trained by entrepreneurs (and fed) before observing the presentations, and use a “senior project speech evaluating form” that incorporates closed ended ratings (excellent to needs improvement) on eight items relating to context and delivery as well as room for comments.

An assistant principal has summarized the benefits of this effort in the following words:

The senior projects get seniors engaged and interested, create motivation to do well, and the seniors feel good when they are engaged. It is not just doing a project for the teacher. The projects allow students to play to their own strengths.

There are closer links with the community as the judges for the projects are trained in the rubrics by which we assess the projects, and thus the process honors the input from the community to the schools...

This process helps students, including special education students, to show talents that would not otherwise be seen.

Projects that take place during the last semester of a student's high school career cannot be expected to have much impact on academic performance on state-mandated exams or dropout rates. But the excerpt from a mini-report on the summer projects prepared by the third-party evaluation team contained in Exhibit 5 and the excerpts from Petaluma seniors' letters to their community project judges contained in Exhibit 6 show that the project seems well on the way to becoming an exemplary "capstone" effort that allows students to demonstrate their qualifications (to themselves as well as to others) as well as to bring the school and community closer together.<sup>10</sup>

#### Exhibit 5

##### EXCERPTS FROM MINI-REPORT ON PETALUMA SENIOR PROJECTS

[Surveys conducted on graduating seniors with a roughly 50% response rate provide a good deal of evidence to support the conclusions that...]:

Nearly three-quarters (71%) of the students who had an opinion on the topic recommended that Casa Grande continue with this approach in the future. Most students seemed pleased with their senior project experience.

Nearly four of every five students (78%) reported that their attitudes towards the senior project had changed in a positive direction over the course of the school year. The improvements in attitudes resulted in a situation in which 26% of the participants said they now felt it was a very positive experience, and 21% said they now feel that it was one of the most valuable assignments in their high school years.

The vast majority of students who offered an opinion on the topic (86%) were able to list one or more ways that their senior project experience would bring them value in the future, including:

- 15% who said it has resulted in their developing a new, positive relationship with an adult in the community,
- 20% who felt that they could use the experience in future job applications, and
- 51% said that they had "learned something I've always wanted to learn and can continue to develop".

<sup>10</sup> Direct observation of students making their senior project presentations provides judges with clear evidence of what the students are accomplishing, but it is difficult to capture in quantitative terms. For example, a Petaluma high school teacher believes that the number of seniors who fail English is declining as a result of the projects, but the numbers of failures (and dropouts) during the last semester of the senior year are probably too low to do much statistical analysis.

Roughly three quarters (73%) of the students whose senior project was linked to exploring a potential career field were able to list specific career-related benefits that they had accrued, including:

- Nearly half (49%) who learned that they either did or did not want to continue in the field that they addressed in the project (32% said they wanted to continue in the field and 17% said they had learned that they did not, an equally valuable career lesson);
- 6% said they had made a relationship with an adult who could now write them a letter of recommendation for a job, and
- 19% felt that the senior project experience could be productively included in their resumes.

Finally, an unexpected positive result was that about a third of the seniors (35%) said that the projects had had a positive impact upon their relationships with one or more members of their family.

## Exhibit 6

### EXCERPTS FROM LETTERS FROM SENIORS TO THE SENIOR PROJECT BOARD JUDGES

The choice of my senior project on neonatal nursing relates to my career goal. After college I want to become a neonatal nurse...By doing this senior project I now know what my career goals are. I was able to actually have hands on experience with premature infants. I had such an incredible experience caring for helpless infants that I know now that this career is definitely for me....

Doing my senior project on web design has forced me to learn many new things that I know will come in handy when I begin designing web pages professionally. I had to teach myself new programs that are used by many professional web designers today, and it will be much easier for me to enter the field knowing these things...

For my senior project I have chosen to focus on fundraising along with community involvement. I am planning to put on a dance for the three high schools in Petaluma in order to raise money for a rare and fatal brain design called Creutzfeld-Jakob Disease...For my research paper, I plan to write about how close we are to finding a cure or even a diagnostic test for this idea...My fieldwork will be my putting on a dance to raise money to donate for CJD research....

This last semester of my senior year has been the hardest. I hope to slide through without doing much, and just to graduate. With this project, I learned that you couldn't slide through anything...

The senior project gave me an opportunity to do at least one project in high school that I actually put effort into and was proud of...

Senior project had a tremendous impact on my life. Not only do I now know the difference between an I/O address and an IRQ, but now I have the skills to get a decent job during college. Computers are something that I love and something I would love to work in the future...

Even though my senior project took up lots of time, I still had lots of fun with it. There were times when I wanted to go hang out with friends, but I didn't because learning more about hosting was more important. At first I got tired of all the research that was involved, but after a while, everything got to be more interesting. I learned things that I had no clue about. For example: I didn't know a radio host's salary, I didn't know that most radio hosts take classes for talking skills, and how much dedication and time radio hosts put into their jobs. By learning these things, it gives me more knowledge of what I want to do and a brighter idea of how to get started.

## **4.2 Yolo County's Efforts to Upgrade Existing Course Offerings**

**While much of their work has been directed at systemic reform, the CS<sup>2</sup> entrepreneurs have also been working to assess and upgrade existing offerings in the participating school districts.** For example, a Yolo County entrepreneur worked with school officials to conduct a followup survey of Regional Occupational Program (ROP) graduates to determine where further improvements in curriculum would be helpful. This survey resulted in ongoing efforts to upgrade the curriculum in math and computer sciences. The Yolo entrepreneurs have also worked with all ROP teachers to develop standards, assess their programs against these standards, and develop teacher-specific workplans to correct deficiencies and otherwise improve the programs.

*Hard data on the impact of these activities are not yet available. But both common sense and interviews with involved staff argue strongly for the conclusion that they are helping to promote student achievement.*

## **4.3 Yolo County Efforts to Support High Risk Students**

Yolo County entrepreneurs have also begun working with school personnel and counseling students from local universities to plan “pull out” sessions for students identified as being at high-risk by their guidance counselors. Many of these sessions have an ostensible focus on career planning but they are in fact designed to help overcome the barriers that prevent students from doing well academically. The agendas for one these “Life Quest” sessions for middle school students typically include career inventories, “reality checks”, review of learning styles, discussions of ways to improve study skills, and reflection upon the events of the day and lessons learned.

In addition to this, the Yolo County CS<sup>2</sup> entrepreneurs have been instrumental in establishing a unique after school tutorial in three of its five school districts. The students were paid to attend the after school tutorial and received a nutritional meal. *The participating students demonstrated an improved ability to complete their homework and recover from prior low grades. Teachers commented that they noticed a higher self-esteem among the tutorial students.*

Related activities undertaken by Yolo County entrepreneurs to support academic achievement in middle schools include assisting in the utilization of standards-based training for site administrators and teachers on a variety of topics including several that are closely related to environmental issues and development of study skills workshops for after school students.

## **4.4 The Petaluma After-School and Summer School Programs**

Petaluma entrepreneurs have played a key role in designing and overseeing a middle school after school program that is targeted on students who are presently failing the 7<sup>th</sup> and 8<sup>th</sup> grade and are therefore thought to be “at highest risk” of not being promoted into high school. The curriculum was put together by several entrepreneurs along with school staff, with a goal of getting students up to grade level and ready for the high school exit exam. The curriculum has been revised over time but now heavily focuses on service learning, project-based learning and promotion of youth voice. Entrepreneurs have been working with school personnel to provide the necessary training in these subjects for the after-school program staff.

As the program has evolved, it has placed an increased emphasis on targeting those students who are most at-risk as part of a broader remediation intervention effort at the school. In this approach, school counselors identify the specific needs of their students. If they need help on a specific subject such as math, they are sent to a tutorial in that subject. However, when students seem at-risk in a majority of their classes and counselors believe this reflects a “disconnect” that goes beyond academics, the students are placed in the after-school program where they can benefit from its broader youth development focus.

As is shown in the mini-case study in Exhibit 7 on the next page, the after school program now incorporates input from a licensed family and child counselor and a staff that incorporates college and high school students as well as middle school staff. The program design deals with developmental and social issues as well as academic ones and is widely believed to be effective for these students, and, as discussed elsewhere in this report, has formed the basis for a restructuring of the summer school efforts in the district.

As is shown in Exhibit 8 on the second page following, data provided by Petaluma Public Schools officials show that participants in the program have tended to show demonstrably better academic performance than eligible non-participants. Further research is under way to determine the extent to which the program can claim responsibility for this result, as opposed to other potential explanatory factors.

Finally, as is shown in Exhibit 9, when the Petaluma summer school adopted the principles that had been incorporated into the after-school program, it resulted in a substantial increase in the retention rate for summer school students. There is every reason to believe that this higher retention rate will be translated into higher academic performance for these students in the following school year and beyond.

#### **4.5 Quantitative School-wide Data**

Additional insights into progress in achieving academic achievement can be obtained from reviewing two sets of quantitative data (a) the CS<sup>2</sup> survey of graduating seniors and (b) school-wide performance data that address standards that were developed by a team consisting of entrepreneurs New Ways staff and the project evaluator and then modified and adopted by the California Statewide CS<sup>2</sup> Team.

##### Senior Surveys

CS<sup>2</sup> efforts to monitor their efforts to promote systemic change in California schools include administration of an annual survey of seniors that address academics, career development, and youth development activities. It is still far to soon to expect meaningful change on school-wide indicators of academic-related issues that are addressed in the surveys, but as is shown in Exhibit 10 on the following page, comparison of the results of a base year and first year surveys presented below show substantial progress on one indicator--in student knowledge of where help with academics was available, slight improvements in the proportions of students feeling that their teachers were pushing them hard to do well academically and who planned to go to college, and a slight decline in the proportion who recalled being engaged in “hands-on” activities such as project-based learning.

## Exhibit 7

### MINI-CASE STUDY--THE PETALUMA MIDDLE SCHOOL AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS

Several CS<sup>2</sup> entrepreneurs have helped totally reshape the after-school and summer school offerings for Petaluma middle school students. The entrepreneur insight was that students in academic difficulty often faced pressing personal problems and, in part as a result of this, lacked engagement in school activities. The response to this challenge was to develop and utilize youth development approaches to engage students, a step that would then, in turn, lead to better academic performance. This new approach involved development and implementation of life skills classes, provision of counseling by trained therapists and therapist interns, and a heightened emphasis on “hands-on” techniques such as project-based learning and service learning. The entrepreneurs then worked with teachers and administrators to flesh out these ideas and translate them into viable curriculum.

The approach was well received and was then integrated into an effort to reshape the summer school programming for the same group of middle school students. The entrepreneurs worked with summer school staff and instructors to restructure the summer school into four smaller learning communities in which teams of three teachers taught English, math, and life skills to the same groups of students.

School officials believe that this approach has been effective and efforts to document these successes are currently under way.

#### A Principal's Eye View

According to the principal of the summer school, the entrepreneurs have helped conceptualize and implement a totally new and different approach to the curriculum for the pre-existing after school and summer school efforts for middle school students:

“Until the entrepreneurs got involved, we used the same approach to curriculum and instruction for the regular school day and the after-school and summer school programs even though many students had not been well-served by this approach. Furthermore, the approach had to be put in place by teachers who often lacked the experience of the school year instructors.

The entrepreneurs came up with the idea of focusing on efforts to get students “fired up” through activities that focus on hands-on activities and relationships such as project-based learning and service learning, and efforts to meet the personal needs of students through a life skills and the availability of trained counselors and counselor interns.”

Furthermore, the principal sees it, the entrepreneurs were central to these activities. While there are some clear short-run benefits to the restructuring, data collection is still under way to determine its impact upon the academic performance in the coming year(s). As he put it:

“We simply could not have come up with the ideas and mobilized to put them in place. There was no one else in town who could have done it.

We are still collecting data that we hope will show reductions in truancy and higher academic achievement, [but we] already know that there was a much higher proportion of summer school students completing the five-week long term. (see exhibit 8 on the following page)”

**Exhibit 8**

**TRENDS IN ACADEMIC PERFORMANCE AMONG AFTER-SCHOOL PROGRAM ELIGIBLES**

<b>STUDENTS</b>	<b>MEAN CHANGE IN GPA</b>
140 participants in after school program	+ 0.1 points
110 eligible non-participants	-0.2 points
<b>NET DIFFERENCE</b>	<b>+0.3 POINTS</b>

\*Source: Petaluma Schools Department

**Exhibit 9**

**CHANGES IN RETENTION RATES AT PETALUMA SUMMER SCHOOL**

<b>SESSION</b>	<b>BEGINNING ENROLLMENT</b>	<b>ENDING ENROLLMENT</b>	<b>RETENTION RATE</b>
Summer 2000	205	140	68%
Summer 2001	280	235	84%
<b>CHANGE</b>			<b>+16%</b>

\*Source: Petaluma School Department

**Exhibit 10**

**TRENDS IN ACADEMIC TOPICS IN THE CS<sup>2</sup> SENIOR SURVEY**

<b>ELEMENT</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>DIFFERENCE</b>
Proportion of students who said their teachers had given them "hands on" group projects to work on, either in class or in the community*	84.6%	82.3%	-2.3%
Proportion of students who said their teachers had pushed them hard to do the best you can*	78.9%	80.9%	+2.0%
Do you think most students in your school know where to get academic help if they need it? (% yes)	56.4%	66.6%	+10.2%
Proportion planning to go to college during the year after high school	73.1%	74.9%	+1.8%

\* Items include the total proportion of students who experienced the item all, most, or some, of the time.

