



**FORD PARTNERSHIP
FOR ADVANCED STUDIES**

Next Generation Learning 

**FORD PARTNERSHIP FOR ADVANCED STUDIES
NEXT GENERATION LEARNING COMMUNITY
12-POINT MASTER PLAN**

**A Best Practices Guide for Communities to
Plan, Build and Evaluate Large-Scale, Sustainable
Career Academy Networks**

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Introduction

A Ford Next Generation Learning Community uses the power of workplace “relevance” and business “relationships” to excite young people about education as well as prepare them for the workplace and post secondary. This document provides an in-depth look at developing a network of career-themed smaller learning communities or career academies. This essential high school redesign model, when done well, does double duty in lifting academic results while preparing young people for careers.

A truly successful Ford Next Generation Learning Community will also adopt three additional strategies to harness workplace relevance and this document addresses these strategies as well.

- **Next Generation pre-high school career orientation.** NGLC’s recognize that younger students begin to question the value of school in their elementary grades. These communities identify a range of career orientation strategies like job shadowing, career orientation classes or events, and classroom presentations...and do so on a “universal”, all-student basis.
- **Next Generation curriculum.** NGLC’s adopt sequenced technical curricula that are designed to support academic achievement and encourage team teaching by academic and technical instructors.
- **Next Generation secondary to post-secondary articulation.** NGLC’s go well beyond traditional articulation agreements. They seek to develop deep relationships between K – 12 and post secondary partners that: drive down academic and technical remediation of high school graduates, improve the “value” of the 12th grade year, reduce the cost of college, and improve the post-secondary graduate rate.

Career Academy Networks

Career academies are one of our country’s most successful high school redesign strategies. These small learning communities draw on career themes to bring real-world relevance to academic instruction. When successfully implemented, career academies improve attendance, grades, and graduation rates and help to ensure a smooth transition from high school to post-secondary and workplace success through increased earnings. They also are thought to reduce the need for academic remediation at post-secondary institutions, foster more rapid acquisition of proficiency in the English language, and improve test scores.

In 1995, career academy experts and their respective organizations agreed on a common definition:

- Career academies are small, safe, and supportive learning environments that are personalized and inclusive of all students.
- They provide a challenging, rigorous, and relevant curriculum that prepares students for college, careers, and productive citizenship.
- A key feature of these academies is collaborative partnerships among educators, parents, businesses, and other community resources that broaden learning opportunities.

The Ford Next Generation Learning Community initiative also endorses this definition.

This assessment tool has been developed to help whole communities, rather than individual schools or districts, harness the power of the Next Generation Learning Community strategies noted above.

What Data Tells Us about the Career Academy Model

As interest in the career academy model has grown, so has interest in studying career academies. We now have a range of data, from self-reporting career academy networks to carefully-controlled and federally-funded longitudinal studies, to draw on. As Florida and other states institute individual student identifiers, we will soon be able to follow large populations of students from high school through college and into the workforce.

- **Philadelphia**, the birthplace of the modern career academy in 1969, is today the home of 34 career academies. Approximately 10% (7,000) of Philadelphia’s high school students learn in these academies, which derive major support from the city’s business community. Philadelphia’s academy students regularly achieve a 90% graduation rate, with 60% continuing on to college.
- A 2000 study of **Bay Area, California**, career academies by Maxwell & Rubin found that students enrolled in these academies had the following successes, compared with non-academy students in the same schools:
 - Average GPAs were nearly .5 higher
 - Test scores were 30–40% higher
 - Drop-out rates were 50% lower

In addition, 8.2% more academy students continued on to two- and four-year colleges, and 15.9% more went on to attend four-year colleges.

