MODELS OF ENGAGEMENT

SCHOOL YEAR 16-17
For more than two decades PENCIL has been working within its network to build effective models of school/business partnership. These models have grown and developed over time taking into consideration factors including: the needs of students and schools; the talents, skills and resources businesses can contribute; as well as the interests of the city to improve public education and build its future workforce.

What has emerged is a set of leading practices that PENCIL can adapt to provide structure and support for any combination of businesses and schools hoping to work together. Following is a set of models that capture and categorize the majority of PENCIL’s 80 school/business partnerships.

Each model is articulated with an overview of its impact when successfully implemented, the unique elements that distinguish the partnership, and the commitment necessary from all partners involved. Accompanying each model is a short case study of a successful demonstration of the model in action.

This is not meant to be an exhaustive list of way schools and businesses can work together in the service of student success. The PENCIL team is always eager to work collaboratively and develop customized programs steeped in research and guided by the needs and interests of all partners.

Should you have any questions about our partnership models please contact Jessica Bynoe, PENCIL’s Chief Program Officer at jbynoe@pencil.org or 646-638-6426.

ON BEHALF OF OUR 80 SCHOOL PARTNERS AND THOUSANDS OF NEW YORK CITY PUBLIC SCHOOL STUDENTS
THANK YOU FOR GETTING INVOLVED!

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THE COLLEGE & CAREER READINESS MODEL

**IMPACT**

- **STUDENTS**: Improve their understanding of the professional world and build skills necessary for college and career success with a strong emphasis on transferable soft skills.
- **SCHOOL**: Increases the number of students graduating prepared for college or career.
- **VOLUNTEERS**: Gain knowledge about public education through helping students build key job readiness skills to make smart choices for their future.
- **COMPANY**: A PENCIL partnership can help companies build a direct pipeline of employees prepared immediately after high school graduation.

**HOW IT'S DONE**

- Regular PENCIL workshops designed to introduce critical skills such as interviewing, networking, resume writing, professionalism, communication and leadership (monthly, quarterly, bi-monthly, etc.)
- Business volunteer collaboration on the development of session content to align with specific industry needs
- Formal programs or panels as well as informal conversations with students about the transition to college or career
- Opportunity for students to visit colleges and universities outside NYC
- Guidance and support for students from volunteers throughout the college application process
- Opportunity for youth to experience a corporate environment at partner companies

**INGREDIENT**

- **CHAMPION TO DIRECT RESOURCES**
- **TEAM LEAD**
- **RESOURCE INVESTMENT**
- **PEOPLE INVESTMENT**
- **FLEXIBILITY**

**COMPANY**

- **AN EXECUTIVE**
- **DEDICATED VOLUNTEER LEAD**
- **FINANCIAL SUPPORT**
- **CONSISTENT GROUP OF VOLUNTEERS**
- **IN VOLUNTEER SCHEDULE**

**SCHOOL**

- **THE PRINCIPAL**
- **DEDICATED SCHOOL LIAISON**
- **SPACE & CLASS TIME**
- **SCHOOL VETTED GROUP OF STUDENTS**
- **IN STUDENT SCHEDULE**

**PENCIL ROLE**

- PENCIL Program Managers to facilitate some session activities - this could be multiple PENCIL staff members
- Match with a middle or high school
- Train corporate volunteers
- Organize of logistics
- Adapt of materials for industry needs
- Communicate with stakeholders - translating between the business and the school/students
- Track success and evaluate results

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**Brittany**

PENCIL Program Manager
JetBlue has fully embraced PENCIL’s College and Career Readiness model, partnering with three schools during the 2016/17 school year. The Russell Sage JHS partnership focused on building key job readiness skills: understanding one’s interests, researching jobs, personal branding, resume writing, and interviewing. Each session featured a guest speaker from a wide range of industries to speak about their career trajectory and education background. The favorite speaker of the year was easily a JetBlue pilot who shared her experiences in the industry. At the start of this unique partnership, 59% of students had not visited a corporate office, which all changed when they visited JetBlue’s offices in February. As a result of the partnership, not only did students learn about careers by interacting with professionals, but their confidence and communication skills noticeably improved.

“The most important thing I learned was that in JetBlue there are a lot of jobs if you stay in school and keep doing well.”

