Annex

Sustainability Planning Team Meeting Agenda Template

Sustainability Planning Team Calendar

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Computer System Status Assessment Report

Assessment Report Template

Computer Usage Survey for Students

Computer Usage Survey for Staff

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Student Support Technician Club Announcement Template

Fundraising Idea Submission Form Template

About Cisco Networking Academy

Sustainability Planning Team Meeting Agenda

Date: ..... Time: .....

Meeting called by: .....

Proposed Participants:

.....

.....

.....

.....

.....

Proposed Agenda Items:

TIME	TOPICS
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Additional Instructions:

Sustainability Planning Team Calendar

	WEEK 1	WEEK 2
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		
FEBRUARY		
MARCH		
APRIL		
MAY		
JUNE		
JULY		
AUGUST		

Important items to remember:
1. Computer System Assessment, 2. Focus Group Discussions, 3. Brainstorm & select fundraising ideas, 4. Develop CSS plan, 5. Develop cost & revenue systems, 6. Develop monitoring and evaluation strategy

WEEK 3	WEEK 4
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	

Connectivity Research Data Sheet

TECHNOLOGY OPTIONS	AVAILABLE? YES/NO	SPECIFICATIONS / SPEEDS	ESTIMATED ANNUAL COST	COMMENTS
Dial-up				
ISDN (Integrated Services Digital Network)				
DSL/ADSL (Digital Subscriber Line / Asymmetrical Digital Subscriber Line)				
Cable				
WiFi/WiMax				
Cellular-based: GPRS, EDGE, CDMA 2000, EVDO, G3, etc.				
Satellite - VSAT				

Computer System Status Assessment Report

School Name: Room or Building: Date:

ITEM/EQUIPMENT BRAND NAME & LOCATION	TYPE OF HARDWARE, SOFTWARE, OR OTHER RESOURCES	AGE *(months)*	QUANTITY	OPERATIONAL CONDITION *(good, fair, poor, not working)*	OTHER RELEVANT INFORMATION *(is it being used? Description of any problems, Type of power source)*

Assessment Report Templates

School: _____ Date: _____

REPORT SUMMARY

[The report summary should be brief and cover the most important conclusions from the assessment of the school's computer system.]

PURPOSE OF COMPUTER SYSTEM ASSESSMENT REPORT

[This part of the report should provide an overview of the purpose of the Assessment Report and describe how the report should be used.]

COMPUTER SYSTEM ASSESSMENT PROCEDURE

[This part of the report should briefly describe how the assessment was carried out including the dates when the school's computer system was assessed, the people who were involved in the assessment, what types of information about the school's computer system was collected, and how this information was collected and stored.]

ASSESSMENT FINDING

[This part of the report should list specific findings from the assessment. You are encouraged to use the Computer System Status Assessment template for this. You can insert the completed Computer System Status Assessment template along with this report. The following outlines the type of information you should be collecting when conducting this assessment.]

- Description and the numbers, age and general condition of computers and peripherals (printers, scanners, external drives, etc.) in the school's administration offices
  - Operational state of the computers in the school lab, numbers of computers that are working well and the numbers that are not working
  - For computers that are not working, what are the major problems that these computers have if know (e.g., failed power supply, failed hard drive, etc.)
  - Software found on these computers
  - Operational state of printers and other peripherals
  - Connection to the Internet including the type of connection (phone line, 3G wireless, WiFi Wireless, etc.) bandwidth, reliability, cost, etc. and the use of email and Internet connectivity).

- How are the computers powered, i.e., connection to the electric grid, school generator and solar power system, etc.

☛ Description and the number, age and general condition of computers and peripherals (printers, scanners, external drives, data show projectors, etc.) in the school's computer lab

- Operational state of the computers in the school lab, numbers of computers that are working well and the numbers that are not working
- For computers that are not working, what are the major problems that these computers have if know (e.g., failed power supply, failed hard drive, etc.)
- Software found on the computers that are working
- Operational state and numbers of different peripherals
- Connection to the Internet including the type of connection (phone line, 3G wireless, WiFi Wireless, etc.) bandwidth, reliability, cost, etc. and the use of email and Internet connectivity).
- How are the computers powered, i.e., connection to the electric grid, school generator and solar power system, etc.

ANY OTHER INFORMATION ABOUT THE SCHOOL'S COMPUTER SYSTEM

Computer Usage Survey for Students

This survey will help to assess how your computers are currently being used by students at your school.