While CS<sup>2</sup> can not claim credit (or blame) for any of these trends across the board in all participating schools, the data do show positive movement in three of the four indicators of the kinds of systems change in academic performance and remind us of the kinds of outcomes that CS<sup>2</sup> entrepreneurs have hopefully been promoting. Ideally, CS<sup>2</sup> entrepreneurs will be working with their colleagues in the schools and wider community to allow the positive trends to become more pronounced as time passes.

### Statewide Performance Data

As is illustrated in Appendix B to this report, the CS<sup>2</sup> entrepreneur teams have begun putting together quantitative school-wide data that address priorities that have been developed in a participatory fashion and adopted by the CS<sup>2</sup> state team. During the years that CS<sup>2</sup> was first getting off the ground in the initial three communities, there was little entrepreneur activity that could be expected to result in immediate improvements in Academic Performance Index (API) scores, proportions of seniors meeting the A-G requirements for admission to the state college system, or passing the High School Exit Exams. Therefore it is not surprising that no clear trends have yet emerged for these data. But the following preliminary results can be discerned:

- During the first years of CS<sup>2</sup> implementation, twelve of the nineteen schools for which data were available achieved the standard of reaching or exceeding their API growth target.
- Only eight of nineteen schools for which data were available demonstrated progress in terms of having API scores that rank higher than the schools with similar characteristics as determined by CDE.
- Nine of eleven schools for which data were available showed progress in terms of the proportion of seniors who met the A-G requirements.
- No trends were visible for the proportion of students passing the California High School Exit Examinations since, in most cases, the 2000-2001 school year was the first one for which data were available, and only limited data for 2001-2002 are yet available. However, it should be noted that the only three schools for which two years of data were available all reported declines.

These data will be tracked in future years to determine if trends are emerging, and if these trends can be associated with CS<sup>2</sup> entrepreneur activity in the schools.

## **4.6 Summary and Conclusions**

Efforts to improve academic outcomes are fundamental to most peoples' visions of school reform. This chapter describes a number of highly promising activities that have been implemented in the three California CS<sup>2</sup> communities that hold high promise of accomplishing this objective, as well as the examples of the Yolo County tutorial program and the Petaluma after-school and summer-school efforts that have already begun to provide tangible, measurable benefits. These examples, and the data that are also presented in the chapter, lead us to conclude that CS<sup>2</sup> activities are already contributing to the improvement of academic performance for many California school children. It seems reasonable to expect more documentable progress in this arena in the future.

## Chapter Four

### PROMOTING CAREER DEVELOPMENT

*CS<sup>2</sup> is hugely enhancing our career program.  
--Yolo County high school educator (2002)*

*Our CS<sup>2</sup> entrepreneur is helping us to tie all the dots together.  
--Business leader(2002)*

*I learned that one decision can change someone's life for the next 40 years.  
--Middle school student reflecting upon the Bank of America CHOICES program (2002)*

#### **4.1 Introduction and Overview**

The CS<sup>2</sup> efforts in both Massachusetts and California have spawned numerous efforts to promote career awareness and help students prepare for their futures. In both states, these efforts have often involved creation or enhancement of partnerships among the business and educational sectors. This chapter consists of a few examples of the kinds of career-related programming that is being put together under the leadership of California's CS<sup>2</sup> entrepreneurs, along with an example of the benefits that one of them is already producing.

**It should be noted that many of the career development activities initiated or supported by CS<sup>2</sup> entrepreneurs have also contributed to the achievement of other CS<sup>2</sup> goals. For example Yolo County educators believe that a 2.5 GPA requirement for attending a career conference (along with other extracurricular activities) has served as an incentive to students to improve their academics.** Similarly, the career activities that bring business people to classrooms allow students to learn about jobs, but they are also widely seen as bringing the schools closer to the communities in which they are located.

#### **4.2 Highlights of Yolo County Activities**

Yolo County entrepreneurs have been active in promoting a wide range of career development activities. For example, one of them has been working closely with representatives of Raley's Bel-Air, a large supermarket chain that has been interested in creating a multi-million dollar "Work Scholarship Fund" for at-risk youth that would be piloted in the Yolo/Sacramento area. While the idea preceded CS<sup>2</sup> involvement, the entrepreneur has been working to promote links with existing educational offerings and the missions of the local school districts (e.g., Raley's Bel-Air is now meeting with government classes in the district high schools to establish a Work Scholarship Youth Advisory Committee). Ideas that are under consideration include finding ways to attach the "Fund" to ROP activities.

Yolo County entrepreneurs have also been working with middle and junior high school counselors and principals to enhance existing career planning efforts and introduce new career exploration related workshops and activities for students on campus. A workshop series called “Life Quest” was piloted last year in 2 schools and introduced this year in 6 out of 7 Yolo County middle schools. These activities build upon the entrepreneur-created Yolo County network of guidance counselors that was discussed earlier in this report, and the entrepreneur-supported professional development activities for guidance counselors.

The Yolo County efforts to create a countywide Work Readiness Certificate have also already been discussed in an earlier chapter of this report. It is just getting off the ground. But as a local business leader sees it, it serving a double purpose of helping businesses recruitment efforts and bringing business and schools closer together:

The Work Readiness Certificate is a contrite model that I get excited about. I hope it will make a difference for local firms who are just now beginning to learn about it.

Finally, the Yolo entrepreneurs were at the forefront of efforts to create the first-ever countywide youth-led Career Youth Conference for hundreds of juniors and seniors in all Yolo County high schools and continuation schools. This conference was carried out as part of a student leadership development project. The keynote speakers were members of a student-owned business from South Central Los Angeles called “Food from the Hood”.

#### **4.3 Highlights of Sacramento City’s Career Development Activities**

The Sacramento City entrepreneurs have already put several career development activities in place and have been actively involved in plans to explore future activities. For example, they have helped the local Bank of America to implement the national, Seattle-based CHOICES program in which bank staff present career planning activities using a two-day curriculum and tool kit that the national CHOICES staff have developed in three Sacramento middle schools. Bank officials had expressed willingness to work with other districts in a similar way, but only Sacramento, with its entrepreneurs, has had the infrastructure necessary to work with the bank in order to put the program together. While the initial plans had been to assign only 18 of fifty volunteers to Sacramento City (and the rest to schools in surrounding areas), implementation elsewhere never got off the ground and thus the entrepreneur-support Sacramento City school district got all fifty of them. CS<sup>2</sup> entrepreneurs have also built program quality by training the business volunteers. The program is believed to be highly effective and boasts the enthusiastic support of business volunteers who come forward year after year, but it has not been submitted to vigorous evaluation in more than a decade.<sup>11</sup>

The Sacramento entrepreneurs have also been the leaders in the school district’s efforts to explore the viability of a broad work experience program, conducting research, discussing the concept with colleagues in other jurisdictions, and developing a plan that is scheduled to go before the local school board in the near future. Finally, the entrepreneurs have been meeting with each high school principal to discuss existing school-business partnerships and ways that they can be strengthened.

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<sup>11</sup> As one business volunteer put it, “No one knows for sure what the kids take away from this activity, but we love it and we think it makes a difference.”

#### **4.4 Highlights of Petaluma Career Development Activities**

As is true of their counterparts in other CS<sup>2</sup> communities, the Petaluma entrepreneurs have been both planning future career development activities and undertaking projects to support this objective. Ongoing activities have included providing training on work-based learning and project-based learning to Petaluma teachers and school-to-career coaches. Activities have included a May 2002 career day in which 900 students learned about connections between academics and careers.

Perhaps the most notable Petaluma entrepreneur-initiated or supported effort in this regard are the previously referenced efforts to promote the involvement of community volunteers in efforts to insure that student workers maintain high academic standing and the career-related elements of the senior projects. The programs offered by the Petaluma One-Stop allow students to keep their work permits when they get into academic difficulty. In the past, these permits have been revoked when student GPAs have fallen below 2.0. The new system provides school-to-career coaches and/or a community mentor to work with the students who are in trouble with their academics. *This system has enabled over 85% of the students whose grades have fallen below the limit to keep their work permits during the mentoring period.*

#### **4.5 Quantitative School-wide Data**

Additional insights into progress in CS<sup>2</sup>'s career and life skills development goals can be obtained from reviewing two sets of data (a) the CS<sup>2</sup> survey of graduating seniors and (b) school-wide performance data that address standards that were developed by a team consisting of entrepreneurs New Ways staff and the project evaluator and then modified and adopted by the California Statewide CS<sup>2</sup> Team.

##### Senior Surveys

As is shown in Exhibit 11 on the following page, there have been relatively small positive trends in seven of the nine agreed-upon indicators of system-wide improvements in career development. These include small increases in the proportion of students who report having career-related speakers in their classrooms, in taking courses with real world examples and courses in career academies or similar structures, who feel their guidance counselors have been helpful to them in planning careers and deciding whether to go college (and if so, what kind of college would be best for them), and a decrease in the proportion of seniors who say that they do not know what they want to do after high school. On the other hand, there was a slight decline in the proportion of students who took courses with service projects and/ or service learning and a more sizeable decline in the proportion who went on field trips to employer worksites.

Many of the positive trends reflect links between schools and the business community of the kind that the CS<sup>2</sup> entrepreneurs have been promoting while others may reflect CS<sup>2</sup> entrepreneur efforts to work with guidance counselors such as the ones that are taking place in Yolo County. Further efforts to try to find links between these trends and CS<sup>2</sup> entrepreneur activity would be useful in determining the extent to which CS<sup>2</sup> should claim some of the credit for these trends. The declines in field trips and service learning are surprising in the light of the priorities adopted by many entrepreneurs, and thus further effort should be undertaken to relate them to the kinds of career-related activities being promoted by CS<sup>2</sup> in each school in order to better understand the phenomenon.

**Exhibit 11**

**TRENDS IN CAREER DEVELOPMENT TOPICS IN THE CS<sup>2</sup> SENIOR SURVEY**

<b>ELEMENT</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>DIFFERENCE</b>
Did any guest speakers come to your classroom to talk about the kinds of jobs that people have or what you have to do to be qualified to work on a particular kind of job?	75.3%	78.3%	+3.0%
Have you taken any courses that used real world examples to help you learn about the subject?	71.8%	75.0%	+3.2%
Did you take any courses that included community service or service-learning at a community agency or organization	53.9%	52.2%	-1.7%
Did you take any courses that included employment at a business or community agency?	NA	26.7%	NA
Have you gone on a field trip to visit a place where people work?	39.6%	32.1%	-7.5%
Have you enrolled in a high school program that relates courses to work and careers like a Career Academy or a Career Pathway?	36.7%	37.5%	0.8%
Do you think your high school courses and guidance counselors have prepared you to decide what kind of job you want?	34.0%	38.3%	4.3%
Do you think your high school courses and guidance counselors have provided you with the information and skills you will need to get the kind of job you want?	45.8%	47.9%	2.1%
Do you think your high school courses and guidance counselors have helped you decide whether going to college is right for you, and if it is, what colleges would be best to apply to?	50.4%	55.9%	5.5%
Don't know what they want to do in the year after high school	5.1%	4.5%	-0.6%

\* Items include the total proportion of students who experienced the item all, most, or some, of the time.

Statewide Performance Data

As is illustrated in Appendix B to this report, **the CS<sup>2</sup> performance management and evaluation system shows clear progress in expanding the kinds of activities that can be reasonably expected to further the CS<sup>2</sup>'s career and life skills development goals.** There were increases in the number of career pathways in three of the eight schools for which data were available for two or more years and increases in the numbers of students in pathways for the two of the seven schools which had data on this topic covering two or more years. There was also progress in increasing the numbers of students involved with job shadowing and other career development activities in nine of the ten schools for which comparable data were available, including all of the schools in two of the three communities.

**4.6 Summary and Conclusions**

Almost by definition, it would take years to be sure whether career development activities are helping young people to select and pursue appropriate career options. But the examples listed in this chapter provide prima facie evidence that CS<sup>2</sup> is promoting useful programming in this area, and in the case of the Petaluma One Stop, have already begun to provide quantitative evidence of their usefulness.