- Tyshawn
8th Grader
Russell Sage

The Channel View and Aviation HS partnerships are designed to prepare a select group of 10th and 11th graders for post-secondary success. Aviation HS relaunched its partnership this year with a group of 30 10th graders who will continue in the program until they graduate in two years. Students and volunteers regularly meet at the school or at JetBlue’s offices. Sessions range in topics from interviewing to resume writing to professional etiquette. There have also been to special events such as office tours and panel discussions where JetBlue crewmembers discuss their careers and their current roles at the company.

In addition to these partnerships, JetBlue provides an even more unique opportunity offering to fly a group of high school students from Aviation and Channel View to visit colleges around the country, with many students experiencing their first trip out of state.

RESULTS

75% of students reported the most important skills they learned centered on the job application process, including resume writing and interviewing,

95% of students understand how the way they present themselves can influence how others perceive them,

85% of students reported they have a better understanding of the steps they may need to take to reach their professional goals.
THE COMPETITION MODEL

IMPACT

STUDENTS
gain industry-specific exposure and skills such as analytical thinking, effective presenting, teamwork, and how to think on their feet.

SCHOOL
gains exposure to industry volunteers and resources through a unique NYC wide competition.

VOLUNTEERS
gain perspective on youth interests while priming their next generation of employees through mentoring and engagement.

COMPANY
excites and introduces students to a specific industry and, in turn, contribute to the building of the industries future workforce.

HOW IT'S DONE

• Year-long competition in which teams of students to develop, demonstrate, refine, and present real industry related projects
• Regularly scheduled PENCIL workshops to support student teamwork, leadership, and presentation skills
• Engagement of industry leaders who mentor and guide students around industry specific skills and techniques
• Unique incentives and prizes for students to enhance their industry related learning
• Culminating presentation, judged by industry leaders, in which students display their work

INGREDIENT

CHAMPION TO DIRECT RESOURCES
TEAM LEAD
RESOURCE INVESTMENT
PEOPLE INVESTMENT
FLEXIBILITY

COMPANY

AN EXECUTIVE
DEDICATED VOLUNTEER LEAD
FINANCIAL SUPPORT
GROUP OF VOLUNTEERS
IN VOLUNTEER SCHEDULE

SCHOOL

THE PRINCIPAL
DEDICATED SCHOOL LIAISON
SPACE & CLASS TIME
CLASS-SIZE GROUP OF STUDENTS
IN STUDENT SCHEDULE

WHAT IT TAKES

• PENCIL Program Managers to facilitate training sessions
• Organize competition logistics
• Recruit and prepare student teams
• Communicate of deadlines
• Manage events process throughout the program
• Organize communications
• Communicate with stakeholders - translating between the business and the school/students

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Christina
PENCIL Program Associate
THE COMPETITION MODEL IN ACTION

CA TECHNOLOGIES GUPPY TANK

In 2015, CA Technologies launched a bold new initiative called “Guppy Tank.” Using a competition model, in partnership with PENCIL, CA Technologies aims to show student participants how they can use technology to make a difference in the world and encourage educational opportunities and careers in the IT sector.

Throughout the school year, with support from teachers and PENCIL staff, students create apps designed to improve the lives of New Yorkers. Several teams of students submit their app ideas and three are invited to present to a panel of judges a la TV’s “Shark Tank” at CA Technologies offices.

“As a former Bronxite, mother, and a teacher I am so proud of you girls. What you did is an amazing thing that can change the life of a little boy/girl and an entire family . . . and thank you teachers for pushing your students to meet their full potential.”

- Community Member

The Guppy Tank’s 2016 winners hailed from MS 224. Their app, Dolphin, is an assistive communication program designed to aid non-verbal children with communication. By pushing a button and choosing a pre-programmed phrase transmitted through a mobile phone speaker, the user can efficiently communicate with others.

Kim Kelleher, publisher of WIRED, cast the tie-breaking vote and declared Dolphin’s creators the winners of Guppy Tank 2016. As Ms. Kelleher indicated, Dolphin has the potential to transform communication for special needs children across the world.

This competition model helped students gain new skills in technology, teamwork and presentation all while exercising their leadership as engaged citizens helping others. From the business perspective, CA Technologies is growing the next generation of talent by getting young students interested in creating new technology applications to address real world problems.

“They had a certain passion, a certain spark that really came through because they wanted to help others.”

Adam Elster, President CA Technology

“... At first they were nervous and thought they couldn’t do it, but as we got on through program their confidence grew...”

