Community Self-Assessment for Implementation of Ford Next Generation Learning Essential Practices

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FORD
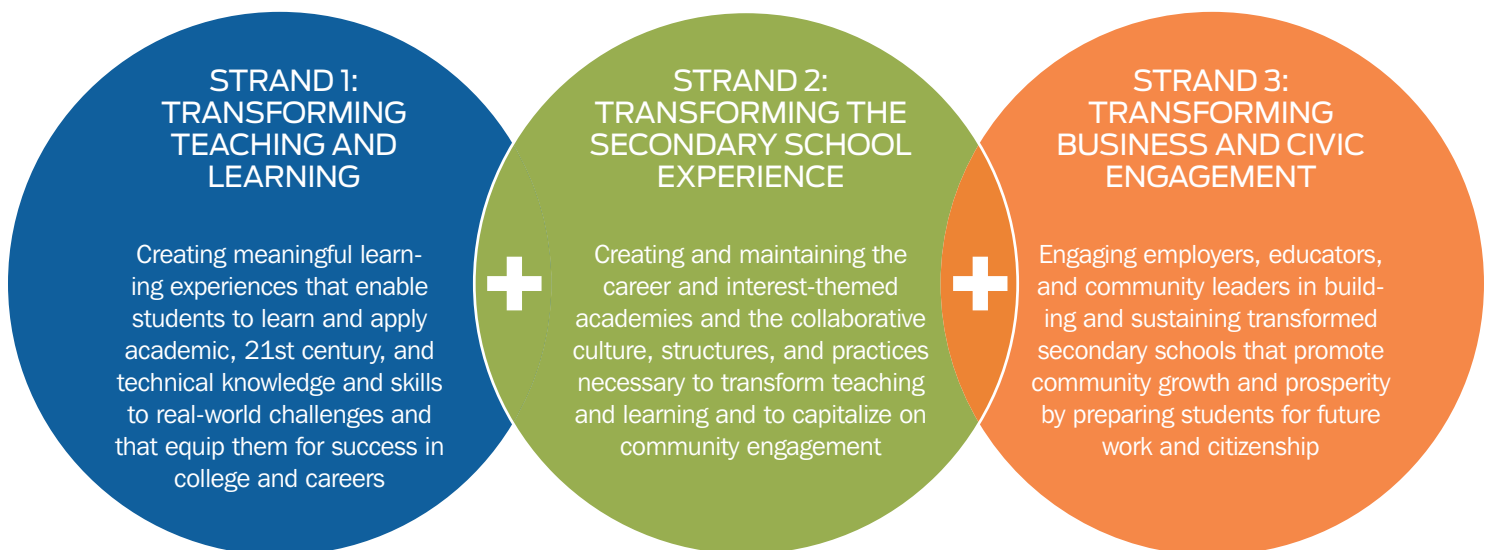NEXT GENERATION
LEARNING
Education Innovation

Introduction

Ford Next Generation Learning mobilizes educators, employers, and community leaders to prepare a new generation of young people who will graduate from high school ready for college, career, and life—prepared to compete successfully in the 21st century economy.

The Three Strands of Ford Next Generation Learning

The assessment tool that follows provides a rubric for communities, districts, and schools to evaluate the implementation of each essential practice within the three research-based strands of Ford Next Generation Learning (NGL):

STRAND 1: TRANSFORMING TEACHING AND LEARNING

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges and that equip them for success in college and careers

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STRAND 2: TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE

Creating and maintaining the career and interest-themed academies and the collaborative culture, structures, and practices necessary to transform teaching and learning and to capitalize on community engagement

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STRAND 3: TRANSFORMING BUSINESS AND CIVIC ENGAGEMENT

Engaging employers, educators, and community leaders in building and sustaining transformed secondary schools that promote community growth and prosperity by preparing students for future work and citizenship

Ford NGL communities actively strive to implement the essential practices outlined in this document, using the power of workplace relevance and business relationships to excite young people about education and to prepare them for the workplace and postsecondary education. A fully successful Ford NGL community develops and integrates all three strands, and supports them with a culture of excellence and accountability.

