

2014 FORD NGL **ANNUAL REPORT**

CARING, SHARING, AND DARING... TO GO FURTHER

HIGH SCHOOL STUDENTS FROM FORD NGL COMMUNITIES SHARE THE IMPACT OF THEIR ACADEMY EXPERIENCE

"Academies turn statistics into stories. I was a troubled student—a statistic-with really bad statistics. Now I'm a story of an innovator with the skills to design and build a better community."

-Joe Hendel, Rockford, Illinois

"In the academies, we learned life lessons ... you learn things that you can actually use when you graduate-in the real world." —Shinelle Superville, Philadelphia, Pennsylvania

"Academies give a heads-up on what we're walking into. They are a view to the future. They open a door, and we make the choice to go through or choose another path."

—Dyiamon Porter, Rockford, Illinois

"Ford NGL is the education of the future . . . This is the education designed for every student . . . I am challenged to think like an engineer and develop problem-solving skills."

-John Ellery Payne, Louisville, Kentucky

"Experiential learning is exponential learning."

—Kevin Martin, Nashville, Tennessee















TABLE OF CONTENTS

WHY FORD NGL?
A MESSAGE FROM JIM VELLA
WELCOME FROM CHERYL CARRIER 6
2014 FORD NGL HIGHLIGHTS
SPOTLIGHT:
• FORD NGL NATIONAL CONFERENCE 12
INTRODUCING THE FORD NGL
SUPERINTENDENTS COUNCIL
• FORD NGL LEADERSHIP COUNCIL
• NASHVILLE FORD NGL HUB 16
• POWERED BY FORD STEM ACADEMIES 18
INTERNATIONAL ECONOMIC
DEVELOPMENT COUNCIL 20
ABOUT FORD NGL
FORD NGL COMMUNITY REPORTS
OUR NETWORK
A MESSAGE FROM MICHAEL A. GREGO27
OUR TEAM
WHAT'S NEXT FOR FORD NGI 76













WHY FORD NGL?

The way things have traditionally been done in classrooms, and are still done today, could probably continue forever. But just as letters turned to e-mails and candles became bulbs, the world evolves. In order to have a future with the most capable students, the most efficient workplaces, and the most prosperous economy, our schools must evolve, too.



Austin Perkins

The Ford NGL career academy framework represents a monumental shift from traditional learning techniques and environments to a hands-on, project-based, career-focused structure that not only provides students with the skills they need in the competitive professional world, but also allows them to have fun and enjoy their work every step of the way. It provides a productive learning atmosphere that not only allows

free thinking and creativity but ardently promotes them.

When I talked to Ford NGL career academy students around my area about their experience, students said that they enjoy the academy because the material is relevant to a potential career and because the academy provides a learning environment unlike any of their other courses. Students say they are passionate about the material and that the work hardly ever feels like "work." The skills and networking opportunities provided in the academy are constant reminders that what they have learned will be critically beneficial in finding a great career, whether or not their eventual career path is related to their specific career academy theme.

My thoughts regarding the academy experience are no different. The effect the academy experience has had on my life is evident in all I do both inside and outside the classroom. My passion for the academy constantly bleeds into my other academic classes. I find more pride and purpose in learning than I ever have before. In my academy classes I am taught immediately how what we are learning relates to the real world, and I now take time on my own to find connections

in my regular classes as well. I am in the Academy of Environmental and Urban Planning at Creekside High School, and the material constantly gives me a new lens on how I see the world.

I find more pride and purpose in learning than I ever have before.

For example, if you were to sit in my backyard and look out, it is possible you would just see a forest and a pond. When I look out, I see a diverse ecosystem, and I know how the plants and animals interact with one another as well as the abiotic environmental factors. I see a great feat of civil engineering called a retention pond that strategically stores water, and I know how it works and what companies are responsible for engineering such structures. I can classify the even rows of trees called slash pines in my backyard, the products of a prosperous silviculture business back before the suburbs were built. I could go on and on about the way my world functions, and I have the career academy to thank for such insight. The academy gives me tremendous confidence in my work, and, in addition to all the skills I learn, it gets me excited to get to college and then start a real-world career.

The Ford NGL career academy framework is about building a better American workforce: a workforce that, in addition to being skillful and efficient, will be on the frontier of design and innovation. The career academy experience is a footstep on the moon for students—one fundamental change to their education that profoundly revolutionizes how they learn, how they feel about learning, and how they will approach the professional world.

-Austin Perkins, academy student, St. Johns County, Florida

A MESSAGE FROM...

Jim Vella, President, Ford Motor Company Fund and Community Services

Innovation is easy to see in today's high-tech cars and trucks—the advanced safety, convenience, and communications features that are ready at the touch of a button or the sound of your voice.



Jim Vella

But what does innovation look like in education? It looks a lot like Ford Next Generation Learning (Ford NGL).

Ford NGL is a unique approach to educating young people that helps to ensure that they have the right tools, skills, and support to succeed in the workplace of tomorrow. Support is a key ingredient of the Ford NGL formula that brings together educators, business leaders, and the community in

a partnership that aligns resources to improve student performance and readiness for college, careers, and life. In fact, Ford NGL has a national network of communities that work together, compare notes, and share best practices. It is not education as usual.

Ford NGL uses career-themed academies to lay a solid foundation for success in the classroom and the workplace. School districts using the academy model give students an opportunity to choose a career path that best fits their personal interests, such as engineering, health care, technology, or marketing. To be sure, high school students learn their

academics, but they do it while also learning about potential careers, connecting with professionals in their chosen field, and gaining valuable insight into the day-to-day challenges and the skills required to make the grade.

The result of this coordinated community effort is higher graduation rates and a more relevant learning environment that better engages students, sparks their interest in future possibilities, and opens the door to potential career opportunities. Ford NGL research shows that community ownership and accountability can be just as important to educating our children as good study habits and hard work.

Ford Motor Company has been leading the way with innovative vehicles and transportation technologies for more than 111 years. Ford Fund uses that same creative mindset in cutting new paths to success in our communities, and in our schools, with programs such as Ford NGL.

gin Vella

WELCOME FROM...

Cheryl Carrier, Executive Director, Ford Next Generation Learning

Welcome to our second Ford Next Generation Learning Annual Report! When we distributed the 2013 Annual Report, we could not have anticipated the interest and excitement it generated nationally.