Ms. Chantale Joseph, Teacher MS 224

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**THE MULTI-YEAR MODEL**

**IMPACT**

- **STUDENTS**: gain enhanced skills and competencies related to communication, confidence, academic motivation, professionalism, and self-awareness.
- **SCHOOL**: increases its ability and expands opportunities to support and prepare youth for college and career success.
- **VOLUNTEERS**: gain knowledge about public education as well as leadership experience by supporting students.
- **COMPANY**: APENCIL partnership can inform and support additional CSR programs at partner companies.

**HOW IT'S DONE**

- Two compounded years of engagement
- Developmentally aligned skill building workshops facilitated by PENCIL, for volunteers to teach students skills for success such as networking, resume writing, interviewing and personal brand development.
- Small group mentorship between volunteers and students, ensuring consistent and high-touch support
- Monthly sessions
- Flexibility to add additional training topics based on student interests and volunteer expertise
- Sessions at school and the in the environment of the partner company to provide an opportunity for students to put their new skills to work
- Leveraging other company resources and programs to support students

**INGREDIENT**

<table>
<thead>
<tr>
<th>CHAMPION TO DIRECT RESOURCES</th>
<th>COMPANY</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM LEAD</td>
<td>AN EXECUTIVE</td>
<td>THE PRINCIPAL</td>
</tr>
<tr>
<td>RESOURCE INVESTMENT</td>
<td>VOLUNTEER LEAD COMMITTING AT LEAST 10 HRS A MONTH</td>
<td>SCHOOL LEAD COMMITTING AT LEAST 10 HRS A MONTH</td>
</tr>
<tr>
<td>PEOPLE INVESTMENT</td>
<td>FINANCIAL SUPPORT</td>
<td>SPACE &amp; CLASS TIME</td>
</tr>
<tr>
<td>CULTURE</td>
<td>CONSISTENT GROUP OF VOLUNTEERS EQUAL TO THE NUMBER OF STUDENTS</td>
<td>CONSISTENT GROUP OF HIGH SCHOOL 11TH &amp; 12TH GRADERS</td>
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<td>OF VOLUNTERISM COMPANY WIDE</td>
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<td>INNOVATION</td>
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**PENCIL ROLE**

- A dedicated Program Manager to work with volunteers throughout the year
- Create original program content
- PENCIL facilitate of monthly sessions
- Conduct addition preparation of students outside of sessions
- Train corporate volunteers
- Organize of logistics
- Communicate with various stakeholders
- Tracking and report impact year-over-year

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THE MULTI-YEAR MODEL IN ACTION

BLOOMBERG + UNIVERSITY HEIGHTS HIGH SCHOOL

Bloomberg and University Heights High School have been working together for four years. As a result of the collaboration, University Heights High School has been able to expand its college and career programming to give targeted support to 50 students. Designed to prepare students for post-secondary success in both college and career, it became clear early on in the partnership that the best way to accomplish this goal was to work with students for more than one year. This partnership became a multi-year model where students work with a consistent group of mentors throughout 11th and 12th grade.

Session topics covered by both PENCIL Program Managers and Bloomberg volunteers include interview preparation, resume writing, networking, personal branding and various topics on college selection and persistence. At each session, students and volunteers work together as they complete interactive activities that not only facilitate skill-building, but also authentic mentorship.

“The most important thing I learned from this partnership was the ability to connect with others and communicate with my mentor.”

– Luchy Martinez
11th Grader, UHHS

This model has proven successful not only for students and the school, but also for the volunteers and business. Bloomberg employees gain new leadership skills by teaching and interacting with the students. They also learn how to innovate and improvise as they exercise flexibility, adjusting sessions to meet the needs of the students as they unfold. Additionally, the partnership with PENCIL has informed and supported Bloomberg StartUp, an additional volunteer program at Bloomberg to mentor students. PENCIL’s ability to inform and influence Bloomberg’s broader Corporate Social Responsibility programs contributes to positive outcomes for even more students and volunteers not directly involved in the PENCIL partnership.

RESULTS

100% of seniors report being more confident in their ability to successfully pursue their college and career goals

100% of juniors surveyed reported having a better understanding of how to speak and behave in a professional setting

95% of seniors have a better understanding of the steps they may need to take to reach their professional goals

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POUNTS OF ENGAGEMENT

IMPACT

- **STUDENTS**: gain exposure to skills and experiences that can inform their future career goals
- **VOLUNTEERS**: get an opportunity to learn more about students' needs and interests through a student-centric, single day volunteer experience
- **COMPANY**: gets access to tailored employee engagement opportunities that both support public school students as well as increase the visibility of their industry to their future workforce