## Chapter Five

### PROMOTING YOUTH DEVELOPMENT

*Participating in the Teen Council has made me feel proud, and helped me to develop better speaking skills, leadership skills, ability to run groups, and increased my self-confidence. It is not only me. This is true of other kids as well.*  
--Petaluma high school student (2002)

*We are committed to creating an integrate service delivery system for all youth in Yolo County.*  
-Vision Statement of the Yolo Youth Opportunity Council (2002)

#### 5.1 Introduction and Overview

**California CS<sup>2</sup> entrepreneurs have taken on leadership roles in promoting activities that support positive youth development in all three of the communities in which they have been working. One common theme across all three communities has been entrepreneur leadership in promoting “active youth voice”.**

As a high-ranking school district official in one of the communities put it,

CS<sup>2</sup> is supporting our efforts to develop a real role for youth. CS<sup>2</sup> supports our youth opportunity council and the role of youth in CS<sup>2</sup> gave us a jump-start on the role of youth in WIA. CS<sup>2</sup> helped our district anticipate the kind of role that youth would need to play under WIA and to be ready with an appropriate delivery model.

In many cases, the youth development activities have also contributed to the achievement of other CS<sup>2</sup> goals. For example, A Yolo County entrepreneur has worked with staff from West Sacramento High School to enhance and expand an existing leadership course that has enabled students to take on more responsibility for planning and carrying out the school’s career day. As one teacher recalls:

Our CS<sup>2</sup> entrepreneur has been a critical element in upgrading our leadership class. The entrepreneur comes to our classroom and discusses things with me on the telephone. As a result the class is better organized and we can go way beyond the formal curriculum. Students now organize meetings, run them, and report out to others. The career fair used to be a top-down event but now students take the ball and run with it.

Yolo entrepreneurs also provide a range of supports to a high school parent coordinator, including an understanding of school-to-career and how it fits in with the broader goals of the school. As she recalls:

Our CS<sup>2</sup> entrepreneur taught me what school to career is, as well as helped arrange private business support for parent activities. This has been helpful in increasing my ability to attract parents to the school. Last year we often had ten parents at our meetings. This spring we have had 275 parents show up. The efforts of CS<sup>2</sup> to bring industry and our parent community closer together are helping to change the mentality of some parents that kids can’t learn and cannot aspire to higher quality jobs.

We are putting on career related workshops for kids and parents and teaching parents to help their kids with schoolwork.

The parents who came to the meetings are impressed about the role that private industry is playing with the school and couldn't believe how much the school has to offer. They said that they would have stayed in school themselves if the schools had so much to offer.

Finally, the principal of the school feels that the increased parent involvement is contributing to a recent sizable increase in SAT-9 scores in his school.

## **5.2 Highlights of Efforts to Promote Youth Voice**

The numerous examples of CS<sup>2</sup> entrepreneur activities to promote a more active youth voice include:

- The Sacramento City CS<sup>2</sup> entrepreneurs' active participation and leadership roles in planning and carrying out a highly publicized district-wide High School Youth Congress Conference in May 2002 that attracted 500 students to express their ideas and suggestions for improving the district's high schools. The entrepreneurs also conducted surveys to learn more about the opinions of the students in the school district. Roughly 20% of the attendees completed evaluation forms leading the entrepreneur team to conclude that there were many positive benefits of this effort.<sup>12</sup>
- Yolo County entrepreneurs have staffed a number of efforts to bring together youth leaders from across the county to serve as advisory bodies to CS<sup>2</sup>, school-to-career local partnership, and the Yolo County Workforce Investment Board's Youth Opportunity Council (YYOC), and have worked with youth leaders from each of the five districts in the county to plan joint career-related activities including a March 2002 career youth conference that brought over 600 high school students from all Yolo school districts and a nearby district together. A Yolo entrepreneur has been the driving force behind these efforts, taking the lead role in the meetings that bring youth leaders together.
- As discussed elsewhere in this report, the Petaluma entrepreneurs took the lead in planning and carrying out a "youth summit" that was both planned and led by the participating young people and they have incorporated youth voice as a critical element of the after-school program which includes a leadership class that is serving as a model for other youth programs in the community.
- Finally, the entrepreneurs are conducting senior surveys in CS<sup>2</sup> high schools as part of the program's reporting system, providing an institutionalized way to determine the student perspective on the education they are receiving and to feed this information back into the system.<sup>13</sup> (In one community this was supplemented by a similar survey of freshmen.)

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<sup>12</sup> Student feedback led to the following conclusions: (a) the conference was well-organized, (b) the conference sessions dealt with issues critical to the success of the youth engagement part of the e21 systemic high school change initiative (c) the majority of students thought the skills that they learned at the conference were transferable to issues at their own schools, (d) learning what students were doing at other schools helped them to develop strategies to increase student voice at their own schools, and (e) "as a result of this conference, I am more optimistic about students playing real planning and decision-making roles at my school."

As already noted, the Sacramento entrepreneur team was also instrumental in helping to shape the school district's vision for a Youth Congress and then put it into place in the fall of 2001. This involved training for the students as well as the adults that they worked with.

### **5.3 Yolo County Parent Workshops**

Yolo County entrepreneurs have taken the lead in promoting parental involvement in the middle schools of their five school districts. During the past year, they have worked with guidance counselors to develop and deliver workshops in four of the county's seven middle schools. The agendas for these workshops typically include efforts to review the challenges of understanding early adolescence, understanding one's children's personalities, helping students academic success by improving their study skills, and preparing for high school. The workshops have been bilingual where needed.

*These workshops provide a perfect example of the fact that many of the activities promoted by entrepreneurs are clearly helping students' ability to function well in the school setting but can not be easily translated into improved academic performance or youth development as measured in a simple one-to-one fashion.*

### **5.4 Character Education and Student Supports in Sacramento**

#### **Sacramento Character Education**

**The Sacramento entrepreneurs' efforts to promote the utilization of character education in a middle school provide a good example of CS<sup>2</sup> efforts to develop and implement new curriculum that is beginning to pay off.** The CS<sup>2</sup> entrepreneurs did research on available models, assisted in getting funding, and trained and otherwise supported school staff in implementing character education in their classrooms. This effort has faced some ups and downs in terms of getting teachers to actually adopt the curriculum. But school officials believe that this character education initiative is already at least partially responsible for the fact that the number of suspensions for disciplinary reasons has gone down at the school since that time.

As the assistant principal has put it:

Our school climate is now better after our character education efforts. There are fewer suspensions and more use of conflict meetings. Students are actually using what they have been taught. Suspension hearings are up at all middle schools in the district except ours.

I had tried to get a character education program going at our school in the past, but I simply did not have the time to do it with my other responsibilities. The entrepreneurs made it possible...

I said to the entrepreneurs, can you look at the options in terms of curriculum and do what you can to select a curriculum and help put it in place, this includes conducting research and figuring out how to best implement it at our school. We came up with the idea of putting character ed into the elective teachers who have more time available to cover values and the pillars of character ed. The entrepreneurs came up with the idea of having a character ed committee. They ran the meetings and presented the ideas to the teachers. They helped to draw upon the experience of others in the district and have taken the lead with professional development, helping teachers understand and implement character education. This activity simply could not have taken place without her CS<sup>2</sup> entrepreneur:

Discussions with school officials suggest that tangible evidence of the impact of the character education efforts at this school is beginning to emerge. School officials believe that there have been clear declines in discipline-related referrals and suspensions of the students in the best implemented character education classes as compared to the referrals and suspensions experienced by the same students in the prior year (i.e., before they had the character education coursework), and as compared to the overall trend in referrals and suspensions in the school. These data are being assembled and should, in the near future, provide a reasonable level of support for the proposition that the character education coursework is making a difference.

### Providing Integrated Support Services for Students in Sacramento

CS<sup>2</sup> entrepreneurs have played a number of key roles in upgrading student support services in a Sacramento high school. Several of them center on a Healthy Start initiative which seeks the increase academic achievement as well as develop student leadership and create an integrated comprehensive support system for students. A key element of this has been creation of a partnership with California State University at Sacramento to provide two social work interns to support over 100 students with high levels of need.<sup>14</sup> The CS<sup>2</sup> entrepreneur assigned to this school played the key role in bringing the school and the college together as well as supporting the effort by raising funds, helping with logistics, and “keeping the effort on focus.”

Under this system, two interns work with the school nurse and others in order to run a conflict management group and provide services to students who have been identified as meeting a number of criteria, including drug use, conflict, depression, and students whose performance on standardized tests drop due to non-academic causes.<sup>15</sup> Services for students in the latter category include referral to tutoring and working with them on family issues. The school staff person (Healthy Start coordinator) who oversees this effort and supervises the interns feels that it may be too soon to document impacts on standardized tests, GPA, attendance, and behavior, but he believes that the intervention is working, at least for those students seen more than once or twice.<sup>16</sup>

## **5.5 Quantitative School-wide Data**

Additional insights into progress in CS<sup>2</sup>'s youth development goals can be obtained from reviewing two sets of data (a) the CS<sup>2</sup> survey of graduating seniors and (b) school-wide performance data that address standards that were developed by a team consisting of entrepreneurs New Ways staff and the project evaluator and then modified and adopted by the California Statewide CS<sup>2</sup> Team.

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<sup>14</sup> One intern met with 41 students while the other met with 67. We do not know if there was any double counting.

<sup>15</sup> At this school, guidance counselors have roughly 600 students apiece and do not have the time to help young people with these kinds of personal issues.

<sup>16</sup> Anecdotal data to support this conclusion can be found in the reports filed by the interns. A description of a case prepared by one of them include the following case study:

This student came to me very depressed and stressed, she was not doing well in her classes, and not feeling accepted at our school. She is currently doing better in her classes, receiving counseling from a private therapist and a member of the Bridges [after school] program [that focuses on exploring the similarities and differences of students from different ethnic background] and other activities around school also. The student's attendance went up and her grades have been better.

## Senior Surveys

As is shown in Exhibit 12 below, the senior surveys present a mixed picture of progress in terms of achieving youth development goals, with slight progress in the proportion of students who feel close enough to discuss personal problems with people in school and who think most students would know where to go with health, mental-health or related problems, but a slight decline in the proportion who have joined clubs, both within and outside of school. The former two items, those with the positive trends, seem more closely related to what entrepreneurs have been doing in their work with counselors and bringing resources to the schools, but further analysis on a school by school basis would be needed before one could begin to think about the extent to which the CS<sup>2</sup> entrepreneurs could claim any credit for these positive trends. However, as is the case with the other measures, tracking these data help entrepreneurs and others in the schools and communities to remember that these are valued outcomes.

**Exhibit 12**

### **TRENDS IN YOUTH DEVELOPMENT-RELATED TOPICS IN THE CS<sup>2</sup> SENIOR SURVEY**

<b>ELEMENT</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>DIFFERENCE</b>
Proportion of students who feel that there are any adults at their school who they feel care about them and who they feel close enough to that you could discuss a personal issue or an idea about your future with them	79.3%	82.3%	+ 3.0%
Proportion who have joined one or more clubs at school or in the community	69.9%	67.9%	- 2.0%
Proportion who think most students in your school know where to get health, mental health, or other services if they need them	46.8%	49.3%	+2.5%

## Statewide Performance Data

As is illustrated in Appendix B to this report, the CS<sup>2</sup> performance management and evaluation system does not provide much evidence on this measure in terms of statewide measures. Comparable data on the healthy kids survey were only available in one of the three communities, and the results in that community were a wash, with progress in terms of students feeling their school is safe, but backsliding in terms of beliefs that their schools are clean. Comparable data on dropout rates were only available from two communities, **which exhibited contradictory trends. There were increases in the dropout rate in four of the five schools in one district, and decreases in three of the five in the second jurisdiction.**

## **5.6 Summary and Conclusion**

As is the case with career development, we cannot be sure about the ultimate benefits of youth development activities until after students have graduated high school. But the efforts to help young people find their voice would seem to be an indisputable step in the direction of producing self-sufficient citizens, and the other examples seem equally sensible. The Sacramento City character education efforts stand out as the first of this group to provide tangible evidence of the impact that they are having in enabling students to function well in a school setting, a reasonable prerequisite for doing well after they graduate.

## Chapter Six

### MOBILIZING RESOURCES AND PROMOTING COMMUNITY COLLABORATION

*The CS<sup>2</sup> concept has already paid off in our district. CS<sup>2</sup> is particularly important to me because it helps to leverage other sources of income at a time when other revenue sources are declining for our district.*

*--California School District Superintendent (2001)*

*CS<sup>2</sup> helps me make connections with the community. The entrepreneur helps me and encourages me, and is bringing new resources to our school, allowing me to focus more on the needs of our children.*

*--Principal of a Yolo County high school (2002)*

*We are far ahead of the game in terms of working with schools due to the CS<sup>2</sup> entrepreneur team. It used to be hard to get in touch with people in the schools but now the entrepreneurs help overcome this gap.*

*--Petaluma businessperson (2002)*

*Our entrepreneur is the force behind pulling the walls down between our school and the community. Without our entrepreneur, many of our programs would not be where they are today.*

*--Petaluma high school teacher (2002)*

#### **6.1 Introduction and Overview**

**Perhaps the most tangible accomplishments of CS<sup>2</sup> to date have been the efforts of the entrepreneurs to create new partnerships between schools and business/community groups and to uncover and tap funding opportunities and/or support efforts to prepare funding proposals.** All school districts in California are facing fiscal challenges due to the reduced tax revenues in a slackening economy, and many of them face the additional challenges of declining enrollments (and hence less per diem state aid) and the ending of pre-existing grant funded efforts such as school-to-career. As noted in the first quotation at the beginning of this chapter, community and school officials have found the CS<sup>2</sup> entrepreneurs particularly helpful in meeting these kinds of challenges.