Cheryl Carrier

The 2013 Annual Report inspired communities to "go further," which is the theme of this year's report. The excitement and passion was evident when we gathered at the Ford NGL Power of the Network conference in Louisville in October!

The year 2014 was a year of innovation for Ford NGL communities, and I think you will see that in every community profile in this report. The nation is watching and learning from

their incredible work. They are inspiring, guiding, and motivating new communities to become successful partners in this transformation.

In 2014, we announced our first "Model Community" as a way to inspire communities to go further. Nashville was designated a Model Community in March, and we are very excited to say that we have at least two communities working toward Model designation in 2015 and 2016.

Model Communities take a systemic approach to the three strands of Ford NGL and fully implementing the Ford NGL Essential Practices. They also:

- Demonstrate vision and introduce new ideas, strategies, and tools that strengthen and expand on the Essential Practices
- Inspire and lead others to learn from them and not simply replicate their success, serving as models for creativity, innovation, and risk taking as well as demonstrated competence
- Build a deep leadership bench to ensure a strong talent and knowledge base for long-term sustainability

- Use data and evidence to demonstrate success and help them continuously improve
- Demonstrate a collaborative culture, ensuring that everyone has a voice and a role in the transformation process and modeling this culture in their work with everyone from students to business partners
- Establish their capacity to become future Ford NGL Study Visit sites

Becoming a Ford NGL Model Community is a rigorous process, requiring that communities demonstrate their ability to innovate, inspire, teach, and continually improve. We also expect them to take on greater leadership within the network and expand the impact of Ford NGL nationally.

As you read the 2014 Ford NGL Annual Report, we hope that you will be impressed with the incredible progress that has taken place in these communities and that it will inspire you to join this movement and to add your voice and expertise.

I also want to thank the Ford NGL communities for their leadership and commitment to the students in their communities and for helping to pave the way and give confidence to other communities. The time is now—we have a responsibility to ensure that every community that embarks on this important transformation for our students is surrounded by our collective wisdom and support.





2014 HIGHLIGHTS

January 30, 2014

President Barack Obama visits the Academies of Nashville and speaks to students at McGavock High School.



He highlights the Nashville community's collaborative efforts to transform the high school experience and acknowledges their dramatic results, including a 20% increase in high school graduation rates since 2005.

"The idea is simple, but powerful," says President Obama in his speech to the students. "Young people are going to do better when they are excited about learning. They're going to be more excited if they see a connection between what they're doing in the classroom and how it's applied."

March 4, 2014

Jefferson County Public Schools (JCPS) in Louisville, Kentucky, is designated a Ford NGL community.

"Becoming a Ford NGL community will strengthen our commitment to making learning relevant for our students," says JCPS Superintendent Dr. Donna Hargens. "Long term, I am confident that this will help to further boost student achievement and help the district achieve its vision of having all students graduate prepared."

April 1, 2014

Nashville, Tennessee, is named the first Ford NGL Model Community.



White House Domestic Policy Advisor Roberto Rodriguez joins hundreds of educators and business and community partners to tour the Academies of Nashville and celebrate Nashville's designation as the first Ford NGL Model Community.

"The Academies of Nashville has proven itself time and again as a model of innovation, leadership, and competence in fulfilling the promise of Ford Next Generation Learning," says Cheryl Carrier, Executive Director, Ford Next Generation Learning.

"The Academies of Nashville program is doing wonderful things for our students and has moved our district forward," says Dr. Jesse Register, Director of Schools. "The Model Community designation and the grant that comes with it are a tremendous honor, and we thank Ford Next Generation Learning. As a Model Community, we hope the lessons we've learned can help accelerate high school redesign nationwide."

2014 HIGHLIGHTS

May 22, 2014

St. Johns County, Florida, is designated a Ford NGL community at the North Florida Regional Airport Conference Center in St. Augustine.

"We are excited to be part of this initiative and realize the importance of being in the Ford NGL community," says Superintendent Joe Joyner. "We have access to national best practices for career academies, which will enable us to further the training and development of our students in ways that we could not accomplish on our own. Not only that but we are called on to help other communities by sharing what we have learned throughout this journey."

September 17, 2014

Lee County, Florida, is designated a Ford NGL community.

"It's important for local businesses to be an integral part of helping students now to get the knowledge they'll need later to be successful in the business arena," says Christopher T. Spiro, founder and CEO of Spiro & Associates Marketing, Advertising, and Public Relations. Spiro's company is one of the Ford NGL business partners in Lee County and an honoree at the Lee County designation celebration.

.. July 28, 2014

The Florida Ford NGL communities host their fourth annual convening at Saddlebrook Resort in conjunction with the Florida Association of Career and Technical Education Association annual conference.



Forty Ford NGL representatives from the state of Florida come together with one goal in mind: sustain a statewide network to strengthen the secondary transformation efforts. Through the course of this daylong event, attendees share challenges, gain insights, discuss best practices, and deepen their collective understanding of the Ford NGL long-term outcomes.

Some of the topics discussed center around the Ford NGL Strands. Questions that inspire discussion include the following:

- How do we provide authentic work-based learning experiences for students in health science environments that may not be conducive to including minors?
- How can local workforce and economic development communities better work together to ensure that appropriate talent pipelines are being developed with input on employer demand for particular skills and industry certifications?
- How can we evaluate career academies without a huge financial or human resource burden?
- How can we attract and maintain viable business partners for each academy as we implement a wall-to-wall academy structure?

2014 HIGHLIGHTS

October 7-9, 2014

Ford NGL holds its national conference, The Power of the Network, in Louisville, Kentucky.



More than 200 members of the Ford NGL network—including students, industry representatives, and school district superintendents-come together to network with, learn from, and inspire one another.



October 21, 2014

Rockford, Illinois, is designated a Ford NGL community.





"We thank Ford Next Generation Learning for recognizing the hard work our staff, students, and community partners are doing in Rockford," says Dr. Ehren Jarrett, Superintendent of Rockford Public Schools. "And, just as we've learned from Nashville and the Academies of Nashville, we hope other districts can learn from us."

October 25, 2014

Ford NGL communities take home top honors at the Career Academy Awards Dinner presented by the National Career Academy Coalition.