HOW IT'S DONE

- Short term activities (one day sessions or shorter)
- Tailored sessions that marry the skills and interest of the volunteers with the needs of the students
- Clearly defined goals
- Packaged and turn key PENCIL developed session materials
- The ability to customize for each industry

INGREDIENT | COMPANY | STUDENTS
---|---|---
CHAMPION TO DIRECT RESOURCES | AN EXECUTIVE | ENERGIZED STUDENTS
TEAM LEAD | DEDICATED COMPANY LIASON | DEFINED CRITERIA FOR STUDENT SELECTION
RESOURCE INVESTMENT | FINANCIAL SUPPORT | CLASS FOR AFTER SCHOOL TIME
PEOPLE INVESTMENT | GROUP OF VOLUNTEERS | CLASS-SIZE GROUP OF STUDENTS OR MORE

PENCIL ROLE

- PENCIL Program Managers to facilitate the session
- Organize logistics
- Provide materials and guides
- Train volunteers
- Identify a group of students for the session
- Provide coordination of all communications between partners

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When Chris Douglass began working at LinkedIn, he brought to the job both his incredible talents as well as his knowledge of PENCIL programs as a former volunteer in his previous role. Since then, he has been a powerful advocate for PENCIL programming at LinkedIn. Since 2015, hundreds of LinkedIn employees have participated in one day volunteer opportunities, called PENCIL Points of Engagement, with students from PENCIL’s vast public school network.

**LINKEDIN VOLUNTEERS HAVE ENGAGED IN THE FOLLOWING PENCIL PROGRAMMING OVER THE YEARS:**

- **Mock Interviews**: Through a one-on-one “speed dating” format, LinkedIn employees work with students to refine their communication skills to prepare for their interviews with prospective internship employers.

- **Anatomy of a Business**: LinkedIn employees open the door to new careers for PENCIL Interns by introducing them to different departments at LinkedIn, such as finance, sales, and human resources. Interns also learn about unexpected career paths and the ways in which the LinkedIn platform can help them explore different career opportunities.

- **Networking and Personal Branding**: LinkedIn employees facilitate sessions for students on how to build a professional network and develop their online personal brand. Students learn who to invite into their network, and how to develop and maintain a relationship with someone in that network.

Each year, PENCIL recruits and trains hundreds of talented, high-need high school juniors and seniors for the PENCIL Internship Program as part of the Ladders for Leaders Program, in partnership with the NYC Department of Youth & Community Development. PENCIL DYCD Ladders for Leaders Interns are placed in six-week paid internships and receive critical career readiness training to make sure they are well prepared for their internship experiences. LinkedIn, as the world’s largest professional network, is uniquely positioned to teach the Interns how to build their online professional presence and develop the competencies necessary to create a network that will position them for college and career success.

**RESULTS**

- 90% of students reported that they understand how a network will benefit them in the future.

- 90% of interns reported mock interview sessions were helpful in preparing them for their internship.

- 90% of interns reported that in the future, they are likely to use their professional network for help in finding a job.
# The Project-Based Learning Model

## Impact
- **Students**: gain increased social capital, self-direction, and optimism through industry specific, project-based activities that enhance their readiness skills in areas such as teamwork, creativity, and leadership.
- **School**: gains access to innovative ideas, industry talent and resources to help students achieve postsecondary success regardless of whether they are preparing for college or career.
- **Volunteers**: gain knowledge about public education as well as leadership and mentor experience by supporting students through a focused and consistent experience.
- **Company**: has the ability to educate and expose youth to the variety of career pathways in a specific sector, thereby inspiring their next generation workforce.

## How It's Done
- Hands-on experience for students engaging in a real-world industry project
- A core team of volunteers committed to delivering sessions for students throughout the school year that introduce skills, roles, and opportunities relevant to their industry
- Formal and informal mentoring interactions
- Sessions at corporate offices to expose students to work environments
- **PENCIL** designed workshops that help students prepare for interactions in a professional environment

## What It Takes

### Ingredient
- **Champion to Direct Resources**
- **Team Lead**
- **Resource Investment**
- **People Investment**
- **Flexibility**

### Company
- **An Executive**
- **Dedicated Volunteer Lead**
- **Financial Support**
- **Group of Volunteers**
- **In Volunteer Schedule**

### School
- **The Principal**
- **Dedicated School Liaison**
- **Space & Class Time**
- **Class-Size Group of Students**
- **In Student Schedule**

## PENCIL Role
- PENCIL Program Managers to facilitate some session activities
- Match company with a consistent group of elementary or middle school students
- Train corporate volunteers
- Organize of logistics
- Adapt materials for industry needs
- Communicate with stakeholders - translating between the business and the school/students
- Track success and evaluate results