Using the Assessment Tool

This assessment tool has been developed to help whole communities, as well as individual schools and districts, harness the power of the Ford NGL strategies for transformation. It can guide an initial survey or a more detailed gap analysis and can also serve as an instrument to support continual improvement of a community's Ford NGL strategies.

Communities seeking to affiliate with the Ford NGL community network will use this rubric as the starting point for developing a community master plan for engaging the larger community around secondary school transformation.[1] The assessment rubric for Strands 1 and 2 can be used on a program-by-program basis, aggregated by school and by district and then aggregated on a community level. The rubric for Strand 3 is designed to be used at the community level. As an initial survey, the rubric can provide guidance on where more detailed analysis is required. It is best used by a group of stakeholders organized for the purpose of conducting a review rather than by an individual.

Typically, strand teams are organized to focus on the essential practices in their respective strands and to develop an understanding of how their strand fits into the whole Ford NGL framework. Collectively, the members of each strand team should have sufficient knowledge of the community's status on each essential practice or know where to find the relevant information.

The scoring guides are not meant to yield passing or failing grades, but rather to identify areas of strength or weakness and to prompt reflection and, ultimately, action. Essential practices that receive a score of less than 3 will be the focus of specific strategies and tactical plans. Those features that receive a score of 3 will provide examples in the master plan of where the community is already successfully implementing the essential practices.

An honest analysis of current performance, and measuring that performance against the challenge of preparing every student for a successful future, is the beginning of the change process. Your hard work to make an honest appraisal of your community's strengths, accomplishments, weaknesses, and ongoing challenges will be well worth the effort!

> An honest analysis of current performance and strategies, and measuring that performance against the challenge of preparing every student for a successful future, is the beginning of the change process.

[1] Note that this document refers throughout to secondary school transformation, with the intention of including middle schools as well as high schools, but in some places, as appropriate, addresses only high schools.

Transforming Teaching and Learning

Ford NGL is dedicated to preparing all students to succeed as citizens and workers in the 21st century global economy. To achieve this success, secondary school students must engage in learning that develops and uses both academic knowledge and the skills essential for success in college and careers, and teachers must employ strategies that encourage the active, self-monitored learning that will yield these results.

The Ford Partnership for Advanced Studies (Ford PAS) curriculum and its related professional development serve as a practice model for transforming teaching and learning. The research-based Ford NGL Teaching and Learning Pillars embody key features of the Ford NGL approach to transforming teaching and learning: hands-on, collaborative, and project- and inquiry-based. Students acquire knowledge and skills as they work in teams to investigate significant issues, carry out long-term projects, and create products that demonstrate their learning.

This approach answers the questions that the traditional academic program fails to answer for most students who drop out of high school—and even for many who graduate: Why am I learning this? What does it have to do with my life and the lives of people in my community? How does it prepare me for the future?

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STRAND 1 Transforming Teaching and Learning

Essential Practice 1.1 – Teaching Pillars - Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.

Description: The FORD NGL Teaching Pillars describe the instructional strategies—based on rigorous research and professional experience—that are essential for facilitating learning of the essential knowledge and skills that students need. These teaching strategies help students meet and exceed national and state-established standards and benchmarks for academic performance, and meet expectations for college-level work and future employment. The features of the FORD NGL Teaching Pillars address curriculum, instruction, assessment, and career-relevant learning opportunities.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	1.1.1 Integration of rigorous academic and career-relevant learning: Both academic and technical teachers ensure that students acquire and apply the knowledge and skills required to meet rigorous state and national academic and technical standards and that they are prepared for college and career success. Teachers facilitate students' learning of ways of thinking particular to the core academic disciplines, build their technical knowledge and skills, and develop their expertise in problem-solving, critical thinking, teamwork, technology, and communication. Teachers structure learning so that students understand the education and training requirements for a broad range of career paths. Community members provide opportunities for students to explore careers and connect their learning to the real world.
	1.1.2 Inquiry-based: Teachers organize learning around investigation of significant issues and problems grounded in the real world that engage their students' interest. Teachers pose important questions that matter in their content areas and beyond, and encourage students to pose and explore their own questions. Teachers structure these investigations, often through hands-on learning experiences, so that students acquire knowledge, skills, and understanding.
	1.1.3 Project-based: Serving as facilitators, teachers guide students in carrying out in-depth, long-term projects through which students both learn and apply essential knowledge and skills. Projects culminate in products or presentations, or exhibitions of students' investigations and results.
	1.1.4 Collaborative: Teachers structure learning experiences that require students to work together to learn and to carry out projects. Teachers help students develop the leadership, decision-making, negotiation, communication, time management, and other skills needed for successful collaboration. Teachers hold students accountable as a team as well as individually and encourage them to learn from one another and reflect on their work as a team.
	1.1.5 Performance-based assessment: As students carry out investigations that enable them to both develop and apply academic and technical knowledge and skills, they engage in activities ("performances") and create products that demonstrate their learning. Teachers use these demonstrations of learning, among other evaluation tools, to assess students' progress toward meeting key learning goals aligned with academic and technical standards. The assessments require students to articulate and make meaning of what they have learned, rather than simply recall and repeat facts.