Ford NGL communities receive 10 of the 12 awards given for exemplary educators, career academies, career academy communities, and partnerships. Specific winners include:

- Exemplary Academy Alumni Award: George Sumbler, 2001 graduate of Philadelphia's Abraham Lincoln High School Horticulture Academy
- Henk Koning Exemplary Partnership Award: Marc Hill, Nashville Area Chamber of Commerce
- Exemplary Educator: Dave Carson, Executive Director of College and Career Readiness, Rockford, Illinois
- Exemplary Educator: Keith Mastorides, Principal, Clearwater High School, Pinellas County, Florida
- Exemplary Career Academy Community Award: Metro Nashville **Public Schools**

Model Academies:

- Antioch High School, Nashville, Tennessee:
 - Tennessee Credit Union Academy of Business and Finance
 - Academy of Automotive Technology and Design
 - Academy of Teaching and Service
 - Academy of Hospitality and Marketing
- Whites Creek High School, Nashville, Tennessee:
 - Academy of Community Health

РНОТО ВООТН

Ford NGL 2014 National Conference





Ford NGL 2014 National Conference: The Power of the Network

On October 7–9, more than 200 members of the Ford NGL network came together to learn from and inspire one another at the Ford NGL Power of the Network conference held at the Seelbach Hotel in Louisville, Kentucky. Of the many great moments that occurred throughout the conference, here are some highlights:

Ford Motor Company and Ford United Auto Workers (UAW) support: Ford Motor Company's Vice President of Labor Affairs Bill Dirksen and UAW Vice President Jimmy Settles were in attendance to support the work of Ford NGL and to announce Ford Motor Company's and UAW's partnership in developing an innovative program that teams Ford plant staff with teacher teams and in sponsoring Powered by Ford Academies—STEM-themed career academies in Ford plant communities.



Student representation: Ten Ford NGL students from across the network reminded every participant why each of them works so diligently for transformation. Our students hosted the first annual Ford NGL Live Talk Show during all plenary sessions—interviewing, among others, Ford Motor Company and UAW Vice Presidents

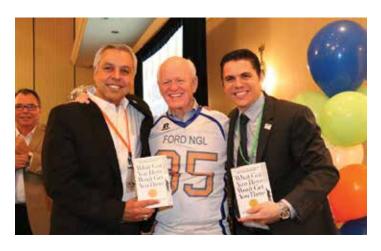




Dirksen and Settles and Superintendent Donna Hargens. Students also participated in breakout sessions where they shared their perspective on the Ford NGL Essential Practices.

Exclusive tours: Many participants toured the Ford Louisville Assembly Plant or one of Jefferson County Public Schools' 5-star academies at Jeffersontown High School.





Special guest speaker: Internationally renowned executive coach Marshall Goldsmith gave the conference's engaging keynote address and inspired participants with tips from his best-selling book, What Got You Here Won't Get You There. Goldsmith also generously donated a copy of the book to every conference participant.

Innovative breakout sessions: Conference participants had a variety of sessions to choose from during the conference. Member communities shared their stories and experiences around business partnerships, maintaining structures to support classroom transformation, and various models that embody what transformation really looks like in the classroom.



Opportunities for fun: Network participants joined Louisville Mayor Greg Fischer and the CEO of Hilliard Lyons, James Allen, for an evening reception that gave everyone a chance to mingle and get energized for the conference. Participants spent the evening

networking, dancing, feasting, and taking photos in the official Ford NGL photo booth.

Networking: The Power of the Network conference would not have been complete without an opportunity for members of our communities to interact with one another. After all, the power of Ford NGL lies in all the individuals and communities that make up the extraordinary Ford NGL network.



This two-and-a-half-day event was an amazing opportunity for the Ford NGL network members to connect with one another in a way that can only be done when we're all in the same space. We can't wait to see everyone again in 2016.

On November 5-7, 2015, the National Career Academy Coalition will hold its annual meeting in Louisville, providing another opportunity for this Ford NGL community to showcase its academies for a national audience.

Introducing the Ford NGL Superintendents Council

While each stakeholder group is critically important to the success of Ford NGL, the superintendent in each school district plays a key role. Leading the change process in any school district requires the support and vision of the superintendent, who works in concert with his or her board and community stakeholders.

With this perspective in mind, the superintendents of all participating Ford NGL communities, from across the country, were invited to come together as colleagues in a professional learning community (PLC). Their work in this PLC is to share lessons learned, successful CTE implementation strategies, best community engagement processes, emerging questions, and strategies that build capacity and advocacy at the local, state, and national levels. Through their collaboration, secondary school transformation for the 21st century will be accelerated, and the council members will serve as another catalyst in achieving all the desired outcomes of this endeavor.

In October 2014, at the Ford NGL Power of the Network conference, the inaugural meeting of the Superintendents Council was held. The council established initial goals, brainstormed council

Leaders also have an important role in their communities. People are very busy, and we can all find reasons not to get involved, but our communities need us. As leaders, we have, hopefully, some brainpower, we have connections, we have resources. And we should bring those to bear to make our communities better places-whether that's schools or hospitals or helping with social issues [such as] homelessness and hunger. Find the thing that resonates most-but whatever it is, do it and set the example. And, usually, what comes back to you in terms of goodwill is 10 times what you put into it.

-Bill Ford, Executive Chairman, Ford Motor Company

priorities for the coming year, and reviewed data points that are being collected in each district.

The initial Superintendents Council goals are the following:

- Support shared redefinition and expectations for student achievement
- Support measurement of indicators that are currently neglected
- Share adaptable and flexible ideas and strategies for bringing together business partners, schools, and communities around student outcomes
- Share adaptable and flexible ideas and strategies for building stakeholder buy-in around transformation to improve student
- Support leadership development at all levels
- Seek out and leverage high-level branding partners with power and stability
- Identify and share best practices around transformation

Among the many data points being collected, it was agreed that each district would collect data on the following:

- 1. Graduation rates of career academy and non-career academy students (and how these rates are calculated)
- Number of industry-recognized certifications for career academy students
- Number of graduating students who go to college the year after graduating from high school (providing the data for career academy and non-career academy students separately)

This inaugural Superintendents Council meeting led to the scheduling of the council's second meeting, which will be held in Dearborn, Michigan, in June 2015, in conjunction with a Ford NGL Leadership Council meeting.