During the 2001-2002 school year, tangible progress in both of these areas began to emerge in all three participating California communities. This chapter includes a few examples of community involvement in the CS<sup>2</sup> school districts, presents a summary of the results of a survey on the perceptions of community partners, and documents the funds raised. **Demonstrable progress is evident along all three measuring rods.**

As noted in previous chapter, there is a great overlap between the types of benefits produced by given CS<sup>2</sup>-supported projects. Perhaps the best example of this is the Petaluma Senior Projects which were discussed in Chapter Three on academic achievement. The involvement of community representatives as the judges for the senior project presentations has been a growing

and tangible link between the community and the schools, an opportunity for community people to come to the schools and see what students are capable of.<sup>17</sup>

## **6.2 Examples of Effective Efforts to Promote Closer Collaboration among Businesses, Communities, and Schools**

The name “Communities and Schools for Career Success” implies that the efforts are built upon new and improved relationships between the school systems and the business and other community groups in their neighborhoods. CS<sup>2</sup> has already produced notable successes in the creation and nurturing of these kinds of partnerships. **The CS<sup>2</sup> entrepreneurs in all three communities have become the school district specialists in reaching out to and involving local businesses and other community groups.** The CS<sup>2</sup> experience shows that reaching out to business and community is labor-intensive work, but it can pay ongoing and growing dividends for students. In many ways, it is becoming the heart of the job of the entrepreneurs. As a Petaluma business partner recalls:

My firm [Kaiser] was not involved in the Petaluma School system until CS<sup>2</sup> came along. CS<sup>2</sup> reaching out to us was the first step. First they came to us and promoted a job shadowing initiative. Our staff felt good about the contacts with Petaluma students and now we have participated in career days at both junior high schools and the high school senior projects. We are now talking about other ways we can work with the schools and their students, including internship and /or externship programs. Hopefully our work in the middle schools will affect how kids think about which classes to take in high school.

We get good feelings that we are making a difference with Petaluma students. It feels good to become engaged with them. Staff at our firm are now starting to get broader ideas about what to do differently in school systems, including what the community can contribute.

Many of the examples that have already been cited in this report represent excellent illustrations of this kind of enhanced collaboration. These include:

- The Petaluma one-stop center which brings city, business, and school district staff together to help student workers who fall into academic difficulty;
- The central role of the Sacramento entrepreneurs in obtaining community input from the E-21 high school reform effort. In particular, the Sacramento City CS<sup>2</sup> entrepreneurs have been responsible for several Town Hall meetings to engage community and parent participation in an effort to promote smaller learning communities that eventually produced an \$ 8 million grant from the Carnegie Corporation; and
- A Yolo County effort to involve a major supermarket chain in funding work experience activities.

Brief descriptions of several other notable efforts in this regard can be found below.

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<sup>17</sup> As one community judge put it, “I am so not done with my involvement with the schools, even after my kids have graduated. And it is all due to the senior projects and the CS<sup>2</sup> efforts to keep me involved. This experience has made me realize that we can’t leave education up to the teachers. They need help from the community. CS<sup>2</sup> gives us entrée to be able to do it. Many people want to get involved with schools and students but don’t know how to do it. Projects give us a clear way into the school to work with students.”

### **6.2.1 The Winters School District Business Education Council**

Perhaps the best example of the creation of an institutionalized link between business and school districts is the creation of a pilot school district-business education council in the Winter School District in Yolo County using an approach that is now being replicated in other Yolo districts. This council brings the school district and the chamber of commerce together to provide a school district-level forum for local business people to learn more about the operation of the school system and provide input to the schools on ways schools might better prepare students for eventual entry into meaningful jobs in the workforce. A CS<sup>2</sup> entrepreneur helped bring the partners together, made them aware of potential funding from the WIB for projects to support economically disadvantaged and learning disabled students, and facilitated the proposal writing efforts, leaving it to the partners to handle the day-to-day proposal preparation responsibilities. This is the first time any Yolo County school district other than Davis has given such an important role to a business organization in planning and carrying out programming for at-risk students.

Other notable examples of Yolo County entrepreneur efforts to promote collaboration with the private sector include:

- The creation of a regional (10-county) regional model practices project for School-to-Career where presenters demonstrate outstanding practices to other School-to-Career practitioners and to members of Chambers of Commerce,
- The institution of a North Central Counties (six counties) “Employer of the Year Banquet” in recognition of outstanding employer contributions to education, and
- CS<sup>2</sup> entrepreneur involvement in key roles in the new Chuck Collings West Sacramento Teen Center including service on several key committees. Through this Center, business and industry leaders have already committed over \$1 million to support activities for at-risk youth.

### **6.2.2 The Petaluma Entrepreneur Efforts to Support Community Partnerships**

Petaluma CS<sup>2</sup> entrepreneurs have helped to create and support the linkages between several community consortia, and they play leadership and convening roles for other community meetings. For example, they have worked closely with the broad-based healthy community consortium that promotes citizen involvement called (somewhat confusingly) HC<sup>2</sup>. The CS<sup>2</sup> team, health community consortium, the city, and a foundation have, in turn, collaborated with a broader group called the HUB which has purchased a former junior high school with the objective of creating a community center.

This group has also collaborated in holding a “Community Summit on Youth Assets” for 200 people that focused on the Search Institute’s widely accepted 40 developmental assets for youth development, and then helped to develop and implement a way for the community participants to process local data and figure out what it meant for both the current and ideal youth service systems. The groups attending the summit made pledges about what they would do as a result of

their activities. The local teen council is helping to track what is happening in terms of these commitments with support from CS<sup>2</sup> entrepreneurs.<sup>18</sup> As a leader of HC<sup>2</sup> recalls:

Our organization had previous done a youth retreat. But it was CS<sup>2</sup> and its entrepreneurs who came up with the idea of a youth summit and helped put it together. I have been involved with young people before, but CS<sup>2</sup>, training that it sponsored, and the summit changed my way of looking at young people and interacting with young people.

The summit was designed to get everyone in the community on the same page in the ways that they saw young people, i.e. in terms of developmental assets and a resiliency model, and the idea that everyone who works with young people needs to be an asset building. Our organization now does social marketing of the assets approach into the broader community

Many community volunteers are now working to develop followup activities called CAPS involving young people at HC<sup>2</sup>. This is leading to more community involvement of groups such as the American Association of University Women's efforts to promote a mentoring program. This would not have happened without the summit that CS<sup>2</sup> helped to make happen.

Finally, CS<sup>2</sup> entrepreneurs helped to shape the summit planning process to insure that young people were playing key roles in planning, in being trained in what the developmental asset approach was all about and co-facilitating sessions.

The Petaluma CS<sup>2</sup> entrepreneurs have also prepared a number of outreach efforts that identify alternative ways that community members can volunteer at the schools including serving on senior exhibition boards, serving as senior exhibition advisors, speaking to students about the relationships of school and careers, volunteering for an after-school program, and participating in the above-described youth summit.

### **6.2.3 The Perceptions of Community Partners**

In order to obtain a more systematic assessment of CS<sup>2</sup> by its school and community partners, New Ways to Work and its entrepreneur partners conducted a web-based email survey. A total of 332 community leaders were nominated by the entrepreneurs in each community, contacted by email and asked to participate in a survey that was developed with input from the evaluators, entrepreneurs, and New Ways to Work, utilizing the Zoomerang, web-based survey software. A total of 145 participated, representing a 44% response rate.<sup>19</sup> **The results of the survey show that the vast majority of the school and community partners that participated in the survey are aware of the work being done by CS<sup>2</sup> entrepreneurs and believe that it is already beginning to bear fruit in terms of bringing community input into schools and beginning to improve school systems and student outcomes.**

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<sup>18</sup> The council is itself a spin-off from an earlier healthy community consortium (HC<sup>2</sup>) activity.

<sup>19</sup> More than five of every nine respondents (58%) were from Petaluma, with just over a quarter (28%) from Yolo County, and the remainder (14%) from Sacramento City. This discrepancy is, in part, the result of a difference in interpretation from community to community in terms of who should be contacted for the survey. Nearly half (49%) reported that their contact with CS<sup>2</sup> activities was less frequent than once a month.

**Exhibit 13**

**RESULTS OF SURVEY OF CS<sup>2</sup> COMMUNITY PARTNERS\***

<b>BELIEF</b>	<b>PROPORTION HOLDING BELIEF</b>	
	<b>(of those with opinions)</b>	<b>(of the total)</b>
Proportion who feel that the CS <sup>2</sup> entrepreneurs have already helped to bring community voices and community ideas into the schools in their community (significant impact plus measurable impact)	80%	63%
Proportion who feel the CS <sup>2</sup> entrepreneurs have already helped to bring needed services to students in their schools and communities (significant impact plus measurable impact)	79%	62%
Proportion who are aware of changes in the way that schools are operating (or will be operating) as a result of the CS <sup>2</sup> initiative or the work of the entrepreneurs	77%	56%
Proportion who believe that new programs have already been implemented in the schools as a result of the work of the CS <sup>2</sup> entrepreneurs	82%	50%
Proportion who believe that CS <sup>2</sup> entrepreneurs have brought their schools and the surrounding community closer together (significant impact plus measurable impact)	73%	51%
Proportion who feel the CS <sup>2</sup> entrepreneurs have played a key role in planning for future school improvements	74%	36%
Proportion who feel that they can quantify or qualify an impact on student achievement as a result of CS <sup>2</sup> (significant impact plus measurable impact)	76%	43%
Proportion who feel that CS <sup>2</sup> has a goal of sustaining the results of its efforts	93%	51%

\*Percentages exclude blanks and those who had no opinion on the topic. Roughly a quarter of respondents were not able to provide opinions on specific questions in the survey.

On the other hand, most community partners were not aware of the processes by which CS<sup>2</sup> priorities were developed in their communities. Roughly five of every nine respondents (55%) were unable to answer this question.

**6.2.4 Trends in Quantitative School-wide Data**

The CS<sup>2</sup> management information and evaluation system includes an optional item that tracks the numbers of volunteer hours supporting school activity. While the measure is attractive conceptually, it has proven difficult to get comparable meaningful data over time. Therefore, no conclusions can be reached on this issue.<sup>20</sup>

<sup>20</sup> The data reveal a mixed pattern, with steady increases in four of the five high schools in one jurisdiction, and decreases in two of the three schools that provided data on this topic in the other two communities. The data in one community may reflect an unusual one-time activity during one year in one of the districts. But given the size of the drop in that community, and hence the uncertainties about the quality of the data that are raised, we believe that consideration should be given to dropping the measure or instituting better tracking systems to insure the quality of the reported data.

### 6.3 Mobilizing New Resources

The CS<sup>2</sup> entrepreneurs have played a wide variety of roles in fund-raising efforts in the three California communities (and their Massachusetts counterparts), ranging from being the primary conceptualizer and author to providing much needed “leg-work” in getting community input and bringing other resources to bear. Because the entrepreneurs have played a range of roles, it is difficult to come up with an operational definition of the term “funds raised by CS<sup>2</sup> entrepreneurs”. The statistics presented in this section of the report represent the calculations made by entrepreneurs using the definition “funds raised for which the activities of entrepreneurs have contributed substantially.”

As shown in Exhibit 14 below, the data provided by New Ways to Work show that **the CS<sup>2</sup> initiative has already brought over \$8, 800,000 in new funds to the three communities and has helped them focus in an additional \$ 1 million in existing funds in the direction of systemic school reform and change.**<sup>21</sup>

Exhibit 14

#### OVERVIEW OF CS<sup>2</sup> FUND-RAISING TRACK RECORD\*

COMMUNITY	NEW FUNDS	LEVERAGED	TOTAL
Petaluma	\$ 510,800	\$ 368,000	\$ 878,800
Sacramento	\$ 8,135,000	\$100,000	\$8,235,000
Yolo County	\$ 224, 267	\$ 542,534	\$ 766,801
<b>TOTAL</b>	<b>\$ 8,870,067</b>	<b>\$ 1,010,534</b>	<b>\$9,880,601</b>

\* Source: New Ways to Work (2001) and updates by evaluation team.

The Sacramento entrepreneur team is widely seen as having been instrumental in working with a large, interdisciplinary team to help think through and put together an ambitious high school reform proposal for the Carnegie Corporation. This effort and the resulting proposal, directed by the district High School Improvement Office, has resulted in more than \$ 8 million for the school district in a nationwide competition that involved selection of only seven school districts across the entire United States. According to a representative of the Carnegie Corporation, the work that LEED [the Sacramento School District partner], the Sacramento High School Improvement Office, and the Sacramento CS<sup>2</sup> entrepreneurs had done to bring about broad community input and involvement throughout the school reform planning process and the innovative ideas that had been generated by that process were very positive factors in the selection of Sacramento to receive the multi-million dollar Schools for a New Society grant that is aimed at a fundamental restructuring of the district's high schools.