- In the **Sacramento City, California** district, a Gates/Carnegie grant supported the creation of a district-wide system where nearly all students learn in small learning communities, the majority of which have career themes. Our evaluation determined that these are effective career academies. What makes the following results particularly impressive is that *all* students learn in career academies. Thus, we had the opportunity to observe the pure career academy “effect”:

<i>Dropout Rates</i>	2000–01: 24%	<i>Graduation Rates</i>	2000–01: 78.6%	<i>Suspensions</i>	2000–01: 1,852
	2004–05: 14%		2004–05: 84.3%		2004–05: 1,292
<i>Expulsions</i>	2000–01: 44	<i>Students Taking the SAT</i>	2000–01: 718		
	2000–05: 7		2004–05: 1,489		

- MDRC, a nonprofit research organization based in New York, determined, through a scientifically crafted longitudinal study, that, among other improvements, career academies substantially improve the labor market prospects of young men, a group that has experienced a severe decline in real earnings in recent years. Through a combination of increased wages, hours worked, and employment stability, the young men in the academy group (1,400 students, 85% of whom are black or Hispanic) earned \$2,088 more per year than those in the non-academy control group over the eight-year follow-up period after high school. Full results can be obtained at www.mdrc.org/publications/482/overview.html.

- Connect Ed (California Center for College and Career) and the Career Academy Support Network at UC Berkeley conducted a comprehensive study comparing high school students learning in the state’s 290 **California Partnership Academies** (CPAs) with that of the general high school student population. The full report, along with a PowerPoint presentation describing the data, is available at casn.berkeley.edu. The study reports on the performance of approximately 33,000 academy students in the 2004–05 school years. This student population has higher concentrations of Latinos and Latinas (46% vs. 41%) and African Americans (11% vs. 8%) than the student population as a whole. CPAs are only found in schools where 50% or more of the students are considered “at risk.” Here are a few key comparisons:

	CPAs	All California Students
Graduation rates	96%	87%
Test pass rates (10th grade English/language arts)	84%	76%
Test pass rates (10th grade math)	80%	74%
Fulfillment of UC a-g requirements	50%	39%
Host schools in the four lowest APIs (Academic Performance Index, 10-point scale)	48%	40%
Host schools in the three highest APIs	13%	30%

In addition:

- 70% of graduating CPA seniors planned to attend post-secondary schools (two- or four-year); 23% planned to enter the workforce
- 20% of CPA juniors and seniors were enrolled in AP and IB (International Baccalaureate) classes
- 22% of CPA juniors and seniors enrolled in courses earning college credit
- 72% of juniors participated in a mentorship
- 53% of seniors participated in work-based experiences related to their academies’ industry focus

Community Engagement

Building a successful career academy network through community-wide participation is the best strategy for addressing our country's most pervasive education challenges. Over a six-month period in late 2005 and early 2006, Ford Motor Company Fund, in partnership with Social Marketing Services, identified best practices shared by communities that have developed and sustained successful NGLC strategies. These best practices have been set forth as a 12-Point Master Plan to guide communities that are seeking to develop career academy networks. This Master Plan, the first of its kind at the **community** level, has been expanded into the **Indicators of Success Assessment Tool** on the attached pages. This assessment tool can serve as a guide for continuous, ongoing improvement of your community's NGLC strategies.

The 12-Point Master Plan serves as the foundation of the Ford Next Generation Learning Community designation program, whose goal is to support communities that wish to increase the number of students learning in successful career academies and to help those communities sustain their career academy networks over time. Communities are designated as either **Leadership Level** or **Prospective Level**.

- **Leadership Level** is achieved by being observed as either Proficient or Distinguished in ALL indicators in at least eight of the best practices noted on the following pages.
- **Prospective Level** designation is provided to communities whose education and business leaders agree to adopt the career academy high school redesign model and place this 12-Point Master Plan into the high school redesign master plan.

Upon designation, Ford Motor Company Fund will provide a grant to fund travel to observe best practices as well as ongoing technical assistance and other benefits.

Ford Motor Company Fund conducted the first Ford NGLC Leadership Institute in June 2007 to foster dialogue between Leadership Level communities, provide additional technical support to Prospective Level communities, and offer an orientation for representatives from communities that want to better understand how to implement the NGLC strategy. Ford Motor Company Fund hosted the 2008 NGLC Leadership Institute in June 2008 in Palm Springs attended by 30 community teams.

By focusing on communities rather than individual schools or districts, Ford Motor Company Fund believes that the power of business, civic, and educational leaders can be harnessed toward the shared objectives of workforce and economic development *and* improved educational outcomes. Businesses may want to help, but they don't always understand how they can *best* support education, often choosing to fund well-intentioned but less relevant options. Many in the education community would like to engage with businesses but may not know how to ask for the type of support that will make a real difference. The process of building a Ford NGLC brings businesses and educators together around this powerful redesign strategy.