Ford NGL Leadership Council

The Ford NGL Leadership Council (whose functions and membership are described on page 75 of this report) convened twice in 2014. On March 18-19, the Leadership Council (LC) met in Chicago, Illinois. The meeting focused on strategies and tactics for supporting Ford NGL communities in achieving education transformation. The Leadership Council provided grounded feedback and advice, modeling Ford NGL's culture of collaboration and continuous improvement. It was also an opportunity to celebrate the release of the inaugural Ford NGL 2013 Annual Report. Participants enjoyed dinner at the Skydeck in Chicago's Willis Tower (the tallest building in the Western Hemisphere), where those brave enough stepped out onto the Ledge's glass boxes, which extend 4.3 feet from the Skydeck.





On June 10-12, the LC convened in Waltham, Massachusetts, at the headquarters of Education Development Center, Inc. (EDC). EDC, a global nonprofit organization that creates learning opportunities for people around the world, is a longstanding partner in the development of Ford NGL programming and resources. Representatives from 19 communities across the United States joined in discussions on such topics as scaling and sustaining reform efforts, developing exemplars for effective practices that can be shared with other communities. leveraging network resources, and deepening effective instructional practices. The LC was joined by guest panelists from EDC for a discussion of innovative STEM initiatives



and ways to support students who are preparing for STEM-related careers. Ford NGL's Sydney Rogers, Starr Herrman, and Jennifer Edge offered a very well-received session on scaling and spreading innovations within the Ford NGL network, building on Harvard University researcher Chris Dede's framework for scaling success. LC members also enjoyed an excursion to Boston's colorful North End, where they had a fine dinner at Artu Trattoria.

Nashville Ford NGL Hub



The Nashville Ford NGL Hub provides technical assistance and professional development for communities as they begin the journey of high school transformation. Through its close association with the Metropolitan Nashville Public Schools (MNPS), the Nashville Hub leverages the success of MNPS and Nashville community partners by hosting highly engaging and structured visits for other communities to observe MNPS high schools in action and to explore the practices that are in play in its academies. Finally, as the Nashville Hub has grown, it has developed the capacity and resources to give back to the Nashville community.

Technical Assistance and Professional Development for Communities

The Nashville Hub works with other communities around the country to help them develop a Ford NGL Master Plan and then carry out that plan. To do this, the Nashville Hub calls on the Ford NGL national network of coaches and consultants for a wide range of topics. Communities are provided with coaching and training that helps to build their own capacity in the three interrelated strands of the Ford NGL framework: transforming teaching and learning, transforming the secondary school experience, and transforming business and civic engagement. Specific and tangible strategies, coaching, and training are offered to address each strand.

When Rockford, Illinois, wanted to become a Ford NGL community, the Nashville Hub worked with Rockford Public Schools and Alignment Rockford to help them achieve their goals. Since Rockford took the first steps toward becoming a Ford NGL community and began introducing academies across all of its comprehensive high



schools in 2012, the district has begun to see reductions in absenteeism and increases in the high school graduation rate.

Leveraging Nashville's **Success to Support Other Communities**

As a result of the success in Nashville, dozens of other communities have requested to visit and observe the academies in action. The Nashville Hub



organizes semi-annual study visits so that Nashville schools, partners, and leaders can engage the participants in a structured and meaningful way. Attendees visit schools and engage with teachers, principals, students, and partners. In 2014, more than 600 people from 58 communities attended study visits, and more than 1,300 people from 141 communities have visited in the past four years. Feedback from visitors is extremely positive, with most sending even more teams to successive visits.

Giving Back to Nashville

Successful study visits have created a revenue stream that allows the Nashville Hub to give back to the Nashville schools and community to further improve the model. Each school visited receives a stipend for the visit; in 2014, a mini-grant program called the "Starr Awards" awarded more than \$30,000 to 21 high school academies for projects that would otherwise likely have gone unfunded. In 2015, the Hub plans to fund a similar amount for the Starr Awards, develop a new strategic plan to link all the work of grades K-12 in MNPS, and contribute to an annual planning retreat for MNPS and partners.

A MESSAGE FROM...

Bill Dirksen, Vice President, Ford Motor Company Labor Affairs, and Jimmy Settles, Vice President, Ford **United Auto Workers**

Henry Ford said, "If everyone is moving forward together, then success takes care of itself." It has become clear to us that in Ford NGL communities, everyone is moving forward together, and success from this collaboration takes care of the students.

We are inspired to support the mission of Ford NGL because we see how this high school transformation model directly benefits the students. We have witnessed their eagerness to learn, their thirst for knowledge, the development of their voice and opinions, their ability to work in teams to solve complex problems, and how they are learning their academics through authentic projects, thereby preparing them for college, careers, and life.

To support this important work, the Ford United Auto Workers (UAW) and Ford Motor Company made a three-year commitment of \$350,000 beginning in 2014 to fund the development of the Ford NGL Collaborative Learning Externship (CLE), which is aimed at closing the gap between classroom learning and the lessons of actual workplace experience. The CLE will help teachers use real-world projects to prepare students for success in the real world.

In July, we supported the first pilot of the CLE at the Ford Louisville Assembly Plant with teacher teams from Jeffersontown High School in Louisville, Kentucky, and the Academy of Information Technology and Robotics in Volusia County, Florida. The response to this pilot by the teachers and Ford employees was incredibly positive.

The teachers walked away with an appreciation for the knowledge and skills students need to be successful in the workplace. The Ford employees had a better understanding of the challenges educators face and how they can more meaningfully support teachers and their students.

Ford Motor Company and the UAW have a very long history of supporting the communities in which we live, raise our families, and build our vehicles. Education is the foundation on which personal and community prosperity is built. Ford NGL is about helping community members come together to vision a future for their youth and work collectively to remove the boundaries and provide pathways to success for our children. Ford Motor Company and the Ford UAW are proud to be a part of this work and look forward to replicating the Ford NGL Collaborative Learning Experience in other Ford NGL communities with their business partners in 2015 and 2016.