1. Sex:..... **2.** Age:..... **3.** Grade:.....

YOUR COMPUTER USAGE AND SKILL

4. How often do you use any school computer for the following tasks?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Play games	☐	☐	☐	☐	☐	☐
Do schoolwork	☐	☐	☐	☐	☐	☐
Word processing/writing	☐	☐	☐	☐	☐	☐
Spreadsheet use/accounting	☐	☐	☐	☐	☐	☐
Creating presentations	☐	☐	☐	☐	☐	☐
Manage a database	☐	☐	☐	☐	☐	☐
Use the internet	☐	☐	☐	☐	☐	☐
Watch movies/listen to music	☐	☐	☐	☐	☐	☐
Send and Receive Email	☐	☐	☐	☐	☐	☐
Internet Chat/IM	☐	☐	☐	☐	☐	☐
Use graphics software	☐	☐	☐	☐	☐	☐
Internet research	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

5. How often do you use the following computer hardware at school?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Flash drive	☐	☐	☐	☐	☐	☐
Printer	☐	☐	☐	☐	☐	☐
LCD Projector	☐	☐	☐	☐	☐	☐
Webcam/microphone	☐	☐	☐	☐	☐	☐
CD/DVD-ROM	☐	☐	☐	☐	☐	☐
Scanner	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

6. If your school has a computer lab, how often to do you use it as part of a formal computer class?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

7. If your school has a computer lab, how often do you use it as part of other classes?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

8. If you use the school's computer lab, how often do you use it as part of non-academic activities during the school day?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

9. If you use a school computer, how often do you use it outside of the regular school day (i.e., for extra curricula activities)?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

10. Please write in the average number of hours per week that you spend using school computers for any purpose.

11. If you were given one hour to use a computer at the school and you could do anything you want, what would you like to do most with the computer for that hour?

12. If the computer lab at the school was open on the weekends for use by students, would you travel to the school on Saturday and/or Sunday to use the school computers?

- ☐ Yes (Saturday only)
- ☐ Yes (Sunday only)
- ☐ Yes (both days)
- ☐ No (neither day)

Computer Usage Survey for Staff

This survey will help to assess how your computers are currently being used by staff at your school.

1. Sex:..... **2.** Age:.....

3. What subject are you primarily responsible for teaching?.....

YOUR COMPUTER USAGE AND SKILL

4. How often do you use any school computer for the following tasks?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Play games	☐	☐	☐	☐	☐	☐
Preparing work	☐	☐	☐	☐	☐	☐
Word processing/writing	☐	☐	☐	☐	☐	☐
Spreadsheet use/accounting	☐	☐	☐	☐	☐	☐
Creating presentations	☐	☐	☐	☐	☐	☐
Manage a database	☐	☐	☐	☐	☐	☐
Use the internet	☐	☐	☐	☐	☐	☐
Watch movies/listen to music	☐	☐	☐	☐	☐	☐
Send and Receive Email	☐	☐	☐	☐	☐	☐
Internet Chat/IM	☐	☐	☐	☐	☐	☐
Use graphics software	☐	☐	☐	☐	☐	☐
Internet research	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

5. How often do you use the following computer hardware at school?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Flash drive	☐	☐	☐	☐	☐	☐
Printer	☐	☐	☐	☐	☐	☐
LCD Projector	☐	☐	☐	☐	☐	☐
Webcam/microphone	☐	☐	☐	☐	☐	☐
CD/DVD-ROM	☐	☐	☐	☐	☐	☐
Scanner	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

6. How often do you use any of the computers at the school to help prepare lessons for your class?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

7. If your school has a computer lab, how often do you take your class into the lab to use computers to help teach something related to the subject that you are primarily responsible for teaching?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

8. If you answered the above question "never" or "rarely" what are some important reasons for not taking your class to the computer lab very often? (Mark as many answers as are appropriate).

- ☐ I do not know how to use computers.
- ☐ I do not need to use computers to teach my subject.
- ☐ There is no one to help me in the lab in case there are problems with the equipment.
- ☐ We do not have access to the internet.
- ☐ We do not have enough working computers in the lab to allow my students to use.
- ☐ The computer lab is being used all the time for the school's computer classes.
- ☐ Other: .....

9. How often do you use computers in the school for non-academic purposes (for example, sending personal email messages, recreation, research, etc.)?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

10. How often do you ask your students to complete assignments where they would need to use a computer? Yes ☐ No ☐

Computer Usage Survey for Community Members

This survey will help to assess how your computers are currently being used by parents and other members of the school's community.