The best practices that follow have been shaped by observing how business and education are working together in a diverse set of communities like Philadelphia; Sacramento City; the Desert Cities of California; Mountain Home, Arkansas; Ft. Myers (Lee County), Pensacola, and Daytona Beach (Volusia County), Florida; Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES), New York; and Chattanooga, Tennessee. We have also learned from communities where significant potential and funding to expand their career academy network was temporarily lost.

FORD NEXT GENERATION LEARNING COMMUNITY INDICATORS OF SUCCESS ASSESSMENT TOOL

For Building a Large-Scale and Sustainable Career Academy Community Network

This document helps a community self-assess the quality and thoroughness of its career academy implementation plan by analyzing program elements that are distinguished or proficient, and elements that need improvement. We suggest that communities will benefit from maintaining a portfolio describing the status and plans for improvement of each best practice. Technical assistance provided to communities designated by the Ford NGLC initiative can help guide this process. Questions or comments should be directed to Rick Delano, president of Social Marketing Services, who can be reached at (631) 537-4990 or Delano@socialmarketingservices.com. You are also welcome to visit www.FordNGLC.org to see videos, power point presentations and other content that brings these best practices to life.

As you review these best practices please note the following important considerations:

- The list of best practices is not organized by type of stakeholder. In fact, the full community team benefits from discussing, understanding, and planning for each best practice. The more educators are aware of business-related best practices and visa versa, the more productive the planning process will be.
- All 12 best practices constitute the ingredients in the master plan. A community team is encouraged to collectively evaluate their status on all 12 best practices and their indicators, then assign teams of stakeholders to plan improvements needed.
- We have not ordered the 12 best practices in a particular sequence. Each is important in its own right. No community has perfected all 12 best practices. All communities have some of these in hand. This document is a planning guide to take your community to the next level in implementing a successful Ford NGLC career academy network.

12-POINT MASTER PLAN

1.	Senior-level business/civic/education partnership is established to use these 12 best practices to develop a community career academy master plan.
2.	Regional economic and workforce projections are used to prioritize career academy selection within the master plan and employer – educator councils are formed to match employee demand with education supply.
3	Community seeks out or develops academically rigorous advanced CTE [career technical education] offerings and programs of study, following guidelines set forth in Perkins IV (Federal funding for CTE).
4.	Community employs career cluster entrepreneurs to rally and align business support.
5.	Career academy evaluations support continuous improvement.
6.	District centralizes all programs likely to involve business (magnet, choice, small learning community, career academy, and CTE operations) under one leader/department.
7.	Perkins, SLC, and grant funding are channeled toward launching new career academies.
8.	Community looks to identify and collaborate with a growing list of state and national career academy supporters.
9.	Community develops a career academy marketing plan to build awareness and support among parents, students, and business and within the education community and gathers data to support this plan.
10.	Business leaders representing each prioritized career cluster constitute an ongoing Business Advisory Board to align business support for academies.
11.	Successful communities understand, defend, and fund career academy essentials.
12.	Articulation plans cement post-secondary partnerships.

Snapshot of Community

Community Under Consideration	
Lead Community Contact(s)	
Description of Community to be Assessed	
District(s) and High School Enrollment by Districts	
Primary Business Intermediary	
Other Business Intermediaries	
Evolution of Career Academy Model	
Other	

1. SENIOR-LEVEL BUSINESS/CIVIC/EDUCATION PARTNERSHIP IS ESTABLISHED TO USE THESE 12 BEST PRACTICES TO DEVELOP A COMMUNITY CAREER ACADEMY MASTER PLAN

Description	Senior-level business/civic/education partnership establishes a master plan for career academies in the community. This plan should be informed by economic development and workforce needs. Communities benefit from projecting reasonable and achievable academy enrollment goals.		
Importance	<i>Career education relationships are often with lower-level employees and off the senior executive radar screen. Communities benefit from aligning prioritized career clusters with planned career academy themes to maximize potential business support and future student employability.</i>		
Indicators of Success			
<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>	Education and business leaders within the community are clearly cooperating in the planning process with support from respective board(s).
			Master plan is developed by the business/education leadership team and shared widely throughout the community.
			Master plan is updated regularly with ongoing workforce and economic development input.
			Clear five-year goal is established for the percentage of the student population to be served by academies.
			Five year plan also projects improved educational outcomes and positive community cashflow projections resulting from these outcomes.
Best Practice Observed	Sacramento City, California; St. John's County (Jacksonville, Florida)		
Overall Rating:	Observations:		