Powered by Ford STEM Academies: A Strategy for Talent Pipeline Development

As part of their talent pipeline development strategy, Ford Motor Company is partnering with Ford United Auto Workers (UAW) to fund a new network of Powered by Ford STEM Academies in plant cities across the country. These Powered by Ford STEM Academies support career pathways in IT, engineering, and manufacturing. Through the guidance and leadership of the Ford STEM Council, Ford Motor Company provides these academies with scholarships for students, equipment, mentors for student projects, and professional development for teachers.

The Powered by Ford STEM Academies are integrating several exciting innovations that will be shared throughout the Ford NGL network as they evolve and grow. Tools and resources for implementing these innovations, including Problem-Based Case Learning, the Collaborative Learning Externship (described below), Design Thinking for Leadership, and Partnership Management, will become available across the network as they are refined through user-centered design.

Powered by Ford STEM Academy students have the opportunity to do the following:

- Learn their academics through the lens of a STEM career of potential interest to them in the future and make their academic learning relevant
- Prepare for postsecondary education
- Develop essential and marketable 21st century workplace and life skills, such as critical thinking, problem-solving, communication, and teamwork
- Connect with caring adults in their field of interest who can provide advice and guidance



The benefits for students attending Powered by Ford STEM Academies include building STEM literacy, developing a "career toolbox" applicable to a variety of STEM-related careers, and receiving support so that all students have equal opportunities to access STEM careers and networks.

Members of the first cohort of Powered by Ford STEM Academies are located in Volusia County, Florida, and Louisville, Kentucky. Teachers from the Academy of Information Technology and Robotics (AITR) at Spruce Creek High School in Port Orange, Florida, joined teachers from two academies at Jeffersontown High School in Louisville in July 2014 to kick off the first Collaborative Learning Externship (CLE) at the



Ford Louisville Assembly Plant and have been planning and learning together over the course of the 2014-2015 school year.

A teacher from Jeffersontown High School's BUILD Academy said, "The students who are not in the Powered by Ford STEM Academy are jealous—they all want to do the kinds of hands-on projects the kids in our academy are doing!" Another teacher added, "This is some of the best professional development we have had. The opportunity to work with our partners from the Louisville Assembly Plant has changed the way we plan student projects."

A second cohort is in the works and will be announced in 2015. The second cohort will participate in professional learning, including design thinking and an externship for academy leadership teams. As one Powered by Ford STEM Academy leader reflected, "The support from Ford NGL has been crucial to keeping us on track.... I am so grateful to have outside partners guiding this process."



Jerry Burke

"The knowledge gained during the externship was phenomenal! Issues that Ford considers on a daily basis can be passed down to the classroom."

-Jerry Burke, Instructor, Welding Technology, Engineering Design, and Development, Jeffersontown High School



In July 2014, the first cohort of Powered by Ford STEM Academies met at Jeffersontown High School in Louisville, Kentucky, to participate in the CLE. Generously funded by Ford Motor Company and UAW, the CLE engaged teams of teachers and business partners in collaboration, planning, and learning over the course of five action-packed days. Academy teams from Jeffersontown High School and AITR joined forces to explore an authentic challenge facing the Louisville Assembly Plant (LAP)—the introduction of a new vehicle to the line. Fifteen teachers worked with Tami Hatfield, Senior Human Resources Representative, and engineers and UAW representatives from LAP to learn how this challenge impacts different sectors of the company and to develop projects that allow students to explore this kind of open-ended, real-world problem firsthand.

After a day getting to know one another and being introduced to the overall challenge, teams spent two days in record heat on the assembly floor, questioning engineers and plant leaders while learning about and experiencing the systems and approaches used at LAP. Teams then returned to Jeffersontown for two days of project planning and feedback from their partners at LAP, leaving with a solid calendar and timeline for project implementation during the fall. One teacher



wrote, "We have terrific business partners—I am really excited to continue to collaborate with them." Another shared, "The entire process allowed me to see the problem through the lens of the business community."

Following the weeklong CLE, teachers and business partners continued to collaborate on instruction through occasional daylong meetings and several virtual meetings throughout the school year, during which teams gather real-world tools and resources from LAP to use in the classroom, get feedback on project implementation, and develop new project ideas for the following year.



Tami Hatfield

"I think the plant hosts really benefited from the experience-this helps them realize why their job is valuable and what adults and students can learn from it." -Tami Hatfield, Senior **Human Resources**

Representative, LAP

A second cohort of Ford STEM Academy teachers will experience the CLE in 2015–2016, and participating teachers and industry partners look forward to sharing the experience, and the resources developed to support it, with others across the Ford NGL network.

International Economic **Development Council**

As a result of the breakfast Ford NGL hosted for the leadership of the International Economic Development Council (IEDC) in 2013, Ford NGL was invited to present at all three of the major IEDC conferences in 2014. The goal of these presentations was to illustrate how economic development organizations can proactively bolster workforce development by becoming leading advocates for high school transformation. Given IEDC's mission of promoting economic well-being and quality of life through economic development, IEDC members recognize the benefits of the academy model in preparing graduates for college, careers, and life, leading to a highly skilled workforce, reducing the cost of doing business in a region, and contributing to overall community prosperity.

Three Ford NGL communities participated in these presentations:

- February 3, 2014: Sheila Thornton, Vice President for Workforce Excellence of the Coachella Valley Economic Partnership (CVEP), joined Cheryl Carrier and Rick Delano of Ford NGL at the IEDC conference in Irvine, California. Thornton described CVEP's leadership role in the community and its role in providing college scholarships for Valley students.
- June 2, 2014: A panel from the Rockford, Illinois, Ford NGL community showcased the community's ongoing commitment to education transformation at the IEDC spring meeting in Minneapolis. The panel included representatives from the education and business communities and the Rockford Area Economic Development Council. The panel was moderated by Sydney Rogers of Alignment USA and Ford NGL.
- October 20, 2014: James Reddish of Greater Louisville Inc. joined Rick Delano of Ford NGL and Sarah Miller of the Council for Adult and Experiential Learning on a panel at the IEDC national conference in Fort Worth, Texas. Nearly 200 economic development attendees attended this panel. The moderator opened the conference with the question, "By a show of hands, who in this audience is experiencing major workforce shortages?" Nearly every hand went up.

Ford NGL appreciates the strong support from all three Ford NGL communities—Coachella, Rockford, and Louisville—who attended IEDC conferences this year and told our collective story.

