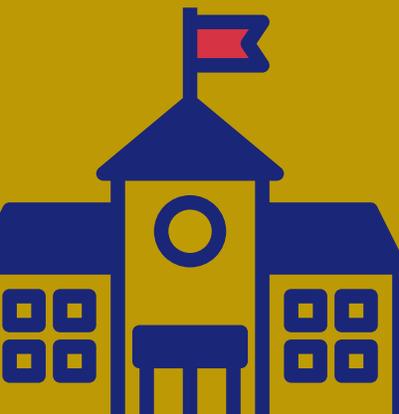




Chapter Guidance



Program Objectives and Guidance for Chapters



Program Objectives

NECA created the Adopt-A-School program to connect young people to electrical contracting career opportunities by creating awareness among students, parents, teachers and school administrators.

By partnering with local schools, NECA chapters serve students and communities while instrumentally contributing to the future excellence and diversity of the industry workforce. Through such endeavors NECA chapters can help provide students with educational enrichment and career awareness, schools with resources, all the while building community connections.

Guidance for Chapters

Finding a School to Support

Identify a local school that would benefit from additional resources. Schools that receive Title I assistance are the most likely to have unmet needs, as Title I assistance is awarded based on percentage of students from lower-income families. Each state's Department of Education provides a database of schools which identifies those that receive Title I assistance. Research student demographics and whether schools have existing partnerships.

Proposing a Partnership

Consider how the chapter could boost students' school experience and morale while inspiring and cultivating their interest in electrical contracting.

Examples of Activities

- Arrange for classroom speakers to introduce students to the industry.
- Sponsor Career Day activities/field trips that give students, parents, teachers, and administrators informative glimpses of electrical contracting work.
- Facilitate mentoring of interested students by industry professionals with first-hand knowledge of the demands and rewards of electrical contracting careers.
- Design opportunities for students to participate in property improvement projects that increase familiarity with electrical contracting work, or team up with a member company to provide a service needed by the school.
- Donate educational materials or equipment, one time or on an annual basis.

Decide on some basic ground rules as to the extent and limits of the commitment the chapter is prepared to make and any restrictions on types of activities it can be involved in providing.

Select a school representative to contact. It may be beneficial to contact an individual whose area of responsibility directly relates to the activities being proposed, such as a career counselor or technical education director.

Communicate the NECA Adopt-A-School program objectives and the chapter's motivation for participating in this nationwide program. Present a list of specific examples of services or resources the chapter could provide.

Collaborating with the School

Designate a coordinator who can serve as the chapter point of contact for communication with the school and be responsible for co-designing and overseeing the activities and documenting their individual and collective results. Help the school designate an individual who possesses the institutional knowledge and insight necessary to co-design appropriate activities as the point of contact.

Begin the planning process with an initial meeting between the points of contact and other invited participants from the chapter and school. The mutually informative discussion should serve as a springboard for brainstorming and researching possibilities.

Create a partnership plan that includes detailed understandings of chapter and school roles and responsibilities for all aspects of each activity (who will do what) as well as specifics regarding how the chapter wishes to be recognized for its support. The plan should have a title that broadly encompasses the unifying theme of the various activities, and a mission statement (why it exists) and vision statement (what is the envisioned result).

Decide how performance should be evaluated. What will be measured for comparison before, during and after each and all activities? Before starting, collect data and information to be used later to assess benefit to students and school as well as progress made toward achieving desired outcomes.

Tips for Success

- Be receptive to preliminary ideas. Remember that the proposed examples are intended to convey a general sense of the possibilities of partnership. Creating a plan should be in response to learning about the school's particular needs and attributes. An in-person visit to the school is recommended.
- Look for opportunities to add electrical contracting components and elements to already planned programs and events instead of creating entirely new ones, so as to enhance rather than compete with existing efforts.
- Aim for a strategic timeline of activities so that successive activities capitalize on the desired outcomes of previous ones.
- Consider the diversity of the student body and demographic differences when considering possible avenues for outreach.
- Avoid micro-managing, especially where questions of school policy and procedures are concerned.
- Ensure that messaging is consistent by providing written material to align teachers' and school administrators' communication with students and parents. Always reference the plan title/NECA Adopt-A-School when communicating about specific activities, to ensure everyone involved recognizes the various activities as part of a multi-activity initiative.
- Keep chapter and school officials informed about direction and progress, and remain accessible and open to suggestions and offers of assistance/contributions.