STRAND 1 Transforming Teaching and Learning

Essential Practice 1.2 – Learning Pillars - Students develop essential knowledge and skills for college and career readiness.

Description: The Ford PAS Learning Pillars articulate essential knowledge and skills that have been identified by employers and college faculty as necessary for young people to be fully prepared for success in both college and career.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	1.2.1 Flexible use of academic knowledge and skills: Students develop academic knowledge and skills in the context of investigating real-world problems, and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address such challenges.
	1.2.2 Problem-solving: Students work with open-ended problems and issues that require them to identify problems, clarify and analyze situations, explore solutions, and evaluate their results.
	1.2.3 Critical thinking: Students analyze, synthesize, and evaluate information. They learn how to make reasoned judgments based on observation, experience, reflection, reasoning, and discussion.
	1.2.4 Teamwork: Students work in teams to conduct investigations, synthesize data, and communicate results. They learn to give and receive feedback, negotiate agreements, facilitate meetings, and take on a variety of leadership roles. Students also work independently and are assessed on the individual contributions they make to team products.
	1.2.5 Communication: Students learn to create oral, written, and multimedia communications for a wide variety of purposes and audiences and for a range of formats and contexts. They develop strategies for evaluating complex oral, written, and multimedia communications. They learn the value and appropriate uses of social networking communication tools.
	1.2.6 Creativity and innovation: Students learn to think creatively in response to a wide variety of challenges. They invent, try out, and revise designs and solutions, and are encouraged to take risks, learn from both failures and successes, and value diverse perspectives.
	1.2.7 Global awareness: Students tackle issues that cross borders and consider the perspectives of people and communities around the world. They explore potential solutions tailored to particular cultures and learn to work and communicate effectively with those who have diverse views.

STRAND 1 Transforming Teaching and Learning

Essential Practice 1.3 – Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars.

Description: Fundamental to implementing the features of Essential Practices 1.1 and 1.2 is ongoing professional development that focuses on and models transformational teaching and learning.

Indicators of Success

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RATING	FEATURES
	1.3.1 Professional development aligned with goals for teaching and learning: School leaders and teachers design a carefully planned, coherent sequence of professional learning experiences that support implementation of the Ford NGL Teaching and Learning Pillars.
	1.3.2 Professional development that is grounded in research on learning and connects teachers with relevant and timely research: School leaders are familiar with research on adult learning and effective professional development practices, and use their knowledge to design the professional learning experiences. Professional development enables teachers to learn about and apply research findings that can directly inform their practice.
	1.3.3 Engagement of teachers in active learning experiences that model the Teaching and Learning Pillars: Professional development focuses on specific content and teaching strategies; teachers engage in the same kinds of learning that students will experience.
	1.3.4 Real-world context provided by business and community partners: Members of the business and civic community provide teachers with a variety of work-based learning opportunities, including teacher externships, to assure that teachers have the capacity to provide students with real-world learning experiences. Business and community partners are also informed about student learning goals and curriculum and are prepared to interact with students to support their learning.
	1.3.5 Participation of teachers in sustained inquiry and reflection on their practice: Professional development challenges teachers to confront their own ideas about the nature of teaching and learning and encourages them to engage in ongoing reflection about their practice.
	1.3.6 Opportunities for teachers to practice and plan: Professional development engages teachers in practicing new teaching strategies and supports them in planning ways to integrate these strategies into their practice.
	1.3.7 Development of teachers' leadership skills: Professional development helps teachers acquire leadership skills and the capacity to advocate for and engage colleagues in the transformation process.