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**Danille**
PENCIL Senior Program Manager
THE PROJECT-BASED LEARNING MODEL IN ACTION

OGILVY FUTURE MARKETERS PROGRAM

PENCIL has a longstanding relationship with Ogilvy. Since 2002, Ogilvy North America has worked with Mahalia Jackson/PS 123 to increase student awareness of advertising through the Future Marketers Program. Students chosen at the beginning of the school year go to Ogilvy twice monthly to develop advertising campaigns for one client throughout the school year. Clients have included PS 123, Six Flags, Motorala, Koolaid, the NY Mets, Gap, Ikea, and Michelle Obama’s Let’s Move! program.

“I liked making the commercial because it taught me amazing things like what goes behind the scenes. I loved working with Habi, Danille and everyone at Ogilvy.”
- 5th Grade Student, PS 123

Adopting client work as their own, students work through complex questions including how to promote their client, how to identify their audience, how to survey that audience, how to create an advertising campaign, etc. Future Marketers present their progress halfway through their scheduled sessions and, as a culminating event, they present their full project at their school in June. Ogilvy mentors, going beyond the client work, even eat lunch with their mentee at each session. This is an informal time for students to get advice from their mentors about their future and to build a positive relationship with a supportive adult.

Championed by Debi Feinman, Managing Director, the company has partnered with Mahalia Jackson/PS 123 for 14 years!

“I learned that Ogilvy is a once in a lifetime opportunity and not everyone can get in, so if you do take advantage of it.”
- Fatournato, 5th Grader, PS 123

RESULTS

100% of students reported increased motivation to engage in school work

93% of students understand the types of activities different careers entail

100% of students have a better understanding of the steps they may need to take to reach their professional goals

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## THE SCHOOL LEADERSHIP MODEL

### IMPACT

- **Students**: gain a more stable school environment and access to better facilities.
- **School**: can leverage skills-based volunteers to accomplish distinct projects that increase the effectiveness of the organization.
- **Executive Volunteers**: gain leadership skills as they mentor peers beyond industry boundaries.
- **Principals**: gain mentorship and support from executive leaders.

### HOW IT'S DONE

- Regular communication between the school principal and company champion
- Clearly defined projects
- Small groups of skills-volunteers to execute to improve school performance and effectiveness
- Areas of work include, but are not limited to: marketing, technology, fundraising, and management
- PENCIL support and coaching

### INGREDIENT

<table>
<thead>
<tr>
<th>PEOPLE INVESTMENT</th>
<th>EXECUTIVE VOLUNTEER</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Available for regular mentorship, brainstorming and troubleshooting with school principal.</strong></td>
<td>A school principal with an ability to manage skills-based volunteers and a clearly defined issue to solve.</td>
<td><strong>A school principal with an ability to manage skills-based volunteers and a clearly defined issue to solve.</strong></td>
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<thead>
<tr>
<th>RESOURCE INVESTMENT</th>
<th>FINANCIAL SUPPORT &amp; INDUSTRY EXPERTISE</th>
<th>TIME FOR CONSULTATION</th>
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<tr>
<th>ADDITIONAL SUPPORT</th>
<th>GROUP OF VOLUNTEERS TO EXECUTE SOLUTIONS</th>
<th>SUPPORT STAFF IN CASE OF RESULTING PROJECT</th>
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<tr>
<th>COMMUNICATION</th>
<th>OPENNESS AND ABILITY TO TRANSLATE SKILLS TO SCHOOL ENVIRONMENT</th>
<th>OPENNESS AND CANDOR AS WELL AS TIME</th>
</tr>
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### PENCIL ROLE

- PENCIL Program Manager assigned to match
- Identify a school principal that needs support and formally match with an executive volunteer
- Facilitate kick off event and meeting
- Track ongoing activities and success

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Marlee

PENCIL Program Manager

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THE SCHOOL LEADERSHIP MODEL IN ACTION

AT KEARNEY

AT Kearney and Young Leaders Elementary (YLE) have partnered for many years; first on family engagement, then on technology and a community outreach strategy. Specifically, Principal Cooke knew the school needed a partner to develop a school website to promote the good work they are doing, help improve the school’s reputation in the community, attract new families, connect with current families and give prospective staff and funders a better perspective on YLE’s school community.