The Economic Impact of Improved **Educational Outcomes**

From the Alliance for Excellent Education

The nation's graduation rate increased by 1.7 percentage points from the Class of 2011 to the Class of 2012. These additional 73,000 graduates represent gains of as much as \$17.3 billion in lifetime earnings and \$63 million in annual state and local tax revenues. If the United States increased its overall graduation rate to 90%, the economic benefits from these 666,000 additional graduates would likely include as much as:

- \$8.1 billion in increased annual earnings and \$661 million in annual state and local tax revenues
- 65,700 new jobs and a \$10.9 billion increase in GDP
- \$16.8 billion in increased home sales and \$877 million in increased auto sales

ABOUT FORD NGL

Ford NGL is a collaborative community approach to transforming education for (1) increased high school graduation rates, (2) increased academic achievement, (3) improved preparation for college, careers, and life, (4) increased earning potential, (5) an increased talent pipeline, and, ultimately, (6) greater community prosperity.

FORD NGL MOBILIZES **EDUCATORS, EMPLOYERS, AND COMMUNITY LEADERS** WHO WILL GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE, CAREERS, AND LIFE -PREPARED TO COMPETE SUCCESSFU **IN THE 21ST CENTURY ECONOM**

What We Do

Ford NGL is a unique and comprehensive community initiative that brings together educators, employers, and community leaders to implement a proven model for transforming secondary schools. These transformed schools infuse the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of career and technical education. Students choose from among career pathways across a variety of sectors that drive economic growth in their communities. Ford NGL uses the power of workplace relevance and business relationships to excite young people about education and to prepare them for success in college, careers, and life.

First and foremost, students are at the center of everything we do. We help communities prepare the future scientists, inventors, public servants, and entrepreneurs who will apply their passion and expertise to improving the world for both their generation and those to come.

What We Value

Ford NGL communities share a set of common values, which guide Ford NGL communities' work and their contributions to the Ford NGL network. Our guiding principles include the following:

- **Igniting passion:** Ford NGL communities are committed to preparing all students for success in college, careers, and life, as well as helping students ignite their passion as lifelong learners.
- Cultivating trust: Ford NGL communities foster a culture of collaboration in which everyone—students, teachers, administrators, families, employers, postsecondary educators, and nonprofit and civic leaders—works together to build a climate of trust that welcomes all perspectives. The community stakeholders understand that in order to scale and sustain a successful career academy network, all stakeholders must be part of visioning, planning, implementing, sustaining, and going further.
- Demonstrating leadership: Ford NGL communities are committed to modeling the practices we seek to see in transformed classrooms. They don't take this role lightly—they understand the importance of cultivating student success and their obligation to demonstrate quality leadership.
- Encouraging innovation: Ford NGL communities are always learning and adapting, demonstrating flexibility, and promoting innovation.

ABOUT FORD NGL

Ford NGL Framework

To accomplish our mission, Ford NGL blends the expertise of stakeholders within and across a network of communities throughout the United States. Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for transforming education.

TEACHING & **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, careers, and life

TRANSFORMING THE SECONDARY SCHOOL **EXPERIENCE**

TRANSFORMING **BUSINESS & CIVIC ENGAGEMENT**

Engaging employers, educators, that promote community growth

Ford NGL Communities

What Is a Ford NGL Community?

Ford NGL supports a network of communities that are committed to comprehensive long-term education revitalization. Ford NGL helps convene community stakeholders (including businesses, school districts, civic leaders, community-based organizations, and postsecondary institutions) to develop a vision and a plan to scale and sustain

Learn more about Ford NGL Watch the "Who We Are" video at fordngl.com

a network of transformed secondary schools and prepare students for college, life, and high-skill, high-wage careers in their communities.

Model Communities

As of 2014, there are 16 affiliated Ford NGL communities throughout the United States, and several more are slated for designation in 2015. The primary strategy for scaling and sustaining Ford NGL focuses on the development of Ford NGL Model Communities, which demonstrate success and innovation and serve as mentors, models, and inspiration to other communities throughout the growing Ford NGL network. Ford NGL named Nashville as its first Model Community in 2014, and at least two more communities are working toward Model Community designation in 2015. Each Model Community is unique in the type of innovation and inspiration it provides to the network, but they all share the following characteristics:

- A highly skilled leadership capacity
- A community-wide structure for sustainability
- Consistent modeling of principles for student success
- Success that is demonstrated by evidence
- Recognized and valued model of the Ford NGL brand
- A demonstrated commitment to innovate

Benefits of the Ford NGL Network

Communities benefit from access to the Ford NGL network, which cultivates a spirit of sharing and innovation aimed at improving the practices used across our communities. Communities are able to cut down the amount of time and money it takes them to transform their secondary school experience by learning from the network of other communities who have been in their shoes.

Each Ford NGL community has a dedicated Ford NGL National Advocate and team Coach, who supports and guides communities as they develop and implement a Ford NGL Master Plan to scale and sustain a career academy network and prepare students for success in college, careers, and life. Ongoing access to innovative approaches that emerge from the network helps communities develop the local capacity to sustain community engagement and continue to transform the high school experience.

Specific support includes the following:

- Seminars and workshops that introduce the Ford NGL framework and Essential Practices, which help communities successfully implement their plan for secondary school transformation
- A proven community-driven strategic planning process, which provides a roadmap for phasing in the Essential Practices, and builds ownership and sustainability of the plan
- A dedicated Ford NGL team to guide, coach, and support the community through the strategic planning process, which eliminates guesswork and the need to reinvent strategies
- Access to innovative approaches and ongoing opportunities to collaborate with and learn from colleagues throughout the national Ford NGL network
- Peer-to-peer mentoring support on specific Essential Practices
- Face-to-face and online professional learning opportunities that build the capacity of community stakeholders to implement their plans, sustain and scale transformation, and continue to innovate
- An opportunity for school district superintendents to participate in the Ford NGL Superintendents Council, a professional learning community that shares best practices and collaborates to address common challenges and to advocate at the local, state, and national levels
- An opportunity for a representative from every Ford NGL community to serve on the Leadership Council, giving every community a voice on national strategies to support the entire network

Throughout this report you will find examples of how communities have been supported by Ford NGL and how they've learned from other communities in the network (in particular, see the "How Ford NGL Benefits Our Community" sections of the Ford NGL community reports beginning on page 28; the experience of Independence, Missouri, described on page 73; and the activities of the Nashville Ford NGL Hub featured on page 16).