<sup>21</sup> These data are parallel to, but not identical to the information from the CS<sup>2</sup> tracking system that can be found in Appendix B. The discrepancies may be due to differences in definitions. Nevertheless, the gains addressed in this chapter are particularly noteworthy in that at least one of the districts already had a full-time grant writer at the time that the entrepreneurs were hired.

**These figures can be compared with a total year one cost for CS<sup>2</sup> at the intermediary/capacity-building and community level of about \$ 525,000, demonstrating that each dollar invested in CS<sup>2</sup> has produced or contributed significantly to more than \$ 18.00 in new funding to the districts along with documented cost savings and all of the other benefits discussed in this report.**<sup>22</sup> Updating and validation of these statistics will remain a high evaluation priority throughout the life of the evaluation.

The role of the Sacramento entrepreneur team in the Carnegie proposal provides an excellent illustration of the “value added” of having CS<sup>2</sup> entrepreneurs available. Among other things, they organized and ran forums from which community input was obtained and contributed time and ideas to the actual conceptualization and proposal writing processes.

The Yolo County entrepreneur work with the Raley’s supermarket chain has already resulted in modest contributions to various schools, but it widely expected to contribute more substantially to the fund-raising accomplishments in the future. Other notable examples of CS<sup>2</sup> entrepreneur activities in the fund-raising realm include:

- Petaluma entrepreneurs convened a group of community stakeholders to define priorities for school safety and used the results to prepare a grant that resulted in a \$ 325,000 program in which police officers are designated to work with school districts. In addition, these funds support safety and youth development projects such as the Youth Summit which is addressed elsewhere in this report.
- A Yolo County entrepreneur helped bring a school district and local chamber of commerce together to work on a WIB funding proposal that resulted in over \$ 25,000 in funding that is being administered by the partnership. The entrepreneur facilitated the proposal preparation effort while refraining from any direct work in proposal-preparation.
- A Sacramento entrepreneur is largely responsible for funding a health initiative with the CA Health Foundation at one of the city’s high schools. The entrepreneur was given a lead about a possible \$ 10,000 a year grant. After talking with foundation officials and submitting plans, this was turned into a \$ 25,000 grant, which was subsequently renewed for a second year, resulting in a total of \$ 50,000 in funding.

As was the case in Massachusetts, California officials who have reviewed competitive proposals have begun to discern notable advantages to those that have been prepared with the assistance of CS<sup>2</sup> entrepreneurs.

Finally, as is discussed at some length in the following chapter, New Ways staff have worked directly with entrepreneurs, sometimes taking the lead, to develop funding proposals and carry out other activities that are addressed in this report. One such proposal was submitted to the California Workforce Investment Board in the fall of 2001 to fund additional entrepreneur positions in each CS<sup>2</sup> community.

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<sup>22</sup> If one excludes the \$ 8 million Carnegie grant, the ratio would still be in excess of \$ 1.50 to one. It should be noted that many of the benefits promoted by entrepreneurs have not required any new funding. For example, an effort to “de-institutionalize” the atmosphere in a Sacramento middle school was channeled into efforts to paint the walls into an attractive mural that highlights the “Six Pillars of Character Education.”

## Chapter Seven

### THE CRUCIAL ROLES OF NEW WAYS TO WORK AND THE CS<sup>2</sup> NETWORK

*We couldn't have gotten as far as we have in our school reform planning and related activities without our New Ways coach.  
--Supervisor of an entrepreneur team (2002)*

#### **7.1 Introduction and Overview**

The report has focused on the role of individual entrepreneurs or groups of entrepreneurs in planning and supporting specific projects in their communities. But equally important in the CS<sup>2</sup> initiative is the active involvement of a state-level capacity-building organization, which in California is New Ways to Way (often known simply as “New Ways”). Thus, it needs to be remembered that:

- **The work being done by entrepreneurs is, to a large degree, made possible by the initial and ongoing training and support that has been provided to entrepreneurs by their “coaches” from New Ways;**
- **The role of New Ways goes well beyond support of entrepreneurs and their communities, including efforts to: oversee the operation and future evolution of the entire enterprise; document its accomplishments; work with state agencies to insure that the work of CS<sup>2</sup> is consistent with their priorities; and mobilize funding to support and expand the work; and**
- **New Ways has been supported by (and contributed to) its Massachusetts statewide intermediary/capacity-building organization partner, the Commonwealth Corporation (CommCorp).**

#### **7.2 Description of the Roles Played by the CS<sup>2</sup> Statewide Capacity-building Organizations**

More generally, New Ways (and CommCorp) are playing at least nine distinct roles in CS<sup>2</sup>, including (a) setting up the basic operating plans, procedures and reporting systems, (b) long-range planning for the future evolution and funding support for the system, (c) selection of participating communities, (d) support of communities in selection of entrepreneurs, (e) training and support of entrepreneurs (including planning and holding inter-community meetings), (f) supporting entrepreneurs in their negotiations with school or community agencies, (g) working to engage local leadership in CS<sup>2</sup> and positioning CS<sup>2</sup> as a systemic change effort rather than only a series of discrete projects, (h) liaison with the relevant state agencies, and (i) liaison with the other state that is involved with CS<sup>2</sup> and its statewide capacity-building organization.

**Since its selection as the statewide capacity-building organization, New Ways has carried out all of these activities with a high degree of professionalism and sophistication. Its activities in this regard have included:**

- Close, ongoing contact with the California Department of Education (CDE) to inform officials about developments and seek input on critical issues;
- Working with the California Workforce Investment Board (CalWIB) and CommCorp to secure commitment and funding for an expansion of CS<sup>2</sup> into Southern California;
- Working with CommCorp, CalWIB, and CDE to generate interest and potential funding from California-based foundations;
- Working to make CS<sup>2</sup> more visible at the statewide level through such activities as convening a State-level Team of top California officials to review and oversee progress in CS<sup>2</sup>, giving presentations on CS<sup>2</sup> at relevant state-wide conferences that focus on education reform, school-to-career, and workforce development issues, and engaging highly respected spokespeople to promote CS<sup>2</sup> in various settings; and
- Bringing CS<sup>2</sup> closer to other high profile New Ways activities such as its statewide support of the Workforce Investment Act Youth Opportunity Councils.

The leadership of the Commonwealth Corporation and New Ways are engaged in regular efforts to review progress and plan for the future. CommCorp activities to support New Ways and the entire California CS<sup>2</sup> effort have included assistance in:

- The selection of communities;
- The development of materials and systems;
- Strategic planning and other efforts to work with California state agencies;
- Plans for resource development;
- The orientation and training of the entrepreneur teams; and
- The ongoing support of the California entrepreneurs.

These activities have involved active CommCorp participation in the initial orientation for entrepreneurs (along with several Massachusetts entrepreneurs), efforts to link California and Massachusetts entrepreneurs when it appears that they can be helpful to each other, and subsequent entrepreneur workshops and joint planning for the March 2002 Massachusetts-California Inter-site Retreat.

### **7.3 Analysis of the Roles Played by the California Statewide Capacity-building Organization**

Several rounds of interviews with CS<sup>2</sup> entrepreneurs in all three communities and representatives of the California Department of Education and staff of the California Workforce Investment Board and direct observation of the initial CS<sup>2</sup> orientation sessions yield several broad conclusions about the role and accomplishments of the statewide capacity-building organization in California.

First of all, **New Ways has done an exemplary job of getting CS<sup>2</sup> off the ground in California.** This initial work has included development of high quality materials and procedures (many of which have transcended those that have been used in the implementation of CS<sup>2</sup> in Massachusetts), selection of an initial set of three participating communities and, more recently, a fourth community, and providing group orientation and on-site training and support for entrepreneurs during the critical initial months after they were hired. As the supervisor of the entrepreneur team in one of the communities sees it:

The New Ways involvement in the early days was invaluable. There was a well-thought out framework for action, clear descriptions of the role of the entrepreneurs, and a set of tools for the entrepreneurs. Then they worked with us to figure out what needed to be done in our community.

**As was the case in Massachusetts, the direct contact and support between the statewide intermediary/capacity-building organization and the entrepreneurs has evolved after the initial implementation period to an “as-needed” basis.** This evolution has, in large part, been a reflection of reduced “demand” for support. The level of support has varied from community to community, but in general, but New Ways is still playing an active and substantial role in CS<sup>2</sup> in California, including ongoing telephone contact with entrepreneurs and others in the communities, e-mail notification of funding opportunities, review and editing support for grant proposals being developed by entrepreneurs, sharing of articles and reports that may be useful for entrepreneurs to read, support of inter-community work groups (including the one that focuses on reporting systems), common proposal development efforts, involvement of entrepreneurs in related New Ways activities (such as the Youth Council Institute, California’s capacity building effort to support its 50 WIA youth councils), responding to other requests for assistance whenever they are made, promoting inter-community interactions, supporting and monitoring the creation and utilization of the CS<sup>2</sup> reporting system, and serving as the communications channel between the entrepreneurs and the relevant state agencies.

Most entrepreneurs feel that the current level of support is appropriate, and that once CS<sup>2</sup> is off the ground, there is little need for a high level of ongoing on-site input from coaches. But opinion on this topic has varied. In some instances, entrepreneurs are said to have discouraged more active involvement by New Ways. In others, more assistance would have been welcomed.

There is a widespread consensus that the need for monthly cross-community entrepreneur meetings was great at the outset. One community’s quarterly report summarized this feeling by noting that, “The CS<sup>2</sup> entrepreneurs value the informative ...entrepreneur meetings to network, learn, and share ideas with fellow CS<sup>2</sup> entrepreneurs.”

However, as time has passed, a second consensus emerged—it is no longer necessary or valuable to have these meetings on a monthly basis given the other pressing demands on entrepreneur time. As an entrepreneur put it, “The value of the convening function disappears over time as programs mature.” There is now widespread satisfaction with the current every other month convening schedule and entrepreneurs know each other well enough to contact each other between meetings whenever the need arises.

There is no doubt that the cross-community meetings sponsored by New Ways have been highly valuable. Several entrepreneurs have reported that these retreats, training sessions and periodic meetings sponsored by New Ways have made it possible for them to learn from each other and share ideas and information with their colleagues, get feedback on their own plans, and learn about approaches that could be used in their own communities. Entrepreneurs report that the cross-site meetings have provided them valuable training on such specific subjects as facilitation, youth development, grant writing, and foundation fund development. Tangible examples of these benefits include two efforts in Petaluma where (a) plans have been developed to carry out a middle school career fair based on the experiences in Yolo County and Sacramento and (b) entrepreneurs from Yolo County and Sacramento came to help to facilitate a Youth Summit.

New Ways has been responsive to requests for assistance from entrepreneurs. As the supervisor of an entrepreneur team put it, “Whenever we ask for help, they come. This is a better model than having a set number of days per month when they are in our community.” As is the case in Massachusetts, the challenge facing New Ways and the communities is finding the right balance between (a) routine activities such as overseeing reporting and responding to requests for assistance and (b) taking a more pro-active role in shaping the CS<sup>2</sup> agenda, finding the right balance of activities for each community as events come up and the program evolves.

Thus far, the amount of contact between New Ways and the California entrepreneurs appears to be consistent with the amount that the Massachusetts Commonwealth Corporation provided at a similar stage in the evolution of CS<sup>2</sup>. According to a senior Commonwealth Corporation staff member, the time spent with community entrepreneurs varies according to circumstances, e.g., more direct face-to-face contact when there are changes in the CS<sup>2</sup> entrepreneur team or key community or school officials, when specific internal or external challenges come up, when entrepreneurs ask for specific help. Although there have not been any “rules of thumb” Commonwealth Corporation staff have tended to average about two or three days a month face-to-face with entrepreneurs in each community, along with consistent telephone contact

Therefore, in general, **the California statewide capacity-building organization is playing its role well. But as CS<sup>2</sup> matures, the questions about (a) the balance between support of entrepreneurs and other core statewide roles and functions and (b) the degree to which New Ways should be more pro-active still deserve consideration.** These issues include determining how to best respond to statewide as well as community-specific opportunities and challenges, such as new funding opportunities, new developments in school reform, key concepts such as youth engagement, and broader efforts to refine the CS<sup>2</sup> vision and document its accomplishments.