2. REGIONAL ECONOMIC AND WORKFORCE PROJECTIONS ARE USED TO PRIORITIZE CAREER ACADEMY SELECTION WITHIN THE MASTER PLAN AND EMPLOYER – EDUCATOR COUNCILS ARE FORMED TO MATCH EMPLOYER DEMAND WITH EDUCATOR SUPPLY

Description	The selection of career academy themes is aligned with regional workforce needs. The 16 Career Clusters framework (www.careerclusters.org) is one resource available to describe the knowledge and technical skills needed for all 81 pathways and the 21st Century Skills needed to succeed in a knowledge economy.								
Importance	<i>Stakeholders need to form a common vision and language to describe how students should be trained and how employment opportunities should be offered. Employers increasingly seek 21st Century Skills.</i>								
Indicators of Success									
<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Distinguished</i></td> <td><i>Proficient</i></td> <td><i>Not Observed</i></td> </tr> </table>				<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>			Community establishes clear CTE and career academy priorities, using economic and workforce development projections and described through the National CTE Foundation Career Cluster framework
<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>							
			Employers and educators, within each prioritized career cluster form an on-going council to assess projected “pipeline” issues.						
			Students in their first academy year receive broad overview to all pathways and job specialties available within that cluster.						
			Employers and educators review and approve “plans of study” for all prioritized clusters/pathways.						
			21st Century Skills (problem solving, teamwork, adaptability, etc.) are identified, emphasized, and actively taught.						
Best Practice Observed	Desert Cities, California; Sacramento City, California; Mountain Home, Arkansas								
Overall Rating:	Observations:								

3. COMMUNITY SEEKS OUT OR DEVELOPS ACADEMICALLY RIGOROUS ADVANCED CTE (CAREER AND TECHNICAL EDUCATION) CURRICULA AND PROGRAMS OF STUDY, FOLLOWING GUIDELINES SET FORTH IN PERKINS IV (FEDERAL FUNDING FOR CTE)

Description	Career academies are built around CTE themes and provide a beneficial structure for delivering academically rigorous career curricula, supported by an academic team and prioritized student scheduling.	
Importance	<i>Career academy students are energized by contextual instruction, particularly when integrated into their academic courses. Contextual instruction supports more challenging curricula and higher academic attainment. Perkins IV emphasizes high-wage, high-skill themes and expanded professional development.</i>	
Indicators of Success		
	<i>Not</i>	
<i>Distinguished</i>	<i>Proficient</i>	<i>Observed</i>
		CTE curricula are rigorous and meet industry standards (when applicable).
		Contextual themes are integrated into selected academic instruction, and significant professional development is provided to both academic and technical teachers to support integration.
		Programs of study lead to college credit or certification for a significant majority of career academy students.
		District(s) demonstrates willingness to identify existing career and technical courses (stand-alone programs or career academy themes) that are no longer prioritized within the master plan.
		Clear action plan identifies new, rigorous CTE offerings to be provided in new and existing career academies, and focuses on teaching 21st Century Skills.
Best Practice Observed	Yorktown Heights BOCES, New York; Daytona Beach, Florida (Volusia County)	
Overall Rating:	Observations:	