STRAND

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Transforming The Secondary School Experience

Career and interest-themed academies (referred to hereafter as "academies") serve as the practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of career and technical education (CTE). This approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

Such a combined approach can be carried out through academies, which come in several varieties, including multiple career academies and other themed programs within a larger high school, single-themed small or large high schools, or early-college high schools (which blend college and high school and reduce the amount of time it takes for students to complete high school and the first two years of college). Regardless of their specific structure, all effective programs share three key characteristics:

- The career or thematic program of study selected by the student leverages an area of personal interest and integrates it with core academic knowledge. This integrated program of study is offered within a small learning community.

- The academies are not stand-alone "boutique" programs but are part of a district strategy to offer a portfolio of approaches ("multiple pathways") so that every student has the opportunity to choose a program that fits a personal interest.

- The programs offer extensive real-world contact with adults currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

> The most successful approach for high schools ... infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE.

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.1 School district(s) develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.

Description: School district leaders, teachers, and postsecondary partners are guided by the community's master plan (see Essential Practice 3.1) to develop a timeline for phasing in community-selected academies across the school district(s) with a predetermined percentage of high school students to be enrolled. High schools offer a variety of academies, with the following features:

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	2.1.1 Rigorous academic expectations that prepare students for college-level studies: Schools offer a variety of academies with the following characteristics: • A sequence of high-quality CTE courses that reflect industry expectations • Implementation of the Ford NGL Teaching and Learning Pillars (see Essential Practices 1.1 and 1.2) • Active collaboration and joint planning by academic and CTE teachers • Active employer and community involvement in and guidance for the program • Opportunities for students to observe and learn in real workplace settings, including student internships sponsored by employers
	2.1.2 Personalized student planning: Each student, with input from his or her family, develops a personalized plan for selecting an academy, identifies post-secondary options, and updates this plan on a regular basis.
	2.1.3 Accelerated learning opportunities: Each academy encourages students to participate in advanced learning and service opportunities, and supports them in doing so.
	2.1.4 Extra help for struggling students: Academies are coordinated with a structured support system to help struggling students catch up and succeed in academically challenging classes, instead of being tracked into low-level courses. Academic supports are integrated with career- and interest-themed content.

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.2 School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school's academies and transform everyone's practice.

Description: With the focus upon implementing and maintaining high-quality academies, school staff shares a common passion and concern for the success of their academy students. School leadership ensures that professional development is carefully planned, sustained, evaluated, and continually improved. In order to ensure success, school staff shares knowledge, expertise, practices, approaches, and instructional perspectives through ongoing, intentional interaction.

Indicators of Success

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RATING	FEATURES
	2.2.1 Support from the principal and high school administration: The high school principal and other administrators publicly embrace the use of academies as the core high school transformation strategy, and they actively support teachers throughout the transformation process.
	2.2.2 Resources secured by school leadership: School leaders' support transformational teaching and learning by dedicating time and financial resources for the professional development of instructional and administrative staff.
	2.2.3 School staff leadership and support: Teachers and school counselors are designated to provide leadership and support for student participation in academies. Roles for academy leadership and staff support are clearly delineated, and staff have professional development and/or coaching to strengthen the skills needed to fulfill these roles.
	2.2.4 Assessment of professional development needs, both short- and long-term: School leaders work collaboratively with instructional staff to determine the focus for professional development over an extended period of time, and engage business and community partners in planning professional development. School leaders and teachers agree to incorporate professional development activities into individual teachers' annual professional growth plans.
	2.2.5 Ongoing, sustained, high-quality professional development: All academy leadership team members, administrative staff, and teachers participate in ongoing professional development. This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional growth plans. The professional development has the features described in Essential Practice 1.3.
	2.2.6 Professional community: Teachers of core academic and elective subjects are expected to collaborate and are supported with common planning time and professional development in order to apply the Ford NGL Teaching and Learning Pillars. Professional development fosters the growth of a professional community of teachers united around a shared responsibility for their own learning and their students' success.
	2.2.7 Evaluation of professional development activities: School leaders and teachers measure the effectiveness of professional development activities through classroom observation, student achievement data, and feedback from teachers, students, and business and community partners. Evaluation results are used to reassess and revise professional development plans and priorities.