## Chapter Eight

### CONCLUSIONS: LOOKING BACK AND LOOKING FORWARD

*There is a buzz in our community. It is the entrepreneurs.  
--Supervisor of CS<sup>2</sup> entrepreneurs (2002)*

*CS<sup>2</sup> entrepreneurs are helping our kids get to their dreams.  
--Staff person at a CS<sup>2</sup> middle school (2002)*

*We don't lack ideas. We do lack people to make things happen. Our CS<sup>2</sup> entrepreneur is a great resource, and has helped put career preparation onto our agendas. We have had many accomplishments that would not have been possible without her.  
--Principal at a CS<sup>2</sup> middle school (2002)*

#### 8.1 Introduction and Overview

**As has been described in the previous sections of this report, the CS<sup>2</sup> entrepreneurs in Petaluma, Sacramento City, and Yolo County have successfully initiated or supported a wide range of activities that are likely to result in improved performance of the school systems and communities in which they are working—and in many cases have already begun to do so. They have begun to work with colleagues from the school districts and the wider community to plan and bring about highly regarded initiatives involving systemic change, academic achievement, career development, and youth development that, if both common sense and the wider educational research literature are to be believed, will result in meaningful improvements in the ways that schools function and students learn and perform.**

#### 8.2 Growing Support for CS<sup>2</sup>

**While this report contains several references to the idea that “it is too soon to tell” about the impact of CS<sup>2</sup> according to the standards of modern program evaluation, the leaders of the participating schools and communities are already convinced that they know the answer to the impact question. They feel the entrepreneurs have been successful with high priority assignments and they want more entrepreneurs to expand the good work.**

As noted in two of the communities' quarterly reports:

*Everyone wants an entrepreneur. [They keep asking] where do I get one? [I want one because] entrepreneurs get things done.*

*We are seen as a conduit for bringing new concepts [to the district] and we receive support to implement them.*

In many cases, it is difficult to prove that that activities promoted by entrepreneurs are leading to positive observed outcomes using the standard approaches of social science research. But it is still significant that many educators and community members *believe* that this is the case.

Perhaps the best example of this kind of indirect, hard-to-prove impact is the statement by a high school principal that CS<sup>2</sup> support for his parent coordinator is making her more effective, which leads to considerably higher parent attendance at meetings, which leads to greater parent support for the academic and other objectives of the school, which has led to better attendance and scores on standardized tests. Other have spoken about how having entrepreneurs around to help makes things happen have added to their morale:

I am as creative and energized as I have been in 32 years of education. The entrepreneurs have been building capacity and helping us focus on the big picture as we carry out specific tasks. I really appreciate CS<sup>2</sup>. It makes my work with students better.

Exhibit 15 on the following page summarizes some of the assessments of the CS<sup>2</sup> system and the role of the entrepreneurs by the district and county superintendents in each of the three communities in their own words.

As a result of judgments such as these, school district officials have allocated additional local funding to support an increased number of entrepreneurs in one of the three CS<sup>2</sup> communities and are seeking additional funding for this purpose in all three. In Sacramento City, local funds have already been employed to double the number of entrepreneurs from three to six, enabling the city to place an entrepreneur at each general purpose high school and efforts are under way to further increase their numbers. As a high-ranking district official put it:

We have expanded the numbers of entrepreneurs and we still need at least two more of them, helping us re-engineer and reinvent our school district. We don't need more management people. We need people who can think out of the box.

We would like to see the entrepreneurs become a permanent part of the school district. We will make every attempt to hold on to the positions. Without the CS<sup>2</sup> entrepreneurs we simply couldn't be doing the kinds of things we are now doing in school reform.

Moreover, as noted earlier in this report, school leaders in all three districts have submitted proposals for funding for additional entrepreneur positions.

All California school districts are facing fiscal pressures. Were it not for these pressures, one could say that the entrepreneur approach would be highly likely to become a permanent part of the structure of the participating schools districts.<sup>23</sup> As of this point, the issue is the *capacity* of school districts to maintain and build upon the CS<sup>2</sup> entrepreneur system, not the desire to be in a position to do so.

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<sup>23</sup> The likelihood of sustaining the CS<sup>2</sup> role is probably the highest in Sacramento which has already greatly increased school-district funding for this purpose and doubled the number of entrepreneurs, but the final decisions are expected to be made by principals within the realm of their site-based funding allotments. The high degree of dependence upon categorical funding at the county education agency level budgets is making it more difficult to ensure the persistence of the entrepreneur position without outside funding in Yolo County, but the leadership of the agency is seeking an expansion of the number of funded entrepreneurs in the coming year. Petaluma officials are also committed to continuing to fund entrepreneur positions as long as they can afford to do so.

Exhibit 15

**SUPERINTENDENT PERSPECTIVES ON THE  
ROLES PLAYED BY THEIR ENTREPRENEURS**

**District A**

We have been highly pleased with work of our entrepreneurs. They are smart, highly motivated people. They have been a critical element in our school reform planning and implementation.

The entrepreneurs have been the link with the business community and other community groups and they also have played a role in academics and they have been driving the youth voice aspects of our school reform efforts.

**District B**

We have been overcoming inertia and now districts are using our services. We simply couldn't have done it without our CS<sup>2</sup> entrepreneurs. Our vision [of a new role for our office] could never have been implemented without the CS<sup>2</sup> program. We are light years away from the old relationships. Superintendents now ask us for technical assistance on issues like career and technical education. There is demand for our entrepreneurs. We don't have to sell them. They are known out there.

**District C**

The CS<sup>2</sup> model has been validated in the sense that the entrepreneurs have been accepted in all parts of the community, bringing the institutional message of school improvement. It promotes community engagement, with the goal of having all community leaders seeing themselves as acting like entrepreneurs.

We had skepticism about the entrepreneurs but it is all gone. Everyone recognizes that they have the capacity to develop and move ideas. The entrepreneurs are putting better systems in place by starting people thinking and then helping others to do things.

Schools are slow to change, and get set in their ways. But the CS<sup>2</sup> entrepreneurs bring people onto and into the school campuses and engage them with students, the entrepreneurs bring the ability to create alliances that go beyond the school. The entrepreneurs have the time to bring the community into the schools and build in curriculum connections.

Finally, it is important to note that support for CS<sup>2</sup> has also grown at the state level, with funding support from the California Workforce Investment Board as well as the California Department of Education.

### **8.3 Activities, Accomplishments, and Challenges**

This report—and the quarterly reports prepared by the entrepreneurs themselves—make it clear that the California CS<sup>2</sup> entrepreneurs have become involved in a wide range of activities that are responsive to the expressed needs of the leadership of schools and their surrounding communities and are in line with the best thinking in the field today. Exhibit 16 on the following page illustrates this point by listing some of the activities that were addressed in the four core chapters of this report, the ones that focused on system-building, academic achievement, career development, and youth development. As noted at several points in this report, these activities represent only a small fraction of the overall output of the entrepreneur teams.

While it is possible that the outcomes of some of the CS<sup>2</sup> - supported activities listed in this report may prove disappointing, the vast numbers of these well-conceived and carefully implemented activities virtually guarantees multiple positive impacts in each community. Both the nature of CS<sup>2</sup>--CS<sup>2</sup> entrepreneurs work in concert with others to bring about needed changes--and the recency of its implementation make it impossible to provide definitive proof of the impact of these efforts on students. **But the logic that lies behind them, the educational reform literature, and common sense suggest that CS<sup>2</sup> is providing a means to allow communities and schools to work together to move in the desired direction.**

Similarly, the collaborative partnering approach of CS<sup>2</sup> sometimes makes it difficult to determine the extent to which the entrepreneurs should be given credit for funded proposals or operational programs that they have contributed to in a substantial fashion. But this report shows that **tangible evidence of the impact of CS<sup>2</sup> is already emerging at each community and additional hard data can be expected in the coming months and years. Further refinement of these estimates of impact and provision of additional examples will be the highest evaluation priority in the coming months and years.**

The changing business climate and slowing economy present a challenge to the CS<sup>2</sup> efforts to promote linkages between businesses and schools. As a Petaluma business leader put it:

The changing economy has brought cutbacks and other efforts to pinch pennies. It is now harder for us to get start to volunteer to work in the schools and we have had to cut back on our internships to the point where we only have one now. This is true despite the clear benefits to our company, including the fact that we have hired about three-quarters of the young people who have served as interns.

However, **whatever the business climate, the resources provided by CS<sup>2</sup> entrepreneurs--in particular, the time that they have for resource intensive efforts to engage business leaders on a one-on-one basis--would seem to be a key element in any efforts to promote or even maintain current levels of involvement.**

**Exhibit 16**

**SUMMARY OF CS<sup>2</sup> ACTIVITIES LISTED IN THIS REPORT**

	<b>PETALUMA</b>	<b>SACRAMENTO CITY</b>	<b>YOLO COUNTY</b>
Systemic Change	Creation of a “Youth One-Stop” run by a partnership between the school district, a community-based organization, and the city parks and recreation dept. to streamline the process of bringing students into the work place and helping them maintain a satisfactory academic record	Entrepreneur support for planning and carrying out the district-wide E-21 high school reforms	Building county-wide systems that include staffing the WIB Youth Opportunity Council, creation of county-wide standards for work readiness and operation of ROP programs, creation of county-wide network of guidance counselors, providing training and technical assistance to school districts, and assisting UC Davis plan county-wide outreach
Academic achievement	Refinement and expansion of the Casa Grande Senior Projects, and planning and implementation of new approaches for an after-school program and summer program	Support of E-21 related efforts to plan and implement high school restructuring, serving as a conduit for community input into the process	Upgrading of the Regional Occupational Program math and computer science curricula, development of programming for “at-risk students” including a paid after-school tutorial, and training for educators
Career Preparation	Development of a system to provide academic support and community mentoring to students with work permits who are in academic difficulty, professional development for educators in work-based learning and project-based learning	Involvement of Bank of America staff in two session career planning activities at two middle schools, developmental work to create a district-wide work experience program, and support of school-business partnerships at each high school	Developmental work to create a work scholarship fund with support from a large supermarket chain, development and implementation of career exploration workshops, creation of a network of guidance counselors, planning and implementation of a county-wide career youth conference
Youth Development	Running a community-wide “youth summit”	Support for a district-wide high school youth conference, support for planning and implementation of career education	Staffing the CS <sup>2</sup> youth advisory board,, school-to-career local partnership, and the WIB’s Youth Opportunity Council, running parent workshops

The analyses of the trends in results of senior surveys that are presented in Chapters Three, Four, and Five represent an important affirmation of the broad vision of CS<sup>2</sup>, even though it is not yet always possible to draw cause and effect relationships between observed trends and CS<sup>2</sup> entrepreneur activity. By collecting data on student perceptions of their high school experience, the California CS<sup>2</sup> initiative has gone beyond its Massachusetts partners in utilizing a school-wide outcomes based approach to focus attention on goals that transcend the results of specific projects. While it is too early to discern whether substantial trends in the desired outcomes are emerging, continued efforts to collect this information and relate it to CS<sup>2</sup> entrepreneur workplans should help CS<sup>2</sup> to stay on track in promoting systemic change and in a position to document change when it emerges and plan counter-measures when the trends are not positive in given schools or CS<sup>2</sup> system wide.

As was the case in Massachusetts, as time passes, a number of California CS<sup>2</sup> entrepreneurs have begun leaving for other jobs, raising the issue of whether it will be possible to replace them with equally skilled people who can maintain (if not build upon) the current momentum. It is too soon to be sure whether this will happen. Therefore this is an issue that is worthy of careful scrutiny in the coming months and years.

#### **8.4 The Pragmatic Challenge of Finding An Appropriate Entrepreneur Workload**

**Programmatically, the major challenge facing the California CS<sup>2</sup> initiative today is finding the best uses of the entrepreneur's limited time and ensuring that they are not "spread too thinly".** Somewhat paradoxically, the more successful entrepreneurs are in mobilizing new resources and initiating new programs, the most severe the demands on their time can get. CS<sup>2</sup> entrepreneurs try to "Vision it, build it, and staff it with someone else." But this is sometimes easier said than done. Local school district leadership is aware of this challenge. As one superintendent sees it:

The entrepreneurs can't run projects if they are to do what we need them to do in promoting systemic change in our district. Besides many of our schools do not need more projects, what we need are changes in the way that the schools do their business, finding ways to stop kids from falling through the cracks.

The challenge of finding an appropriate entrepreneur workload is probably greatest in Yolo County with its five school districts that are now being covered by three CS<sup>2</sup> entrepreneurs.<sup>24</sup> It also comes up in Sacramento City when individual entrepreneurs are asked to divide their time between high and middle schools. This has led us to conclude that consideration should therefore be given to at least testing the idea of starting with a limited number of schools and then adding to them over time in "communities" as large as Yolo and Sacramento City.

In several communities, entrepreneurs have been involved in direct service delivery in the classroom for the projects that they have been promoting. For example, in Yolo County, an entrepreneur has been working directly with middle school students in career planning activities that also address personal and emotional issues. However, in this case (and typically) the entrepreneurs are working to have others take on the direct service roles in the future by creating models in which entrepreneurs train teachers, counselors, college or graduate school level interns

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<sup>24</sup> There was a fourth entrepreneur in Yolo County for a brief period of time. While it is too early to be sure, the idea of having funded CS<sup>2</sup> liaisons in each of the middle schools in the county may be a positive step in dealing with this challenge.

and others to continue the projects that they have started and minimize direct contact with students.

As noted at several places in this report, as entrepreneurs have demonstrated their skills and value, and thus, the demand for their services has increased. The range of activities that they *might* get involved with is almost limitless. Given this situation, there is an undeniable danger that entrepreneurs will become involved in too many activities and projects to be sure that all are carried out at a high level of sophistication.