4. COMMUNITY EMPLOYS CAREER CLUSTER ENTREPRENEURS TO RALLY AND ALIGN BUSINESS SUPPORT

Description	As career academy networks grow, maintaining the quality of both business engagement and the student career academy experience becomes more complex. Entrepreneurs are most likely former businesspeople who mobilize financial and volunteer support and obtain needed equipment from businesses within their own career clusters.	
Importance	<i>Individual career academies have difficulty building and sustaining strong relationships with the business community. Career cluster entrepreneurs, employed by the district or provided to the district by the business community, can generate four to six times their own cost in donations of cash and equipment and business volunteer participation.</i>	
Indicators of Success		
	<i>Not</i>	
<i>Distinguished</i>	<i>Proficient</i>	<i>Observed</i>
		Entrepreneurs clearly have the full support of the education and business leadership, are encouraged to help improve and update the master plan, and help convene employer-educator councils.
		Entrepreneurs help guide academy activities, such as CTE curriculum development, technology support, guest speakers, field trips, job-shadowing opportunities, mentors, student internships, community service, educator externships, and scholarships.
		Career cluster entrepreneurs have been budgeted for or hired, one for every two or three prioritized clusters.
		Entrepreneurs have been selected based on relevant business experience and a self-starting attitude.
Best Practice Observed	Sacramento City, California; Daytona Beach, Florida (Volusia County)	
Overall Rating:	Observations:	

5. CAREER ACADEMY EVALUATIONS SUPPORT CONTINUOUS IMPROVEMENT

Description	Career academies benefit from the accountability that regular evaluations provide. An excellent evaluation tool (rubric) is available from the National Career Academy Coalition (www.ncacinc.org).		
Importance	<i>Regular evaluations benefit career academy leaders by providing clear-cut guidance on the commitment levels they should expect from business supporters, administrators, and their own team. Well-executed evaluations provide outstanding professional development for leaders.</i>		
Indicators of Success	<i>Not Observed</i>		
	<i>Distinguished</i>	<i>Proficient</i>	
			All academies are formally evaluated, preferably by a team that includes team members who are not district staff, on a regular basis (once every three years is recommended).
			Evaluation team benefits from including a business representative familiar with the academy model.
			Senior-level business/civic/education advisory partnership understands the need for evaluation and sets the guidelines for and mentors the continuous improvement plan.
			Academy leaders use a career academy rubric as an ongoing guide during their planning year.
			Evaluation tool serves as an implied “contract” between the academy leader, administration, and business community, who are all aware of its contents.
			Academy celebrates its successes and shares evaluation results with stakeholders.
Best Practice Observed:	Yorktown Heights BOCES, New York; Daytona Beach, Florida (Volusia County)		
Overall Rating:	Observations:		

6. DISTRICT CENTRALIZES ALL PROGRAMS LIKELY TO INVOLVE BUSINESS (MAGNET, CHOICE, SMALL LEARNING COMMUNITY, CAREER ACADEMY, AND CTE OPERATIONS) UNDER ONE LEADER/DEPARTMENT

Description	Career academy networks benefit when business-related initiatives in a district, or within adjacent districts sharing the same business community, are centrally coordinated through a single leader. Community can choose to locate this leader at either a business-education intermediary or the district office.		
Importance	<i>Business supporters value a single point of contact whose requests are clearly aligned with the collective needs of the career academies and career programs within the community as a whole.</i>		
Indicators of Success			
<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>	A selected educational leader is identified at the community or district level and is empowered to coordinate relationships with the business community.
			District (or each of several adjacent districts) acknowledges that a single leader coordinates relationships with the business leadership team.
			Leader regularly meets with the business leadership team to convey the types of support needed by the district(s).
			Leader coordinates activities of the career cluster entrepreneurs.
Best Practice Observed	Ft. Myers, Florida (Lee County); Mountain Home, Arkansas		
Overall Rating:	Observations:		

7. PERKINS, SLC, AND GRANT FUNDING ARE CHanneLED TOWARD LAUNCHING NEW CAREER ACADEMIES

Description	Given the broad community adoption of the career academy high school redesign model, it makes sense to align potential funding streams to support the expansion of the breadth and quality of the career academy network.		
Importance	<i>All enterprises are attracted to “the next big thing,” and high school reform is no exception. Once a community settles on the career academy model, it must make a concerted effort to ensure that all funding streams are aligned to this model. A broad array of data is available supporting the career academy model as a sustainable and scalable strategy.</i>		
Indicators of Success			
	<i>Not</i>		
<i>Distinguished</i>	<i>Proficient</i>	<i>Observed</i>	
			Carl B. Perkins IV expenditure plans are developed in close cooperation with the business leadership team and guided by the master plan.
			Expenditure of these funds meets with new Perkins guidelines favoring academically-rigorous curricula and programs of study.
			New Federal small learning community grants are aggressively competed for.
			Existing business and foundation funding are carefully reviewed to ensure it aligns with career academy network needs and objectives.
Best Practice Observed	Sacramento City, California; Ft. Myers, FL (Lee County)		
Overall Rating:	Observations:		

