CATEP Events
Lessons Learned Summary

Topical Area	Sub-topic	Lessons Learned
Grant Proposal	**Personnel**	P.I. should be a faculty member in department that is impacted through grant
	Budgets	Include budget for all travel expenses for annual PI Conference in Wash DC (3-5 people)
		Consider design and publication costs for multiple brochures and handouts over the life of the grant
		Include budget for advertizing handouts (e.g. pens. markers, keychains, flash drives, etc)
		Include costs for food (as part of grant activity) based on number/types of meetings/events planned per year - include a reserve
		Include budget for faculty coordinator
		If multiple campuses involved, include budget for travel and meal expenses for planned number of coordination meetings
HS Mini Tech Fairs	**Advertising/Draw**	Community newspapers are expensive and sometimes ineffective
		School/District website is moderately effective (depends on parents)
		Flyers and posters in the school works well with students, but not parents
		Get word to (and support of) teachers via principal/counselors and district CTE contact
	Venue	Try to get co-located classrooms with easy entry/exit control
		If possible, "piggy-back" on some other school-wide event (e.g. open house, career fair, or college fair)
		Don't expect attendance from other schools unless district will provide transportation; or build transportation into the grant proposal
		If possible, hold during school day - after school is too competitive
	Dates/times	At least two months lead time to set up
		Avoid Monday and Friday
		Avoid testing dates (e.g. state tests, fed tests, SAT/ACT, etc) plus several days prior
		At least two weeks prior to end of semester (avoid finals)
HS College/Career Fairs	**Approach**	This IS (by definition) a piggy-backed event - "captive audience" of high attendance
		Provide written guidelines for exhibiters (primarily businesses) to follow
		Have school request/require that exhibitors discuss topics in guidelines
		Ensure that teachers follow up on employability skills in their classrooms
	Advertising/Draw	Usually handled completely by school. Provide materials if applicable.
	Venue/Date/Time	Not an issue - determined by school

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Panel Discussions or other participatory events at HS	Coordination	Coordinate with teachers thru secondary district CTE POC or counselors
		Provide teachers with essential topics to be covered so they can incorporate into lesson plan
	Advertising/Draw	Have CTE POC put into school and district calendar
	Venue/Date/Time	During school day - "captive audience" (vs after school event)
		If clickers are available, use them
		Schedule back-to-back sessions around lunch periods so that students in early/late periods still might be able to attend
		Auditorium or large room with adequate sound system preferable
Partnerships	Membership	Solicit sufficient partners to help staff events (Tech Fairs, Panel Discussions, classroom activities, etc) to avoid burn-out
		Include budget for rewards and recognition of partner companies and their representatives
Advisory Boards	Membership	Include budget for rewards and recognition of board members
		Company representatives come and go. When they go, be tenacious about getting a replacement.
Faculty Externships	Participation	Ensure that businesses/organizations are fully committed to providing
		Work with faculty before grant is written to make sure they will participate
		Develop pre/post tests and questionnaires to assess experience and verify outcomes
Student Internships	Participation	Ensure that businesses/organizations are fully committed to providing
		Consider "piggy-backing" on existing internship programs and opportunities
		If piggy-backing, incorporate your goals into existing syllabi and guidelines
		Develop pre/post tests and questionnaires to assess experience and verify outcomes[1]
	NOTES:	1. CATEP can provide Pre/Post Questionnaire for Employability (i.e. "Soft") Skills