1. Sex:..... **2.** Age:.....

YOUR COMPUTER USAGE AND SKILL

3. Are you a parent with children attending this school?

Yes ☐ No ☐

4. How often do you use any of the computers at the school?

NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
☐	☐	☐	☐	☐	☐

5. If you use a school computer, how often do you use a computer for the following task?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Play games	☐	☐	☐	☐	☐	☐
Word processing/writing	☐	☐	☐	☐	☐	☐
Spreadsheet use/accounting	☐	☐	☐	☐	☐	☐
Creating presentations	☐	☐	☐	☐	☐	☐
Manage a database	☐	☐	☐	☐	☐	☐
Use the internet	☐	☐	☐	☐	☐	☐
Watch movies/listen to music	☐	☐	☐	☐	☐	☐
Send and Receive Email	☐	☐	☐	☐	☐	☐
Internet Chat/IM	☐	☐	☐	☐	☐	☐
Use graphics software	☐	☐	☐	☐	☐	☐
Internet research	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

6. If you use a school computer, how often do you use the following computer hardware at?

	NEVER	RARELY	SEVERAL TIMES A MONTH	WEEKLY	ALMOST DAILY	DAILY
Flash drive	☐	☐	☐	☐	☐	☐
Printer	☐	☐	☐	☐	☐	☐
LCD Projector	☐	☐	☐	☐	☐	☐
Webcam/microphone	☐	☐	☐	☐	☐	☐
CD/DVD-ROM	☐	☐	☐	☐	☐	☐
Scanner	☐	☐	☐	☐	☐	☐
Other: *(please list below)*						
	☐	☐	☐	☐	☐	☐

7. If you have not used a school computer or have only used it rarely, what are some reasons for not using it? (Check any answer that is appropriate to you)

- ☐ I don't think the school allows people who are not part of the school to use its computers.
- ☐ I don't know how to use a computer and wouldn't know what to do.
- ☐ I have no interest in using a computer.
- ☐ I don't have time to use a computer when the school is open.
- ☐ I have a computer at home and don't need to use the school's computers.
- ☐ I live too far from the school to take advantage of using school computers.

8. Which of the following activities would you be interested in participating in at the school, if they were to offer them for a fee? (Check all that are appropriate to you)

- ☐ Use computers to access the internet.
- ☐ Use computers for printing.
- ☐ Participate in basic computer training.
- ☐ Participate in other types of training such as:

Focus Group Discussion Guide

INTRODUCTION

Holding a focus group discussion is a good way to learn about people's interests, perspectives, opinions and knowledge about different topics. For the Toolkit, the Sustainability Planning Team (SPT) may want to hold focus group discussions to learn what different members of the school community want the school's computer system to be like in five years. The SPT can also use a focus group discussion to learn how teachers, students and other community members are currently using the school's computer system and how they would like to use the computer system in the future. Knowing the perspectives, attitudes and desires of different members of the school community toward the school's current and future computer system is essential to developing an effective sustainability plan.

CREATING AND RUNNING A SUCCESSFUL FOCUS GROUP

The following provides some tips and suggestions for creating and running an effective focus group discussion.

SETTING UP THE FOCUS GROUP

- At least two people should be involved in running a focus group discussion. One of these will ask the questions and guide the discussion. The other person, who will sit off to the side, will take notes on the discussion. It is important that the person asking the questions not take notes on the responses. This can be very distracting and will likely inhibit an open and free discussion.
- It can be useful to organize both homogenous (all teachers, students or parents) and heterogeneous (a mix of teachers, students and parents) focus groups. These two types of groups will create a different dynamic among the participants and stimulate different topics to be discussed.
- It is good to have an equal number for male and female participants in each focus group. It may also be important to have groups that are all men or all women if local culture may make it difficult for women to talk openly when men are present.
- The optimum number of participants in a focus group is 4 to 8 and you should have no more than 12 people in any focus group session.
- The focus group meeting should held in comfortable and quiet location.
- Information about the purpose of the focus group meetings, the topics that are to be discussed and how the participants will be selected should be distributed to the school community. This will prevent any rumors about what these meeting are about from being spread.
- Each focus group meeting should not last longer than one or two hours.

PREPARING FOR THE FOCUS GROUP

- The SPT and the people identified to organize and run the focus group discussions should clearly define the primary objective of the discussion and come up with simple questions that can be used to stimulate a discussion among the members of the school community invited to participate in the focus group discussion.
- Four to eight primary questions and/or discussion topics should be developed for each focus group discussion. You should avoid asking questions that can be answered with a yes or no answer.
- If possible, the school should arrange for someone who is not a staff member at the school to facilitate the focus group discussion.
- Make sure to have light refreshments available for participants after the focus group meeting.
- You may also want to have name tags for each participant so that the facilitator can address people directly by name.