STRAND

2

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.3 School-based instructional leaders use available resources to maximize the structural benefits of academies for students and teachers.

Description: In order to create the best environment for teaching and learning, school leaders take advantage of scheduling and other options that maximize the potential of the academy model to create effective small learning communities.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	2.3.1 Effective teacher teams. School leaders make it a priority to ensure that teacher teams have sufficient time, and support for productive use of this time, to collaborate on projects and discuss students' progress and needs.
	2.3.2 Cohort scheduling. School leaders institute and protect a cohort scheduling method to increase the instructional time for teachers and students in a designated academy.
	2.3.3 Block scheduling. Schools maximize instructional time through the use of block scheduling or other flexible use of time while also providing quality professional development to ensure that expanded instructional time is used most effectively.
	2.3.4 Financial resources. School leaders are given authority to use financial resources in support of the school's transformational instruction objectives within the academies.

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.4 School districts and schools share responsibility for measuring success.

Description: Each school is accountable for the effectiveness of its teaching and learning, and evaluates the impact of academies through the use of multiple measures that assess both the management of the academy model and the achievement of students attending academies. District, school, and academy leaders regularly evaluate academy implementation and modify aspects of the program to achieve continual improvement.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	2.4.1 Academy implementation: District leaders actively monitor implementation by regularly evaluating each academy using the National Standards of Practice defined by the National Career Academy Coalition. Districts are encouraged to adopt a transparent system of progress monitoring that guides academy leaders through a process of self-evaluation. (For example, Volusia County [Florida] Schools uses a Web-based wiki to post verification documents and data from each academy to show the achievement of each of the 12 National Standards of Practice. The site is open to business partners, parents, administrators, and the general public to view and monitor the academies' success.)
	2.4.2 Evaluation of academy effectiveness and student success: Using multiple measures of academy effectiveness (including attendance, student engagement, disciplinary referrals, class grades, standardized and targeted assessments, retention, graduation, and feedback from key stakeholders), school and academy leaders monitor the quantitative impact of academy implementation on student success.
	2.4.3 Data literacy for instructional improvement: Teachers and school leaders have the capacity to use student performance data and research to inform instructional practice and guide professional learning priorities. District and school teams use data to monitor and communicate progress to all stakeholders.

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.5 School district(s) supports and sets expectations for implementing and monitoring of academies.

Description: The school district actively supports and holds leaders accountable for high school transformation using this model.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	2.5.1 Support and accountability from the board of education and superintendent: These leaders publicly support and set clear expectations for the use of academies as the core high school strategy for increasing student achievement and graduation rates.
	2.5.2 Central administration of high school transformation: The district designates a single point of contact for the initiative who involves additional school district personnel as needed.
	2.5.3 District support for funding, facilities, equipment, and materials: District and high school administrative support results in adequate funding, facilities, equipment, and learning materials to support implementation of academies. This support reflects a serious commitment from both the district and the school to the success of the high school transformation strategies.
	2.5.4 Focused use of funding streams: Federal and state funding (such as Perkins and Race to the Top) are channeled toward supporting implementation of academies.
	2.5.5 Transition from middle to high school: Middle and high school leaders, teachers, and business sponsors collaborate in developing and carrying out a broad-based plan for recruiting middle school students into the academies. Such a plan typically includes a range of activities, for example, aligning curriculum and assessments and offering middle school students and parents an orientation, a preview of high school academies, or other similar events.

STRAND 2 Transforming the Secondary School Experience

Essential Practice 2.6 School district and post-secondary institutions work collaboratively for the benefit of academy students.