We have already noted that one approach to meeting this challenge of insuring that entrepreneurs have a manageable set of responsibilities has been a doubling of the number of entrepreneurs in one of the districts. Funding is now being sought for further expanding the numbers of entrepreneurs in all three districts.

In addition to this, entrepreneurs have sometimes been successful in dealing with this issue by getting things going and then leaving operation/supervision of the activities to others. This approach appears to have worked with the introduction of social work interns into a Sacramento high school, an effort that was initiated and put together by an entrepreneur, but which is now in the hands of a school staff person who provides day today supervision of the interns. As he put it, "The entrepreneur's job was to get things started and my job is to keep things doing."<sup>25</sup>

**But regardless of the amount of funding and the degree to which things can be "handed off" to regular school personnel, the demands for a talented entrepreneur's time will always outweigh the available time, yielding a situation in which continued care must be taken in being strategic in terms of the numbers and types of enterprises that entrepreneurs choose to get committed to.** The Massachusetts experiences shows that this can be done, but ongoing vigilance is needed to make sure that entrepreneurs do not become overwhelmed. This is a lesson that needs to be learned and re-learned in California as well as New Ways staff and entrepreneurs plan for the future.

## **8.5 Final Reflections**

**To sum it up, CS<sup>2</sup> is off to an excellent start in California, having moved from an idea that worked in Massachusetts to a functioning and highly valued approach that is beginning to pay off in a second state. While there are many highly focused initiatives that are aimed towards promoting improvements in specific aspects of California's school systems, the CS<sup>2</sup> emphasizes the "big picture" of systems change to improve academics, career preparation, and youth development, and provides school- and district specific resources in a state in which there are such differences from school to school and district to district.**

**It is widely recognized that CS<sup>2</sup>-supported activities are already making a difference in student achievement in terms of specific projects that have been initiated and supported under the CS<sup>2</sup> auspices. However, it remains difficult to "prove" that this is the case using standard social science research techniques. Academic improvement is currently the highest priority of most California education leaders and there are a growing number of examples of how CS<sup>2</sup>-supported activities are helping to improve student academic**

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<sup>25</sup> The approach has also been implemented with varying success in Massachusetts CS<sup>2</sup> communities.

performance. But it must be recognized that the CS<sup>2</sup> emphasis on systems change and the long run means that there may not be clear across-the-board improvements that can be attributed primarily to CS<sup>2</sup> in the immediate future.<sup>26</sup>

Nevertheless, it seems reasonable to conclude that CS<sup>2</sup> and the resources it brings to schools are helping to lay a solid foundation for ongoing improvement in the future, improvements that will address each of the CS<sup>2</sup> focus areas, academic improvements, career preparation, youth development, and, more broadly promotion of system change to help makes things to happen quicker or getter.

Thus the most important issues for CS<sup>2</sup> to address in the immediate future include (a) fine-tuning the approach at the community level to develop the optimum configuration and span of responsibilities of the entrepreneurs on the CS<sup>2</sup> teams and (b) building upon the foundation that is already in place to document its impacts upon students, schools, and communities, as they emerge.

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<sup>26</sup> For example, it is widely believed that the young people who helped plan and oversee the Petaluma Youth summit and who are participating in the Teen Council have improved in their academics, but many of the youth leaders were already doing well academically, and it would be difficult to document the impact of the CS<sup>2</sup> youth leadership activities more broadly.

## Appendix A

### DESCRIPTIVE MATERIAL ABOUT THE CS<sup>2</sup> MODEL

## Exhibit A-1

### EXCERPTS FROM THE COMMONWEALTH CORPORATION PROPOSAL TO DW-RDF TO FUND THE IMPLEMENTATION OF CS<sup>2</sup> IN MASSACHUSETTS: KEY PROGRAM DESIGN ELEMENTS

#### Program Goal

[CS<sup>2</sup> is an effort] to test and replicate ... strategies for helping communities create coherent sequences of school-community services for middle and high school students. The ultimate goal is to help the students prepare for further education, training, and employment.

#### Common Proposal Elements

All [CS<sup>2</sup> communities] share the same overall goal: helping middle and high school students to prepare for further education, training, and employment. To achieve this goal, each city has proposed improving three service elements for youth in the targeted schools, career development and employment preparation services, academic services, and supporting social services.

#### Program Summary

In each targeted community, three “school-community entrepreneurs” will be hired and trained to build the capacity of schools, employers, and community agencies to develop and institutionalize the services mentioned above.

#### Background

To develop a coherent system for preparing youth for work and post-secondary education, key institutions in each community--schools, government, community-based agencies and businesses--must collaborate in developing and implementing an appropriate vision for change. However, district- or state-level attempts to change service delivery are often frustrated by a lack of such key supports as: local expertise; buy-in from parents, community-based organizations and employers; and resources and infrastructure supporting linkages among local career and social service groups.

#### Program Activities

The Commonwealth Corporation’s goal is to assist the ... participating [CS<sup>2</sup>] communities in developing the local leadership capacity needed to build and sustain school-community career and social service systems for youth. Essential elements of these systems include:

A coherent career development strategy that enables youth to move through a sequence of age-appropriate programs and opportunities from middle school through high school, including career awareness, college and career counseling and planning, a progression of summer and school-year work experiences, school-to-work transition programs, and mentoring.

Curriculum and instructional reform--especially the infusion of work-related, skill-building into mainstream academic curricula. This helps ensure that students develop the foundation skills needed for long-term success in the labor market.

A support network of social services (including health, mental health, and social work/counseling) coupled with active parental support of young people’s school and career development. Such services might be delivered either through school-based centers that bring community services into the school building or through a school-coordinated referral network.

**Exhibit A-2**  
**EXCERPTS FROM THE COMMONWEALTH CORPORATION PROPOSAL**  
**TO DW-RDF TO FUND THE IMPLEMENTATION OF CS<sup>2</sup> IN MASSACHUSETTS**  
**RELATIVE TO THE ROLE OF THE ENTREPRENEUR**

The key strategy for developing local leadership capacity and, ultimately, the service systems named above will be the creation of a team of three senior level “school community entrepreneurs” in each ... community. [The Commonwealth Corporation--CommCorp] plans to place one entrepreneur each at the middle and high school levels within a given neighborhood feeder system and a third entrepreneur at the superintendent’s office at the district level.

At the school building level, the entrepreneurs will serve as senior administrators (reporting to their principal) with responsibility for:

Involving teachers and school administrators in planning career development activities and then managing these activities.

Working to bring new business and community partners and resources to the building and/or to coordinate similar efforts by teachers to attract non-school partners and resources.

Entrepreneurs at the district level will serve as team liaison with the district, working with the superintendent on district-wide policy and resource issues including:

Developing community-wide plans for creating coherent sequences of school and community services for youth.

Coordinating efforts within the [participating] schools that cut across traditional departmental boundaries.

**Exhibit A-3**  
**EXCERPTS FROM THE COMMONWEALTH CORPORATION PROPOSAL**  
**TO DW-RDF TO FUND THE IMPLEMENTATION OF CS<sup>2</sup> IN MASSACHUSETTS**  
**RELATIVE TO THE ROLE OF THE INTERMEDIARY (CAPACITY-BUILDING) ORGANIZATION**

Once CommCorp and the ...communities have [hired] the entrepreneurs, CommCorp will work with them to:

- Develop goal-setting strategies... and establish concrete steps and timetables for local CS<sup>2</sup> implementation,
- Provide technical assistance and support to entrepreneurs and local partnership groups, including the creation of networks for peer assistance and professional development and the identification and dissemination of “best practices”.
- Review progress, revise goals and strategies and provide assistance in implementation activities.

CommCorp...will also work directly with the CS<sup>2</sup> communities to assist in local planning and implementation activities. In particular, CommCorp will work to strengthen--or, if necessary, create--multi-sector coalitions with the Regional Employment Boards [JTPA Private Industry Councils] serving as the central coordinating agency in many cases. The coalitions will have overall responsibility for supporting and expanding CS<sup>2</sup> in their communities.

**Appendix B**

**CS<sup>2</sup> SCHOOL PERFORMANCE DATA**

**(Data Updated  
as of Fall 2002)**

**RIGOROUS ACADEMICS STANDARD # 1-- All “CS<sup>2</sup> schools” will reach or exceed their Academic Performance Index (API) growth target**

SCHOOL	BASE 1998- 1999	TARGET 1999- 2000	ACTUAL 1999- 2000	DIFF	Base 1999- 2000	TARGET 2000- 2001	ACTUAL 2000-2001	DIFF	BASE 2000- 2001	TARGET 2001- 2002	ACTUAL 2001-2002	DIFF
<b>Petaluma</b>												
Kenilworth	703	708	751	+48	775	776	792	+17	781	782	*	
Casa Grande	650	658	685	+35	685	691	653	-32	651	657	*	
<b>Sac City</b>												
Einstein MS					655	662	646	-9				
CA Middle					591	617	620	+29				
Will C Wood					516	541	544	+28				
McClatchy					646	660	657	+13				
Johnson					568	580	579	+11				
Burbank					497	512	500	+3				
Sacramento					600	610	574	-26				
Kennedy					655	664	659	+4				
WEST					n.a.	n.a.	n.a.	n.a.				
<b>Yolo</b>												
Woodland	586	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	594	597		NO
Esparto	543	564		YES	564	601		YES	595	597		NO
River City	591	572		NO	572	588		YES	593	595		NO
Winters	562	598		YES	598	615		YES	624	627		NO
Davis	812	855		YES	855	833		YES	826	837		YES

NOTE: Target=Base + Growth Target      \* Available Fall 2002    n.a.=Not available    YES=met target    NO=did not meet target

***Conclusions:*** During the years when CS<sup>2</sup> is getting off the ground, there was little entrepreneur activity that could be expected to result in immediate improvements in Academic Performance Index (API) scores. Therefore, it is not surprising that there is no overall trend visible. Nevertheless, during the first two years of CS<sup>2</sup> implementation, twelve of the nineteen schools for which data are available achieved this standard. While different districts reported in different ways, it is noteworthy that only one of the five Yolo districts reported having met the target in the most recent school year.

**RIGOROUS ACADEMICS STANDARD # 2 --All CS<sup>2</sup> schools will rank higher than the “schools with similar characteristics” (as defined by API) on the API**

**State Team Measure # 2 --Academic Performance Index (API) Ranking Against Like Schools**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	--	7	5	*
Casa Grande	--	1	4	*
<b>Sac City</b>				
Einstein MS		3	3	n.a.
CA Middle	4	3	6	n.a.
Will C Wood	2	3	3	n.a.
McClatchy	6	5	6	n.a.
Johnson	--	3	3	n.a.
Burbank	--	1	2	n.a.
Sacramento	--	4	3	n.a.
Kennedy	--	6	2	n.a.
WEST	--	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	3	n.a.	2	n.a.
Esparto	3	3	2	n.a.
River City	7	6	7	n.a.
Winters	4	4	6	n.a.
Davis	8	9	8	n.a.

NOTE: Cells in gray represent progress since previous year. \* Available Fall 2002

***Conclusions:*** During the years when CS<sup>2</sup> is getting off the ground, there was little entrepreneur activity that could be expected to result in immediate improvements in Academic Performance Index (API) scores. Therefore, it is not surprising that there is no overall trend visible. Nevertheless, during the first years of CS<sup>2</sup> implementation, there was improvement on this standard in eight of the nineteen instances in which data were available to make the comparison, including one of two in one community, four of eleven in a second, and three of six in the third.

**RIGOROUS ACADEMICS STANDARD # 3 --Increased number and percentage of students meeting the A-G requirements**

**State Team Measure # 3 -- Proportion of students meeting A-G requirements**

SCHOOL	1998-99	1999-00	2000-01	2001-02
<b>Petaluma</b>				
Kenilworth	n.a.	n.a.	n.a.	n.a.
Casa Grande	--	39.4%	44.3%	
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	29%	12%	8%	n.a.
Johnson	21%	7%	12%	n.a.
Burbank	n.a.	6%	14%	n.a.
Sacramento	n.a.	17%	14%	n.a.
Kennedy	n.a.	16%	20%	n.a.
WEST	n.a.	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	148	148	163	173
Esparto	8	13	10	n.a.
River City	32	37	28	57
Winters	39	35	55	47
Davis	287	333	322	394

NOTE: Cells in gray represent progress since previous year. Yolo County provided absolute numbers rather than proportions, and thus judgments about programs are based upon the assumption that the numbers of high school students remained roughly constant during this time period.