8. COMMUNITIES LOOK TO IDENTIFY AND COLLABORATE WITH A GROWING LIST OF REGIONAL, STATE AND NATIONAL CAREER ACADEMY SUPPORTERS

Description	National career academy supporters, such as Associated General Contractors, Edison Electric Institute, Public Relations Society of America, National Academy Foundation, and Ford Partnership for Advanced Studies, provide links to local support. State and regional employer associations are just beginning to understand the power of this redesign strategy.		
Importance	<i>Career academies can more rapidly build local support by tapping into local and state chapters of national organizations who believe in the career academy redesign model. Growing awareness of the impending employee shortages will spur increased interest.</i>		
Indicators of Success	<i>Not Observed</i>		
	<i>Distinguished</i>	<i>Proficient</i>	
			National and state employer associations are screened for potential support like infused academic lessons and networking connections.
			Master plan identifies regional employer organizations for each prioritized career cluster. Relationships are developed with each identified association.
			National career and technical programs (like Ford Partnership for Advanced Studies, Project Lead the Way and National Academy Foundation) have strong corporate support that can be solicited at the local level.
			Local corporate philanthropies and private foundations are screened for potential support (like Desert Health Care District)
Best Practice Observed	Chattanooga, Tennessee (Associated General Contractors); Pensacola, Florida (Edison Electric Institute), Coachella Valley, California (Desert Health Care District)		
Overall Rating:	Observations:		

9. COMMUNITY DEVELOPS A CAREER ACADEMY MARKETING PLAN TO BUILD AWARENESS AND SUPPORT AMONG PARENTS, STUDENTS, AND BUSINESSES AND WITHIN THE EDUCATION COMMUNITY AND GATHERS DATA TO SUPPORT THE MARKETING OF THEIR ACADEMIES

Description			A well-developed marketing plan helps foster a “culture” around a growing network of career academies. This culture builds student/parent enrollment demand, business support and advocacy, and educator participation.
Importance			<i>Many educators are unaccustomed to marketing their programs to students, their parents, and the community. Business partners, if mobilized, can play a huge role in organizing this campaign. Data collection establishes a track record, which is crucial to promoting the success of the career academy network.</i>
Indicators of Success			
<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>	
			Data collection is ongoing and is acknowledged by all stakeholders as the foundation of the campaign.
			Academy presentations are routinely given to community groups, such as Rotary Clubs and Chambers of Commerce, and to leadership organizations, such as school boards and education commissions.
			Academy student recruitment strives to include all interested students, regardless of achievement level or economic circumstance.
			Students and parents are reached through school and community media channels year-round, with special events when students are signing up for academies.
			Every success—be it individual student achievement, collective academy achievement, or business involvement—is promoted.
Best Practice Observed			Philadelphia, Pennsylvania; St. John's County (Jacksonville, Florida)
Overall Rating:			Observations:

10. BUSINESS LEADERS REPRESENTING EACH PRIORITIZED CAREER CLUSTER CONSTITUTE AN ONGOING BUSINESS ADVISORY BOARD TO ALIGN BUSINESS SUPPORT FOR ACADEMIES

Description	A business leadership board should represent each of the prioritized career clusters, meet regularly, and speak to the importance of supporting education’s commitment to the workforce and the economic development needs of the community.		
Importance	<i>Communities often organize strong business support for the development of a master plan but don’t recognize the vital role this leadership team plays in ensuring the development of a career academy culture and institutionalizing the academy’s success.</i>		
Indicators of Success			
<i>Distinguished</i>	<i>Proficient</i>	<i>Not Observed</i>	Members of the leadership board understand the importance of supporting local academy boards.
			Business leaders actively participate in and encourage recognition of career academies in their clusters and take special pride in expanding the number and quality of their academies.
			Board members advocate both for career academies and for wider access to CTE as relevant strategies to improve student success and human capital development.
			A business leadership team, composed of senior executives representing each prioritized career cluster, meets regularly.
Best Practice Observed	Philadelphia, Pennsylvania		
Overall Rating:	Observations:		