Description: The school district actively supports and holds leaders accountable for high school transformation using this model.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	2.6.1 Collaboration of postsecondary and secondary partners to promote opportunities for academy students: Colleges and/or technical centers coordinate with school district staff to plan and host campus special events, such as career days, specific career program visits, student competitions, and career-focused educational summer camps or retreats.
	2.6.2 Development and promotion of post-secondary career pathways. School district staff works with post-secondary partners to develop specific post-secondary career pathways for academy students.
	2.6.3 Data sharing and reporting: Where feasible, postsecondary partners provide area school districts with information about students' experience on their campuses. These data include enrollment numbers for academy students successfully matriculating into college programs, the number of academy students successfully completing degrees and/or certifications, the number of academy students withdrawing from postsecondary programs, and new or emerging postsecondary programs or targeted occupations for potential academy development
	2.6.4 Clear understanding of post-secondary requirements. Post-secondary partners proactively assist secondary administrators, teachers, and students to understand and meet the rigors of post-secondary education
	2.6.5 Collaboration of post-secondary and secondary partners in building community-wide support for college going. Together, these partners work together to attract scholarship funding, improve parent awareness, and build a college-going culture.

Transforming Through Business and Civic Engagement

Alignment Nashville serves as a practice model for transforming through business and civic engagement. The mission of Alignment Nashville is to bring community organizations and resources into alignment so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of the community as a whole. Through Alignment Nashville's high school committee, community stakeholders meet regularly to determine how best to align resources that support and sustain the transformation of the district's secondary schools using the academy model.

The evolution of the Academies of Nashville has benefited from the historic relationship with Ford Motor Company Fund, which preceded the launch of the academies. The Academies of Nashville also benefited from and contributed to the development of the essential practices described here. Hundreds of community members from around the country have attended Nashville study visits where Nashville community leaders demonstrate these practices in action.

The eight essential practices in Strand 3 focus on the integration of business and community support into the transformation of secondary schools. Because these practices are inter-related and inter-dependent and also support activities in the other two strands, stakeholders from business, civic organizations, and education should jointly develop the community master plan described in Essential Practice 3.1.

The eight essential practices in Strand 3 focus on the integration of business and community support into the transformation of secondary schools.

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STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.1 Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.

Description: A community stakeholder partnership (the Master Plan Partnership) creates a three- to five-year master plan for promoting sustainable workforce competitiveness and community prosperity through transforming teaching and learning, transforming the high school experience, and sustaining business and civic engagement.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.1.1 Leadership identified to develop and facilitate the plan: Community leaders from diverse stakeholders form the Master Plan Partnership, which selects a local organization to host a community coordinator who convenes the stakeholder team.
	3.1.2 Stakeholder interaction through strand writing teams: The master plan writing process benefits from dividing the work among three writing teams, one per strand. Each writing team should comprise business, civic, and education stakeholders
	3.1.3 Shared vision for next-generation learners: The Master Plan Partnership helps to create a vision for sustainable workforce competitiveness and community prosperity that relies on developing high school-age youth who possess the essential knowledge and skills identified in the Ford NGL Learning Pillars described in Essential Practice 1.2.
	3.1.4 Cross-sector collaboration: Educators from the secondary and postsecondary levels, business leaders, and civic leaders within the community cooperate in the planning process with support from their respective boards.
	3.1.5 Explicit engagement of students and parents: The Master Plan Partnership seeks regular, meaningful opportunities for students and parents to express their perspectives and to be directly involved in developing the plan.
	3.1.6 Inclusive review process: The master plan is developed by the Master Plan Partnership and shared widely throughout the community.
	3.1.7 Measurable goal and phase-in period: A clear goal is established for the percentage of the student population to be served by academies. This goal (as reflected in Essential Practice 2.1) serves as a guide for work on Strand 2.
	3.1.8 Educational and behavioral improvements: The master plan forecasts improved educational outcomes and positive community cash-flow projections (such as increased state funding resulting from increased attendance) from these outcomes. Annual data collection using criteria suggested by Ford NGL (available on the program website) will inform the community on the community's progress relative to other Ford NGL network communities.

STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.2 Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the community master plan.

Description: Once the master plan is in place, business, education, and civic leaders constitute an ongoing committee, which works with the Master Plan Partnership to align community support for transforming secondary schools.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.2.1 Active senior-level participation: Rather than delegate responsibility to lower-level staff members, senior community leaders actively participate in and encourage transformation of secondary schools. The senior community leaders committee meets at least annually to guide progress on achieving the master plan goals and to demonstrate the community's ongoing commitment to the plan.
	3.2.2 Assuring participation by mid-level managers: Senior community leaders assure that mid-level managers participate in industry councils (described in Essential Practice 3.3) and other activities essential for success of the master plan.
	3.2.3 Local advocacy. Leaders from other businesses and civic organizations are sought out, informed of, and engaged in the broad conversation about the community's future, and begin to actively advocate for academies and other relevant strategies to improve student success and develop human capital.

STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.3 Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.

Description: The Master Plan Partnership uses regional economic and workforce projections to determine which career pathways are needed to ensure a community's economic future. Industry councils are then established to plan the transition of students through high school academies and on to postsecondary education in order to ensure a well-qualified workforce.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.3.1 Master plan priorities: The master plan reflects clear priorities for academies, using economic and workforce development projections for skilled employment and the state's organizational framework for career pathway programs.
	3.3.2 Formation of industry councils: Employers and educators within each prioritized career pathway form ongoing industry councils to assess projected pipeline issues, guide the expansion of academies in their pathway to meet workforce projections, and develop a sense of stewardship and support for their pathway academies.
	3.3.3 Program and curriculum review. Employers and educators regularly evaluate academies to ensure that graduates are developing the requisite knowledge and skills to succeed in college and careers after high school.
	3.3.4 Industry standards and post-secondary opportunities. Academies use appropriate industry standards and are linked to opportunities for post-secondary education and training through dual enrollment and articulated credit.

STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.4 Community aligns employer and civic support through dedicated staff who facilitate industry council meetings (see Essential Practice 3.3) and coordinate support for academies in their respective pathways.

Description: As the academy network is conceptualized, dedicated staff are hired and deployed by the convening organization (see Essential Practice 3.1) to expand employer engagement, support academies, suggest updates to the master plan, and convene industry councils.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.4.1 Appropriate staff budgeting. Dedicated staff are employed by either the school district or a community-based organization to sustain and help expand academies in the designated career pathways. The community supports a sufficient number of dedicated staff to adequately coordinate the academies as the network expands. Increasingly, technology can support this process.
	3.4.2 Guidance and support of academies. Dedicated staff help guide career academy activities, such as curriculum selection, development, and adaptation; technology support; work-based learning opportunities including field trips, job-shadowing mentoring opportunities, student internships, and teacher externships; community service opportunities; and scholarships.
	3.4.3 Mobilizing industry support. Dedicated staff cultivate financial and volunteer support, obtain needed equipment, recruit business volunteers, and secure funding to sustain their positions.
	3.4.4 Convening industry councils. Dedicated staff take responsibility for regularly convening the industry councils and ensuring that meetings are conducted in a way that focuses on the strategic purpose of the council and respects the time of individual participants.
	3.4.5 Dedicated staff selection: Dedicated staff are selected based on relevant business experience, familiarity with transformational education practices, a self-starting mindset, and a contagious enthusiasm that motivates others.

STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.5 Parents, guardians, and key family members are actively engaged by the community to support student success.

Description: Parents, guardians, and other key family members (e.g., older siblings, aunts and uncles, grandparents) play an important role in supporting students' educational achievement and post-secondary participation.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.5.1 Accessible, community-based outreach. Special emphasis is placed on reaching out to families for whom high school completion and college participation are new experiences. Whenever possible, outreach activities take place in community-based settings, such as community centers, libraries, churches, and, where appropriate, homes of respected and trusted community members.
	3.5.2 Academic support activities. Parents, guardians, and other key family members are invited to participate in a structured and sustained engagement process that helps them understand the importance of higher education and college and career readiness. These engagement efforts build families' understanding of academic and technical course requirements, help them take advantage of academic supports for students, and empower family members to interact effectively with teachers and school administrators.
	3.5.3 Tutoring and career awareness activities. Parents, guardians, and other key family members are invited to meetings that introduce career opportunities and help them learn how to access and use career-planning tools.
	3.5.4 College planning, application, and financing: Parents, guardians, and other key family members are involved in a process designed to build their understanding of the college search and college application processes, including the transition from community colleges to four-year colleges and universities. Activities also help families and students understand the variety of financial aid options available for students (particularly those from low- or moderate-income families and first-generation college attendees). Families and students receive assistance in filling out college applications and financial aid forms.

STRAND 3 Transformation through Business and Civic engagement

Essential Practice 3.6 The broader community is aware and actively engaged in the transformational process.