Ford NGL communities are seeing results:



Increased academic achievement



Improved preparation for college, careers, and life



Increased high school graduation rates



Development of students' 21st century skills



Strengthened workforce talent pipeline



Increased earning potential





OUR NETWORK



Bay County, Florida Clay County, Florida Cleveland, Ohio Coachella Valley, California Effingham County, Georgia Elk Grove, California Floyd County, Georgia Golden Isles, Georgia
Gordon County Schools, Georgia
Independence, Missouri
Lee County, Florida
Louisville, Kentucky
Nashville, Tennessee
Newton County, Georgia

Philadelphia, Pennsylvania Pinellas County, Florida Polk County, Florida Rio Grande Valley, Texas Rockford, Illinois St. Johns County, Florida Volusia County, Florida

A MESSAGE FROM...

Michael A. Grego, Ed.D., Superintendent, Pinellas County Schools

Dear Ford Next Generation Learning Participants and Supporters:

Developing a successful model for career and technical education involves a collective effort from school administrators, teachers, local businesses, and community leaders. The ongoing collaboration of the Pinellas County (Florida) School Board, the Pinellas Education Foundation, and key business supporters allows for the evolving establishment of career and technical education opportunities in Pinellas County that increase student achievement and better prepare students for college and careers. As a Ford Next Generation Learning community, the Pinellas County School district benefits from a network of distinguished educators and business leaders dedicated to elevating the career academy experience with a focus on long-term benefits for all students and community prosperity.



Michael A. Grego

As a Ford NGL community, we are dedicated to this effort:

- An annual retreat with school board members, the Pinellas Education Foundation, business leaders, and high school principals allows for an intensive review of successes and opportunities for growth in the delivery of career
- The monthly meetings of the Career and Technical Education Board and regular visits to career academies maintain collective accountability for reaching annual goals.
- Advisory committees for each career academy provide relevant insight into industry needs and career prospects.
- A district staff member is dedicated to establishing more workbased learning opportunities for students through internship and apprenticeship positions with local businesses.

Pinellas County Schools is seeing impressive results:

- Grade point averages of career academy participants are higher by approximately .4 points (weighted) than those of non-participating students.
- A greater percentage of career academy students were eligible in 2014 for a state scholarship program than non-academy students.

- A greater percentage of career academy students participate in accelerated courses than non-academy students.
- Keith Mastorides, principal at Clearwater High School, was named the National Career Academy Coalition Exemplary Educator of the Year in 2014. Clearwater High School, a wall-to-wall academy school with numerous industry certification opportunities, was recognized as a Model School by the International Center for Leadership in Education.
- Pinellas County Schools was awarded a Bill & Melinda Gates Foundation Next Generation Systems Initiative grant to create a plan for personalized learning in the district. The plan includes five personalized learning programs within existing high schools and a model personalized learning school in partnership with the New Tech Network.
- The district is on track to meet its goal of having more than half of all high school students participate in a career academy, magnet, or themed program, with at least 35% of graduates earning at least one industry certification by 2017.

Looking ahead, we are eager to boost academy participation by establishing more feeder programs in middle schools and elementary schools. It's never too early to build the skills students need for advanced academic work and successful careers. As we move forward with our endeavor as a Ford NGL community, it is evident that students in the Pinellas County School District are benefiting from local and national support for career education.

Sincerely,

Michael a. Lego

BAY ACADEMIES, BAY COUNTY, FLORIDA

WHO WE ARE

Bay Academies prepares students for college and career readiness by providing opportunities to learn academics through the lens of a career. The mission of Bay Academies is to improve career and technical education in Bay County in order to ensure that every student has the opportunity to obtain the necessary knowledge, training, and skill set to secure a high-wage job and/or pursue a career or postsecondary education upon graduation. Bay Academies is a joint effort between CareerSource Gulf Coast, Bay District Schools, Gulf Coast State College, and the business community.

HOW FORD NGL BENEFITS OUR COMMUNITY

Having the opportunity to engage in conversation with other Ford NGL Communities in the course of 2014 has been extremely helpful in developing our own community. As one of the newest Ford NGL Communities, we have found the support and sharing of best practices from other communities to be invaluable.

- In January, the Bay Academies Assistant Principals visited Clearwater High School (Pinellas County) to learn more about cohort scheduling from another Florida Ford NGL Community.
- In January, a group of community leaders attended an Alignment Nashville Study Visit to learn more about Nashville's success with wall-to-wall academies.
- In April, Sydney Rogers (Alignment USA and Ford NGL National Team) delivered a presentation to a community forum in Bay County.
- In June, the CTE Director attended the Ford NGL Leadership Council meeting in Boston.
- In October, school district representatives, including the superintendent, attended the Ford NGL Power of the Network conference in Louisville, Kentucky.



AT A GLANCE

career academies in 5 high schools

industry-recognized certifications earned by students in the 2013-2014 school year



"I would say that our biggest achievement this year has been to begin the work of becoming an Alignment USA community. Without the Ford NGL connection, this would never have been possible. The support and encouragement from the Alignment Nashville community has been amazing, and we are so excited about the possibilities that this can have for our students, our families, and the entire Bay County community."

-Ann Leonard, CTE Director, Bay District Schools



"Our new lead teacher has completely revamped the Agriculture and **Environmental Resources Academy. The** writing her students do in this program is amazing-real-world application of skills needed when they graduate. I asked the students one day what the academy classes were preparing them for, and they said, 'Medicine, vet school, farming, anything we want to become!""

-Jeannie Williams, Literacy Coach, Bay District Schools



ADDITIONAL 2014 HIGHLIGHTS

- Added another Middle School Microsoft Academy program
- Added an IT/Cyber Security Academy at Mosley High School
- CTE Director began serving on the NorthWest Florida Manufacturing Council Academy Task Force in June
- Held the first Governing Board meeting of Bay Alignment in October (as part of our effort to become an Alignment USA community, with help from Alignment Nashville)
- Continued to increase the number of industry certifications earned by students, up from 61 in 2010-2011 to 478 in 2013-2014

LEADERSHIP

Bill Husfelt

Superintendent, Bay District Schools

Kim Bodine

Executive Director, CareerSource Gulf Coast

John Holdnak, Ph.D.