Publicizing the Achievements

Utilize chapter newsletters, local media and social media to keep the electrical contracting community and the local community informed. Announce specific activities once they are finalized and approved and logistics are in place. Explain that the partnership plan represents the chapter's participation in the NECA Adopt-A-School nationwide program.

Tips for Success

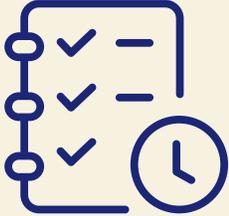
- Suggest collaborating with the school on publicity so as to avoid duplication of efforts and ensure consistency in narrative.
- Always reference the plan title/NECA Adopt-A-School to ensure audiences recognize the connection from one publication to the next. Reiterate the nationwide program objectives and the chapter-school partnership plan's own unique mission and vision.
- If working with another chapter, keep in contact with them to see if combined information makes for compelling stories.
- Student pictures and quotes are worth a thousand words, but keep in mind that some schools have privacy rules and publishing student photos is not permitted.

Create a Partnership Plan



Plan Overview

Sample:



Title: Spotlight on the Electrical Contracting Track

Mission: Give students the benefit of experienced professionals' first-hand knowledge of the demands and rewards of electrical contracting careers; nurture interest and talent by guiding in-depth exploration.

Vision: Students will be inspired to seriously consider choosing this career path; they will be able to proceed with confidence, knowing that their decision-making is expertly informed and there is support for next steps.

Yours:



Title:

Mission:

Vision:

Plan Activities

Sample:



Name: Electrical Contractor Q&A

Date(s): October 10 (Career Day)

Description: Presentation followed by Q&A with an electrical contractor who is willing to be contacted later by students and parents seeking further guidance.

Audience: Students who are interested following prior activity (introduction by classroom speaker), and their parents.

Chapter: Arrange for contractor; create and deliver announcement flyers at least three weeks in advance; bring PowerPoint projector which will be donated; bring beverages and snacks.

School: Schedule a time that avoids conflict with same-day activities that compete for the same audience; include the invitation in Career Day communications; register students and parents and tell the chapter the registration count three days before the event; provide the meeting space.

Yours:



Name:

Date(s):

Description:

Audience:

Chapter:

School:



Name:

Date(s):

Description:

Audience:

Chapter:

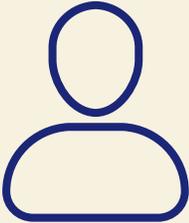
School:

Arrange and Conduct an Initial Meeting

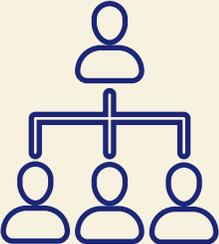


Meeting Participants

Who at the school is the primary point of contact for communication with the chapter?

	Name:	Title:
	<hr/>	
	Responsibilities:	
	<hr/>	
	Phone:	Email:
<hr/>		
Communication Preferred Time/Method:		

Who else at the school is invited to the initial meeting?

	Name:	Title:
	<hr/>	
	Phone:	Email:
	<hr/>	
	Name:	Title:
	<hr/>	
	Phone:	Email:
	<hr/>	
	Name:	Title:
<hr/>		
Phone:	Email:	

Meeting Questions

What exposure have students had to electrical contracting or similar trades?

Is the school served by a Career & Technical Education (CTE) Director? What does its technical/career education/training program consist of? What specific trades have been included? What has student interest/reception been?

What are the school's most pressing unmet needs?

Are there any successful programs that have or likely soon will be discontinued due to lack of resources? Have any planned programs never been implemented due to lack of resources? What wishes have students and parents expressed that can't be fulfilled due to lack of resources. What programs/services is the school unable to offer that others do?

What resources are provided through other partnerships?

What are the names of the businesses/organizations that currently support the school? What materials/services/assistance do they provide? When did these partnerships begin? When are they scheduled to end or are they continuing indefinitely? Have there been past partnerships that proved beneficial for students?

What technical/career-related activities are planned for the next 12-18 months?

What planned programs and events are there that relate to career planning/trade science? Are there possible opportunities to add electrical contracting elements or components to these activities? What facilities and staff could the school direct to such additions and what additional resources would be needed?