CONDUCTING THE FOCUS GROUP

- At the start of the session, the facilitator should greet all of the participants and make sure that they are comfortably situated. The facilitator will then want to review the objectives of the focus group and stress the confidentiality of participants' comments before starting.
- The focus group facilitator should seek to engage the members of the focus group in an open and dynamic discussion and debate about the focus group questions. The facilitator should avoid a simple question and answer session. Some of the most important information will emerge when the participants start discussing the question or topic among themselves. One way to do this is for the facilitator to ask one participant what he or she thinks about what one of the other participants has said. Another technique is to ask the group if anyone disagrees with what was just said, or to ask if anyone has different opinion to share. After being prompted in this way, participants will likely start to engage in an open discussion. The facilitator should encourage participants to provide detailed responses and not just "yes" or "no" answers.
- During the discussion, the person asking the questions should ask follow-on questions to encourage the participants to provide specific information. It is common for participants to initially respond to a question with very general and broad comments. The questioner will need to ask follow-on questions that will gently push the participants to provide specific responses.

- The facilitator should also ensure that all members of the group participate in the discussion by asking each member to respond to different aspects of the discussion. This is necessary because some participants may feel intimidated or shy about expressing their opinions in the presence of others (i.e., a student in front of a teacher, a teacher in front of a principal, etc.).
- It is common for participants to take the discussion in a direction that is different from what the focus group was organized for. When this happens, the facilitator should remind the participants why they are here and then follow-up with a new question to return the discussion back to the focus on the topic.

After the focus group discussion is over, the facilitator should thank the participants for taking the time to participate. The facilitator should also explain that the results of the focus group discussion will be written up and shared with the SPT as an important part of the school's sustainability plan.

The person who took notes during the discussion should immediately write up a full report of the discussion. When writing up the report, make sure that participants' names are not linked to comments made during the session. This will ensure that their opinions are treated confidentially. The first draft of this focus group report should then be shared with the facilitator who will add to the report. A final version of the report should include the names of the focus group participants so that the SPT can ask them for clarifying information if needed.

Student Support Technician Club Background

GOAL

There are several important reasons for establishing a Student Support Technician Club (SSTC) including:

- To enable the school to carry out periodic and basic computer maintenance including cleaning the computers, installing anti-virus updates, defragmenting hard drives, etc.
- To diagnose computer failure to determine what might be the cause of any problems so that decisions can be made to carry out repairs in the school or to send the computer to special repair facilities.
- To help non-computer teachers to use the school's computer lab.
- To provide students who are members of the SSTC with 21st Century employability skills and additional computer knowledge and skills that may help them secure quality employment after they graduate.
- To lower the total cost of maintaining and support the school's computer system.

ESTABLISHING AN SSTC

- At least two teachers should be recruited by the school Director to oversee and manage the SSTC. One of these sponsoring teachers may be the school's computer teacher.
- The SSTC sponsoring teachers should prepare a description of the SSTC (using the sample announcement on the following page in the Toolkit's Annex) that can be distributed to other teachers and students in the school as a means of recruiting students from the older grades to join the club.
- The number of students in the SSTC depends on the size of the school and the number of computers in the school. At least 10 students, half girls, should be recruited to help establish the SSTC. In the second year of the Club, another group of students will be recruited to join the club. At this time, the first group of students would become Senior Technicians and the new students would be Junior Technicians.
- It is recommended that the two sponsoring teachers create criteria to accept students into the SSTC. Pre-existing computer knowledge is not as important as an eagerness to work in a team and to learn about computers.

- Once the first group of students has been recruited, the sponsoring teachers will need to organize an orientation/training session to enable the students to learn to carry out basic computer maintenance activities.
- The teachers and the team of students will then need to develop a set of rules and policies to govern the functioning of the Club. As part of this, the students may want to elect a leader and other positions.
- With a team structure in place. The teachers and the Club members will want to establish a calendar for maintenance activities.