Description: The Master Plan Partnership makes it an ongoing priority to raise awareness and engage students, family members, employers, postsecondary educators, and political leaders in actively supporting the district's secondary school transformation. At the same time, the Partnership supports activities that bring the business community into direct contact with students and educators through externships, work-based learning, and classroom visits.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.6.1 Local marketing plan: The Master Plan Partnership supports the development of a marketing plan to build awareness, support, and active participation among family members, students, and the business and education communities.
	3.6.2 External funding: The Master Plan Partnership identifies existing funding; seeks new funding from the government, foundations, and private sources; and aligns those resources to the master plan.
	3.6.3 Teacher externships. Through coordination provided by dedicated staff and industry councils, employers provide opportunities for teachers and school leaders to visit local employers, experience workplace expectations, develop real-world projects, and learn about key career pathways.
	3.6.4 Real-world learning opportunities. Through the Master Plan Partnership, community partners support a variety of real-world learning experiences for students, particularly those that allow students to exercise leadership, develop and apply their knowledge and skills in community- and employer-based settings, and demonstrate civic engagement.

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Essential Practice 3.7 Stakeholders are mutually accountable and develop skills for effective implementation of the master plan.

Description: The master plan is one of mutual accountability, in which everyone—students, teachers, administrators, families, and business and community partners—participates in collecting and reviewing data in order to measure progress, works collaboratively to build a climate of trust that welcomes the perspectives of all stakeholders, and maintains a commitment to continual learning and improvement.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.7.1 Collection of student data. The Master Plan Implementation Team encourages collection of student data (see Essential Practice 2.4) on an annual basis and provide feedback to stakeholders about progress on the master plan. These data are summarized in a regularly updated "dashboard" that helps community leaders visualize their progress.
	3.7.2 Continual learning: Civic and business leaders develop and continually refine the knowledge and skills needed to effectively implement the master plan, including leadership, coaching, and facilitation skills, and understanding of the Essential Practices for all three strands.
	3.7.3 Continual improvement: An annual focus on how the data align with targeted outcomes informs and strengthens the secondary school transformation efforts and leads to regular, ongoing improvement of teaching and learning outcomes.
	3.7.4 Participation of business and civic members of the Master Plan Partnership on academy evaluation teams: Both community representatives and educators participate on academy evaluation teams organized locally or by third parties, such as the National Career Academy Coalition.
	3.7.5 Clear expectations. The academy evaluation process serves as an implied contract between the academy leader, the school's administration, and the business and broader community.
	3.7.6 Celebration of success. The community celebrates the successes of academies and shares evaluation results with stakeholders. (For example, some communities hold annual "academy awards" to recognize high-quality implementation of the academy model and those who make that possible.)
	3.7.7 Review of business and civic leadership effectiveness. Both quantitative evaluation tools and feedback from teachers and school leaders are used to gauge the effectiveness of community and business support and engagement.

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Essential Practice 3.8 Business and civic leaders promote the benefits of postsecondary education and/or technical training for students.

Description: The lifelong benefits of postsecondary education and/or technical training to both the individual and the community are well documented. Business and civic leaders can have significant influence with students in making the decision to take the "next steps" after graduating from a high school academy.

Indicators of Success

0 = Not observed, 1 = Minimally observed, 2 = Somewhat observed, 3 = Widely observed

RATING	FEATURES
	3.8.1 Business and civic leader coordination with post-secondary partners. Post-secondary partners provide business and civic leaders with information about specific post-secondary opportunities and requirements related to career pathways.
	3.8.2 School coordination with business and civic leaders. Schools ensure that members of academy advisory councils interact with students to promote the benefits of higher education and training related to the students' academy focus.
	3.8.3 Establishment of scholarships, grants, fellowships, and other funding streams for successful academy graduates: Working as ambassadors for their related career academy-(ies), business and civic leaders coordinate efforts to establish funding streams to provide deserving academy graduates with financial assistance for postsecondary education or training.
	3.8.4 High expectations and measurement of improvements in college attendance and completion: As part of the annual review of secondary school transformation, the Master Plan Partnership establishes community benchmarks for remediation, college attendance, and college completion, within the context of the employment demands of the larger labor market.