11. SUCCESSFUL COMMUNITIES UNDERSTAND, DEFEND AND FUND CAREER ACADEMY ESSENTIALS.

Description	To reap the potential benefits that academies offer, it is essential to understand what makes these academies successful. Key ingredients at high schools include common planning time (for teams of teachers to meet regularly), release time for the academy leader (for planning academy activities), prioritized academy student scheduling (keeping the team of teachers with the same students), and professional development (integrating contextual content into academic courses).		
Importance	<i>Grants from federal and private funders, usually provided for three to five years, pay for these essentials during the grant period. Planning for the post-grant “diseconomies of scale” is often limited to seeking new grants to cover the same activities. Here is where businesses can really work effectively with their districts to ensure that these essentials are provided.</i>		
Indicators of Success			
	<i>Not</i>		
<i>Distinguished</i>	<i>Proficient</i>	<i>Observed</i>	
			Best practices include: common planning time (two periods a week), release time for academy leaders (two to three periods per day) and prioritized academy student scheduling (70% of academy students are enrolled in academy classes taught by identified academy teachers).
			Business leadership understands the diseconomies of scale and commits to assisting the district(s) in meeting these needs.
			District leadership likewise understands the importance of internal reallocation of funds to ensure that the essential ingredients are provided.
			Administration/board of education supports academy with adequate funding, facilities, equipment, and learning materials.
Best Practice Observed:	Philadelphia, Pennsylvania; California Partnership Academies; Daytona Beach, Florida (Volusia County)		
Overall Rating:	Observations:		

12. ARTICULATION PLANS CEMENT POST-SECONDARY PARTNERSHIPS

Description	A thorough articulation plan that spells out “success” for students is developed. Academy leaders become advocates for post-secondary linkages.		
Importance	<i>All students benefit from articulation. Community colleges and four-year institutions are proven collaborators when fully engaged in the seamless transition of students to productive employment. Colleges, when engaged, can highlight a career academies role in reducing academic remediation and improving college graduation rates.</i>		
Indicators of Success	<i>Not Observed</i>		
	<i>Distinguished</i>	<i>Proficient</i>	
			Community colleges and universities identify career academy students and follow progress.
			Community colleges and four-year schools recognize the value of advanced CTE offerings, such as Ford PAS and Project Lead the Way.
			Post-secondary community is clearly engaged with the secondary education and business communities around articulation planning.
			District follows graduates to college and the workplace, captures remediation data, and promotes the success of academy students.
Best Practice Observed	Observed in all communities to some degree, but needs much greater attention.		
Overall Rating:	Observations:		

**FORD NEXT GENERATION LEARNING COMMUNITY
INDICATORS OF SUCCESS ASSESSMENT TOOL**

**For Building a Large-Scale and Sustainable Career Academy Community Network
FINAL SCORE**

Community:

Lead Organization:

Rating	12-Point Master Plan
	1. Senior-level business/civic/education partnership is established to use these 12 best practices to develop a community career academy master plan.
	2. Regional economic and workforce projections are used to prioritize career academy selection within the master plan and employer-educator councils are formed to match employer demand with educator supply.
	3. Community seeks out or develops academically rigorous advanced CTE (career and technical education) curricula and programs of study, following guidelines set forth in Perkins IV (Federal funding for CTE).
	4. Community employs career cluster entrepreneurs to rally and align business support.
	5. Career academy evaluations support continuous improvement.
	6. District centralizes all programs likely to involve business (magnet, choice, SLC, career academy, and CTE operations) under one leader/department.
	7. Perkins, SLC, and grant funding are channeled toward launching new career academies.
	8. Communities look to identify and collaborate with a growing list of state and national career academy supporters.
	9. Community develops a career academy marketing plan to build awareness and support among parents, students, and businesses and within the education community and gather data to support this plan.
	10. Business leaders representing each prioritized career cluster constitute an ongoing Business Advisory Board to align business support for academies.
	11. Successful communities understand, defend, and fund career academy essentials.
	12. Articulation plans cement post-secondary partnerships.

Overall Commendations and Recommendations

OVERALL COMMENDATIONS:	
1.	
2.	
3.	

OVERALL RECOMMENDATIONS:	
1.	
2.	
3.	

Assessment Completed by: _____

Date: _____