SSTC STRUCTURE

Each club initially consists of a team of 10 to 12 students with two teacher sponsors. The first group of students should be in the second or third to the last year of school. Toward the end of the first year of operation, approximately two months before the school closes for vacation, the members of the SSTC should recruit new members from a grade or two below them. These new members will become Junior Technicians and the initial members will become Senior Technicians. This approach helps to ensure long-term sustainability of the SSTC. The Senior Technicians will orient and train the Junior Technicians. When the first group of Senior Technicians graduates from school, the Junior Technicians become Senior Technicians. After which, they should recruit and train a new group of Junior Technicians. This self-sustaining process enables the school to maintain their SSTC with little or no recurrent expenses.

OVERVIEW OF BASIC TECHNICAL SUPPORT SKILLS

Students should receive training in basic computer maintenance and technical support skills. Some of the most important maintenance and technical support topics that SSCT members should know about include:

- Keeping the outside and inside of a computer clean and free of dust and dirt by learning:
  - to open the computer case while ensuring that the youth is free of static electricity;
  - to carefully blow and wipe dust away from all parts inside the computer, especially the power supply, the CPU and the hard disk drive;
  - to remove and replace all computer cards to ensure that they are tightly connected to the motherboard; and
  - to close the computer case and connect the case to the power, the monitor, keyboard and the mouse.

- Installing, configuring and updating software.
- Updating and running anti-virus and anti-spyware software.
- Defragmenting the hard drive.
- Running registry management software.
- Inspecting installed software and uninstalling programs that are not authorized to be installed.
- Cleaning up the computer's on-screen desktop to remove unnecessary shortcuts and files.
- Periodically running the disk cleanup application to delete temporary files, empty the recycling bin and compress old files.
- Reformatting the hard drive and reinstalling and configuring the operating system.
- Carrying out troubleshooting and diagnostic procedures to determine the cause of computer problems and to decide if the problem can be solved by the SSTC or if it needs to be sent out for repair.
- Installing and configuring new and existing hardware and peripherals.
- Cleaning printers and changing the ink and toner.
- Protecting hardware from power surges by unplugging all hardware from outlets in the event of a power outage.
- If the school has a basic local area network, the students will need to manage user accounts, set up new accounts as needed and delete accounts when students graduate and staff leave the school.
- If the school has Internet access, the students will need to help manage the connection to the Internet, manage use, log into the account as needed, etc.

Student Support Technician Club Announcement Template

STUDENT SUPPORT TECHNICIANS CLUB (SSTC)

Sponsored by [First Teacher's Name] & [Second Teacher's Name]

We are pleased to announce that this year we will be starting a Student Support Technicians Club at our school. The main purpose of this club is to help our school keep its computers operating well and to assist the teachers and students in using these computers. The members of the SSTC will gain advanced computer skills, learn to maintain this equipment, and diagnose problems. As the members' skills improve, some may even start learning to repair basic problems and replace parts that have stopped working. In short, the members of the SSTC will become the most advanced computers users at our school.

WHO CAN APPLY TO BE A MEMBER OF THE SSCT?

This exclusive club is not open to anyone; only qualified students from grades 9, 10 and 11 [or the appropriate grades] can apply to join the SSTC. If you would like to learn more and are interested in applying to be selected for the club, please contact [Name of first sponsor] or [Name of second sponsor] to collect an application form. The following is a list of criteria to be eligible to join the club:

- Applicants must be very interested in computers and in learning how to maintain and repair computers.
- Applicants must have a very good academic record at the school.
- Applicants must be curious to learn how computers work and how to keep them working well.
- Applicants must have the time to dedicate to club activities for an hour before school starts, during lunch and for an hour after school ends.
- Applicants must be dependable, curious and honest.
- Applicants must be interesting in taking on important leadership roles at our school.
- Applicants must enjoy helping others learn to use computers.
- Applicants must be willing to make a year-long commitment to being a member of the SSTC.
- Applicants must get permission from their parents to join the club.
- Applicants must complete the club application form and submit it to [Name of first sponsor] or [Name of second sponsor] by [enter due date].

IS THE CLUB IS OPEN TO GIRLS AND BOYS?

We strongly encouraged boy and girls to apply to join the SSTC. At least half of the initial 12 students who are selected to join the club will be girls.

WHY SHOULD YOU APPLY TO BECOME A MEMBER OF THE SSTC?

One of the most important reasons to join the SSTC is because you will have a great deal of fun. You and the other members will also be given the opportunity to use the school's computers more than anyone else. You will learn how a computer works and how to keep it working well. You will also gain advanced computer skills and earn leadership responsibilities at the school. Through the many exciting club activities, you will gain a useful mix of employability skills as you provide service to others at the school in a way that is similar to how many companies carry out their business. These skills will make SSTC members more competitive in securing jobs in the future.