***Conclusions:*** *During the years when CS<sup>2</sup> is getting off the ground, there was little entrepreneur activity that could be expected to result in immediate improvements on this measure. Nevertheless, during the first years of CS<sup>2</sup> implementation, nine of eleven high schools for which data are available achieved this standard for at least one year. This includes the one CS<sup>2</sup> high school in one community, three of five in a second, and overall progress in all five high schools in the third community,*

**RIGOROUS ACADEMICS STANDARD # 4 --Proportion of Students Passing *HSEEs***

**State Team Measure # 4 -- *Proportion of students passing English Language Arts (ELA) and Math***

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	n.a.	n.a.	n.a.	n.a.
Casa Grande	--	--	--	--
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	n.a.	n.a.	79% ELA 61% Math	n.a.
Johnson	n.a.	n.a.	65% ELA 34% Math	n.a.
Burbank	n.a.	n.a.	84% ELA 44% Math	n.a.
Sacramento	n.a.	n.a.	n.a.	n.a.
Kennedy	n.a.	n.a.	n.a.	n.a.
WEST	n.a.	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	n.a.	n.a.	n.a.	31% ELA 23% math
Esparto	n.a.	n.a.	65% ELA 39% math	42% ELA 26% math
River City	n.a.	n.a.	59% ELA 35% math	43% ELA 31% math
Winters	n.a.	n.a.	67% ELA 54% math	50% ELA 33% math
Davis	n.a.	n.a.	n.a.	70% ELA 55% math

***Conclusions:*** No trend data are available since this is a newly implemented measure. However, the only three schools for which two years of data were available all reported declines. Data for the recently completed school year should be available in the near future.

**CAREER AND LIFE SKILLS STANDARD # 5 -- An increase in the number of Career Pathways offered and students enrolled**

**State Team Measure # 5a-- Number of Career Pathways offered**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	n.a.	n.a.	n.a.	n.a.
Casa Grande	n.a.	5	7	n.a.
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	n.a.	n.a.	3	4
Johnson	n.a.	n.a.	6	4
Burbank	n.a.	n.a.	n.a.	2
Sacramento	n.a.	n.a.	n.a.	2
Kennedy	n.a.	n.a.	n.a.	3
WEST	n.a.	n.a.	n.a.	2
<b>Yolo</b>				
Woodland	n.a.	6	7	7
Esparto	n.a.	4	2	2
River City	n.a.	6	6	5
Winters	n.a.	0	3	3
Davis	4	5	5	5

**State Team Measure # 5b- Number of students enrolled in Career Pathways**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	--	0	0	n.a.
Casa Grande	--	--	934	n.a.
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	n.a.	n.a.	100	300
Johnson	n.a.	n.a.	210	350
Burbank	n.a.	n.a.	n.a.	120
Sacramento	n.a.	n.a.	n.a.	200
Kennedy	n.a.	n.a.	n.a.	120
WEST	n.a.	n.a.	n.a.	700
<b>Yolo</b>				
Woodland	n.a.	n.a.	n.a.	1850 (100%)
Esparto	n.a.	n.a.	n.a.	125 ( 50%)
River City	n.a.	1480 (100%)	1480 (100%)	100%
Winters	n.a.	0	80	90%
Davis	n.a.	135 ( 8%)	260 (14%)	212 (11%)

NOTE: Cells in gray represent progress since previous year

*Conclusions: There has been progress in expanding career pathways since the implementation of CS<sup>2</sup>. The number of pathways increased in three of the eight CS<sup>2</sup> schools with two or more years of data available. (There was an increase in the number of pathways in a fourth school prior to the implementation of CS<sup>2</sup>.) There were also increases in the number of students within a pathway at three of the seven schools with comparable data over time and a level 100% in the fourth. (However the number dropped in the second year of CS<sup>2</sup> in one of these sites, falling halfway back to the original 1999-2000 level.)*

**CAREER AND LIFE SKILLS STANDARD # 6 -- An increase in student participation in Career Development activities**

**State Team Measure # 6-- Number of students participating in Career Development activities**

SCHOOL	1998-99	1999-00	2000-2001	2001-2002
<b>Petaluma</b>				
Kenilworth	--	0	0	1862
Casa Grande	--	120 job shadow 491 other career dev't	25 job shadow 902 other career dev't	104 job shadow 1519 other career dev't
<b>Sac City</b>				
Einstein Middle	n.a.	n.a.	n.a.	1026 total (100%)
CA Middle	--	--	943 career development	936 career dev't (100%)
Will C Wood	n.a.	n.a.	n.a.	1219 total (100%)
McClatchy	--	--	203 job shadow 400 career development	2000 total (80%)
Johnson	--	--	265 job shadow	350 job shadow
Burbank	n.a.	n.a.	n.a.	2155 total (90%)
Sacramento	n.a.	n.a.	n.a.	200 (10%)
Kennedy	n.a.	n.a.	n.a.	250 (10%)
WEST	n.a.	n.a.	n.a.	200 (n.a.)
<b>Yolo</b>				
Woodland	41 job shadow	29 job shadow	20 job shadow	85 job shadow 2000 career dev't
Esparto	83 job shadow	53 job shadow *54 other career dev't	84 job shadow 69 other career dev't	85 job shadow 69 other career dev't
River City	n.a.	100 job shadow 1100 other career dev't	110 job shadow 1200 other career dev't	190 J ob shadow 1600
Winters	n.a.	45 other career dev't	30 job shadow 98 other career dev't	85 job shadow
Davis	n.a.	40 job shadow	173 job shadow 21 internship	68 job shadow 26 internship

*Conclusions: This is another area of continued solid progress, with nine of the ten schools with comparable data demonstrating improvements on this indicator. This includes all schools in two communities and all but one in the third.*

**YOUTH DEVELOPMENT STANDARD # 7-- Improvement in findings in the Healthy Kids Survey, especially the resiliency module**

**State Team Measure # 7 -- Proportion of students with positive healthy kids status**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	--	--	--	--
Casa Grande	--	--	--	--
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	47% feel safe 30% feel school is clean	52% feel safe 23% feel school is clean	n.a.	n.a.
Will C Wood	33% feel safe 14% feel school is clean	39% feel safe 12% feel school is clean	n.a.	n.a.
McClatchy	--	57% feel safe 19% feel school is clean	n.a.	n.a.
Johnson	30% feel safe 14% feel school is clean	42% feel safe 12% feel school is clean	n.a.	n.a.
Burbank	n.a.	n.a.	n.a.	n.a.
Sacramento	n.a.	n.a.	n.a.	n.a.
Kennedy	n.a.	n.a.	n.a.	n.a.
WEST	n.a.	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	n.a.	n.a.	85% feel safe in school	n.a.
Esparto	n.a.	n.a.	n.a.	n.a.
River City	n.a.	n.a.	n.a.	n.a.
Winters	data not kept	data not kept	data not kept	

*Conclusions: Comparable time-series data were only available in one of the three communities, and in that community the results are a wash, progress in terms of students feeling their school is safe but moving backwards in terms of beliefs that the school is clean. If comparable data are not readily available in all three communities, consideration should be given to calling this an optional rather than mandatory measure.*

**CORE STANDARD # 8--Increase in dollars raised by CS<sup>2</sup> entrepreneurs**

**State Team Measure # 8 -- Funds raised by CS<sup>2</sup> entrepreneurs in reporting period\***

SCHOOL	1999-2000	2000-01	2001-2002
Petaluma			\$ 800,500
Sac City		\$ 59,000	\$ 8,211,000
Yolo	\$ 180,000	\$ 266,000	532,500
<b>TOTAL</b>			
without Carnegie			\$ 1, 601,000
Carnegie			\$ 8,000,000
<b>Grand Total</b>			\$ 9,601,000

*\*Source: Quarterly Reports from CS<sup>2</sup> communities.*

*Conclusions: The data here are from the year-end reports submitted by the entrepreneurs. They clearly show that the entrepreneur teams have been making substantial contributions to grant-writing and other efforts that have resulted in more than y \$ 9.6 million in funding to the three participating communities during the past school year, with some grants written in the past year still outstanding. Eight million of this is from a single grant to Sacramento City by the Carnegie Corporation. The role of CS<sup>2</sup> entrepreneurs in supporting the overall effort that resulted in winning this grant has been independently verified by the evaluation team.*

**COMMUNITY SELECTED MEASURE # 1 --An increase in the high school graduation rate, which means, in general, the proportion of entering ninth graders who graduate 4 years later.**

**Community Measure # 1 High school graduation rate**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	n.a.	n.a.	n.a.	n.a.
Casa Grande	--	79%	76.9%	n.a.
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	57%	--	--	
Johnson	45%			
Burbank	n.a.	n.a.	n.a.	n.a.
Sacramento	n.a.	n.a.	n.a.	n.a.
Kennedy	n.a.	n.a.	n.a.	n.a.
WEST	n.a.	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	n.a.	76.7%.	77.8	n.a.
Esparto	n.a.	73.8%	79.7%	n.a.
River City	n.a.	57.8%	57.9%	n.a.
Winters	n.a.	60.8%	69.8%	n.a.
Davis*	n.a.	85.1%	85.7%	n.a.

\*Three year rate since Woodland is a three-year high school

*Conclusions: There are no CS<sup>2</sup>-wide trends visible for this measure yet, because there are no time series data available on the measure in one school district, a slipping back in the second district, and progress in all five schools/districts in Yolo County. If these data are difficult to obtain and/or interpret, consideration should be given to dropping the measure in favor of the dropout rate data listed below..*

**Community Measure # 1a High school dropout rate as reported to CDE**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	n.a.	n.a.	n.a.	n.a.
Casa Grande	--	n.a.	n.a.	n.a.
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	n.a.	n.a.
CA Middle	n.a.	n.a.	n.a.	n.a.
Will C Wood	n.a.	n.a.	n.a.	n.a.
McClatchy	n.a.	3.1%	2.7%	n.a.
Johnson	n.a.	1.3%	4.6%	n.a.
Burbank	n.a.	2.0%	4.5%	n.a.
Sacramento	n.a.	1.1%	4.6%	n.a.
Kennedy	n.a.	2.3.	2.9%	n.a.
WEST	n.a.	n.a.	n.a.	n.a.
<b>Yolo</b>				
Woodland	n.a.	3.6%	4.2%	n.a.
Esparto	n.a.	0.4%	0%	n.a.
River City	n.a.	6.7%	1.6%	n.a.
Winters	n.a.	0.5%	0.9%	n.a.
Davis	n.a.	1.5%	1.1%	n.a.

***Conclusion:*** CS<sup>2</sup> entrepreneurs did not, in general, engage in efforts that were directly aimed to reduce dropout rates during the early years of the program, but this is a widely accepted measure of the effectiveness of high schools. Two-year data on this measure were only provided by two communities, which exhibited contradictory trends. There were increases in the dropout rate in four of the five schools in one district, and decreases in three of the five in the second jurisdiction.

**COMMUNITY SELECTED MEASURE # 2 --An increase in attendance rate**

**Community Measure # 2 Attendance rate as reported to CDE**

SCHOOL	1998-99	1999-00	2000-01	2001-2002
<b>Petaluma</b>				
Kenilworth	--	95.05%	94.19%	n.a.
Casa Grande	--	--	95.73	n.a.
<b>Sac City</b>				
Einstein MS	n.a.	n.a.	94.61%	n.a.
CA Middle	94%	93.7%	93.22%	n.a.
Will C Wood	92.6%	94.2%	93.26%	n.a.
McClatchy	93.3%	94.7%	94.45%	n.a.
Johnson	89.9%	94.4%	93.91%	n.a.
Burbank	n.a.	n.a.	94.33%	n.a.
Sacramento	n.a.	n.a.	92.27%	n.a.
Kennedy	n.a.	n.a.	93.59%	n.a.
WEST	n.a.	n.a.	96.36%	n.a.
<b>Yolo</b>				
Woodland	n.a.	89.5%	90%	94%
Esparto	n.a.	n.a.	89%	89%
River City	n.a.	92%	93%	n.a.
Winters	n.a.	98%	95%	95%
Davis	n.a.	93%	93%	98%

*Conclusions: Efforts to directly increase attendance rates were not a major focus of CS<sup>2</sup> activity during its initial years. But they do represent a rough measure of student engagement and “demand” for services on the part of students and are highly correlated with other desired educational outcomes. The available data do not present a clear picture of trends in this measure over time, with decreases equaling increases in one community and positive trends emerging in three of the five high schools with available data in a second community, and a decrease in the one school for which data are available in the third community.*

**COMMUNITY SELECTED MEASURE # 3 --An increase in the number of volunteer hours supporting the activities and system-change efforts that are carried out by CS<sup>2</sup> entrepreneurs and the total hours of volunteers in the schools, including members of the advisory board, speakers, and so forth**

**Community Measure # 3 Number of volunteer hours**

<b>Petaluma</b>				
Kenilworth	--	--	1136	820
Casa Grande	--	--	622	667
<b>Sac City</b>				
Total	--	--	14,400	5,000
<b>Yolo</b>				
Woodland	--	450	900	1000
Esparto	--	45	900	100
River City	--	600	700	800
Winters	--	600	900	1000
Davis	--	800	900	1000

*Conclusion: While this measure is attractive conceptually, it has not been easy to get comparable meaningful data over time and much of the available data appears to be estimates. In addition to this, the data reveal a mixed pattern, with steady increases in four of the five high schools in one jurisdiction, and decreases in two of the three schools that provided data on this topic in the other two communities. The data in one community may reflect an unusual one-time activity during one year in one of the districts. But given the size of the drop in that community, and hence the uncertainties about the quality of the data that are raised, we believe that consideration should be given to dropping the measure or instituting better tracking systems to insure the quality of the reported data.*