The PENCIL champion and team lead at AT Kearney recruited a group of colleagues to research vendors, make recommendations, and project manage a website build. This team remained integral to this process and took the lead on collecting content and building the site. Ultimately, the site is shining a light on work that is being done with a particularly high needs population. Principal Cooke hopes this website can help attract local leaders and funders, and knows that AT Kearney has raised the school’s profile.

AT Kearney has been working with YLE and other partner schools to support a wide range of projects driven both by principal need and AT Kearney suggestions. Many of the projects proposed by AT Kearney involve driving analytics for the schools as analytics is one of the firm’s strengths and often an area of need for schools. Some of the major accomplishments in their partnerships include:

- Development of a new YLE website to increase the visibility of the school and attract more students
- Creation of a Chess in the Schools program by organizing teacher training, student participation in tournaments, and onboarding a Chess in the Schools teacher
- Adoption of Google Drive implementation to help staff organize curriculum and student records
- Securing partners and grant funding for a dedicated teacher at Riverdale Avenue School to support English Language Learners when 20+ Arabic speaking students unexpectedly enrolled
# The Whole School Model

**IMPACT**

- Students: improve their understanding of the professional world and skills necessary for success with a strong emphasis on soft skills.
- School: can leverage skills-based volunteers to accomplish distinct projects that increase the effectiveness of the organization.
- Volunteers: gain leadership skills as they mentor peers beyond industry boundaries.
- Executive Volunteers: gain leadership skills as they mentor peers beyond industry boundaries.
- Principals: gain mentorship and support from executive leaders.

**HOW IT’S DONE**

- Investment in whole school improvement
- Understanding that students need both interesting program opportunities as well as a high functioning learning environment to be successful
- Regular team meetings between school leaders and corporate volunteers to identify projects that can improve the school
- Volunteer driven project management to complete school improvement projects
- Regular PENCIL workshops designed to introduce critical skills such as interviewing, networking, resume writing, professionalism, communication and leadership
- Opportunities for students to participate in workshops and field trips that expose them to new career opportunities

**WHAT IT TAKES**

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<thead>
<tr>
<th>INGREDIENT</th>
<th>COMPANY</th>
<th>SCHOOL</th>
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<tr>
<td>Champion to Direct Resources</td>
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<td>Financial Support</td>
<td>Space &amp; Class Time</td>
</tr>
<tr>
<td>People Investment</td>
<td>Consistent Group of Volunteers</td>
<td>School vetted Group of Students</td>
</tr>
<tr>
<td>Flexibility</td>
<td>In Volunteer Schedule</td>
<td>In Student Schedule</td>
</tr>
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</table>

**PENCIL Role**

- PENCIL Program Manager assigned
- Facilitate sessions
- Adapt materials
- Identify a school principal that needs support and formally match with an executive volunteer
- Train corporate volunteers
- Facilitate kick off event
- Organize of logistics
- Communicate with stakeholders - translating between the business and the school/students
- Tracking and evaluate success

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THE WHOLE SCHOOL MODEL IN ACTION

NEUBERGER BERMAN + FDA II

Currently in their second year of partnership, Neuberger Berman and Frederick Douglas Academy II’s work consists of three focus areas: (1) School Resource Committee; (2) College and Career Readiness and (3) Academic Enrichment.

The School Resource Committee identifies and manages distinct projects that support the school’s marketing and recruitment goals. In the past two years they have created a new school website, conducted focus groups that ultimately helped update the school’s mission statement, and created new marketing materials for the school to use at student recruitment fairs and open houses.

The college and career readiness work targets the school’s upper-classmen and consists of career days, skills-based workshops, and job shadowing. Following PENCIL’s traditional College and Career Readiness model, students learn core skills to support their success after high school. They practice interviewing, learn to write resumes, experience the value of networking and develop strong communication and personal branding skills.

Academic Enrichment has targeted all grades (6-12) and focuses on building an appreciation for math, tutoring sessions, and creating leadership opportunities for a select group of students that is part of the President’s Club. The President’s Club has had opportunities to visit Neuberger Berman’s office, the Museum of Mathematics, and other locations to understand the many career opportunities available to them related math.

In total, these three components provide holistic supports that help the school create a positive experience for its students, from the very first interaction of recruitment through their graduation as successful individuals fully prepared for college or career.

“Hopefully we inspired the students to see what is possible for them – many of them seemed to float out of here – so I am hoping they feel that sky is the limit.” – Elizabeth Cribbs, Head of Corporate Social Responsibility & President, The Neuberger Berman Foundation, reflecting on a career day for students hosted at Neuberger Berman’s offices