WHAT KINDS OF COMPUTER SKILLS WILL I LEARN AS AN SSTC MEMBER?

SSTC members will gain many exciting new computer skills. Some of the most important maintenance and technical support skills that SSCT members will gain over the coming year include:

Maintaining computers ✲ Installing software ✲ Destroying viruses
Installing hardware ✲ Troubleshooting

Fundraising Idea Submission Form

RULES FOR SUBMITTING IDEAS FOR SCHOOL FUNDRAISING COMPETITION

- All members of a team must be in the same grade level or range (i.e., all in grade 7 or all in grades 7-9).
- Teams should have between 2-6 students each.
- Only one idea is allowed to be submitted per team, but teams should consider many ideas to arrive at the one that they want to submit.
- Students may not be on more than one team.
- Students are allowed, and encouraged, to talk with their parents and local business people to help them generate ideas and to gather opinions about ideas that they have come up with.

PRIZES

- One team or individuals from each grade will receive the top prize of [The school will need to decide what the first prize should be. This should be something that the students find valuable.].
- Second and third prizes of xxx and xxx will be given to the teams that submit the second and third best ideas respectively.
- The prizes should be shared equally by members of the team.

TIPS FOR GOOD FUNDRAISING IDEAS

- A good idea should not require much money to carry out.
- A good idea should have a high net revenue potential. (total money earned – costs = net revenue)
- A good idea should engage a broad mix of people from the school and the surrounding community.
- A good idea can be carried out by the staff, students and parents with little or no special skills required.
- A good idea should demonstrate a high level of market demand.
- A good idea should be able to be implemented on a recurrent basis so that revenue is predictable and recurrent.

- A good idea might use the schools computer system.
- A good idea should be fun for everyone involved.
- A good idea should be easy to market and promote.
- A good idea should contribute to the school's educational objectives.
- A good idea should not be too complex or time consuming to complete.

TEAM INFORMATION

Names of team members:

.....

.....

.....

.....

.....

Grade Level or Rage: .....

TITLE OF YOUR FUNDRAISING IDEA

.....

SUMMARY DESCRIPTION OF YOUR TEAM'S FUNDRAISING IDEA

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.....

What funds, equipment, people and other resources would be needed to implement your idea?

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How much money would be needed to plan and implement your idea?

What equipment and/or materials would be needed to plan and implement your idea?

How many people and what skills would be needed to plan and implement your idea?

What other resources and school/community facilities would be needed to implement your idea?

How much time would be needed to implement your idea?

Who in the community (staff, students, parents, other community members) would participate in your idea?

How long will this activity last for?

If successful, could your idea be repeated?.....

How often?.....

How much total money do you think your idea would generate?.....
(show your calculations)

How much net revenue do you think your idea would generate?.....
(show your calculations)

What level of market demand is there for your idea?

.....

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How did you determine market demand for your idea?

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About CISCO Networking Academy

http://www.cisco.com/web/learning/netacad/academy/index.html

Comprehensive Learning Program

Cisco Networking Academy is a global education program that teaches students how to design, build, troubleshoot, and secure computer networks for increased access to career and economic opportunities in communities around the world. Networking Academy provides online courses, interactive tools, and hands-on learning activities to help individuals prepare for ICT and networking careers in virtually every type of industry.

Program Evolution

Since 1997, Networking Academy has grown from a small-scale program designed to help schools get the most out of their networking equipment to Cisco's largest corporate social responsibility program, with courses taught at more than 9000 academies in 165 countries. More than 900,000 students develop ICT skills through the program each year.

21st Century Career Skills

Networking Academy delivers a comprehensive, 21st century learning experience to help students develop the foundational ICT skills needed to design, build, and manage networks, along with career skills such as problem solving, collaboration, and critical thinking. Students complete hands-on learning activities and network simulations to develop practical skills that will help them fill a growing need for networking professionals around the world.

Global Partnerships

Networking Academy aims to provide a consistently enriching learning experience by partnering with public and private institutions such as schools, universities, businesses, nonprofits, and government organizations to develop and deliver innovative ICT courses, improve the effectiveness and accessibility of the program, increase access to education and career opportunities, and help ensure that students and instructors have the resources they need to accomplish their goals.

Delivery Method

Networking Academy courses are delivered in multiple languages through an online learning system. Courses are supported by classroom instruction, hands-on learning activities, and online assessments that provide personalized feedback. Networking Academy instructors receive extensive training and support to help ensure a consistently-enriching learning experience for students around the world.