President, Gulf Coast State College

Ann Leonard

Career Technical Education (CTE) Director, Bay District Schools

PARTNERSHIPS

Key partners include the following:

Gulf Coast State College CareerSource Gulf Coast Innovations Credit Union **Bay County Chamber of Commerce** Panama City Beach Chamber of Commerce

Merrick Industries

Partners are actively involved on advisory boards that support classroom teachers and district programs. Partners provide student and teacher tours of local businesses, serve as guest speakers in the classroom, and lead student activities.

The advisory boards are chaired by the following individuals:

Pam Fleege, Early Education and Care Denise Crider, Gulf Coast State College Pamela Kidwell, Business Innovation Center Shane Adams, Grand Floridian Builders Kristi Yanchis, Florida Fish and Wildlife Service Jim Spring, Tipton, Marler, Garner & Chastain, The CPA Group

WHAT'S NEXT?

Our goals for 2015 include the following:

- Implement a Manufacturing Academy through our participation in the NW Florida Manufacturing Council
- Continue to increase academy enrollment
- Continue to increase the number of industry certifications
- Form an Alignment High School Committee and hold annual retreat focusing on our Ford NGL Master Plan

CLAY COUNTY, FLORIDA

WHO WE ARE

Located in Northeast Florida adjacent to the city of Jacksonville, Clay County was designated a Ford NGL community in 2013. This is an exciting time for our students and our school district. During the 2014–2015 school year, the School District of Clay County initiated a transformation of our academies. We are currently in the first year of wall-to-wall academy implementation. This school year, all Clay County freshmen (ninth-graders) began their high school experience in an academy of their choice. In 2015–2016, the academies will add sophomores, then juniors the following year, and seniors the year after that. Our goal is for our students to be college and career ready when they graduate from high school, armed with the 21st century skills that will better allow them to be successful in their journeys through life.

HOW OUR COMMUNITY INSPIRES OTHERS

We are very excited about our wall-to-wall transformation and believe it will help to create better, more successful students. As we work through the challenges and begin to experience the true successes, we look forward to helping other communities in their transformation processes.

HOW FORD NGL BENEFITS OUR COMMUNITY

One of the greatest benefits of Ford NGL is the collaboration this network has made possible. Other network communities



AT A GLANCE

2,910

high school students (of 11,393 in the district) are enrolled in career academies.

All students will ultimately be part of an academy, starting with the ninth-graders this year. We will add a grade level each year until we are four years out and fully implemented with wall-to-wall academies.







Charlie Van Zant, Superintendent, Clay County Schools



Chereese Stewart, Director of Career and Technical Education, Clay County Schools

have been extremely helpful in sharing information and assisting us in solving some of the challenges we have experienced in our transformation process.

One of the greatest challenges in our transition to wall-to-wall academies has been working within the constraints of our six-period traditional school day to cohort students and create valuable small learning communities. We have been fortunate to be able to reach out to other communities in the Ford NGL network and to the Ford NGL National Team to help us address these challenges. The network has been a huge part of our success with the transformation process.

2014 HIGHLIGHTS

- Began implementation of a wall-to-wall academy system
- Held Academy Expo events at each high school
- Incorporated our Economic Development Council into our academy partnership
- Conducted meaningful professional development for academy teams

WHAT'S NEXT?

Clay County's goals for 2015 include the following:

- Create additional partnerships
- Create more internships, externships, and career-shadowing
- Initiate a district-wide career expo for eighth-graders to attend before they select an academy
- Strengthen advisory councils for each academy
- Launch a CEO advisory board

LEADERSHIP

Charlie Van Zant

Superintendent, Clay County Schools

Diane Kornegay

Assistant Superintendent of Instruction, Clay County Schools

Chereese Stewart

Director of Career and Technical Education, Clay County Schools

Alice Paulk

Supervisor of Career and Technical Education, Clay County Schools

Dr. Emily Weiskopf

Pragmatic Works

Director of Professional Development, Clay County Schools

PARTNERSHIPS

Business and industry partners include the following:

VyStar Credit Union Orange Park Medical Center Clay County Chamber of Commerce Haskell, Inc. St. Johns River State College Golden Corral Florida State College of Jacksonville St. Vincent's Medical Center Clay County

Clay County's partners serve as an integral part of our academies' success. For example:

- VyStar Credit Union currently has credit unions within two of our high schools, and, in partnership with the School District of Clay County, will add a third credit union at another high school for the 2016-2017 school year. The partnership with VyStar is an example of business partners getting involved in the process of better educating our students and truly making a difference in their lives.
- Our partnership with Pragmatic Works, a local IT company that focuses primarily on programming, has allowed us to offer the Pragmatic Works School of Programing within our VITAL academy at Middleburg High School. This unique program enables students to take dual enrollment courses through St. Johns River State College. Pragmatic Works pays for the professor (who comes to the high school campus to teach the students), books, software, and any other costs involved in offering this program. Participating students who are interested in a career in IT can acquire up to 12 college credits.

COACHELLA VALLEY, CALIFORNIA

WHO WE ARE

The Coachella Valley, located in southern California, two hours east of Los Angeles, is an international resort destination and home to 425,000 permanent residents and 1.6 million visitors each year. It is an area of tremendous wealth juxtaposed with extreme poverty, where 36% of children under 18 live in poverty and three out of four are eligible for free or reduced-price lunch.

The Coachella Valley Economic Partnership (CVEP) is a 501(c)(3)nonprofit organization that partners with the region's three K-12 school districts, nine cities, county government, four postsecondary institutions, and more than 300 civic, business, and education leaders to ensure that local students graduate from high school with career awareness and college aptitude so that they have the tools to secure meaningful jobs and thrive. The Partnership views educational attainment as critical to the long-term economic success of the region and, most importantly, the lives and future success of its children.

CVEP Workforce Excellence is a comprehensive pipeline strategy designed to raise the intellectual capital and workforce capacity of the region by aligning the community's education and workforce and economic development efforts. Using the Alignment USA collective impact model, CVEP serves as the convening organization to drive a collective, regional process for implementation of the Coachella Valley Regional Plan for College and Career Readiness (our Ford NGL Master Plan), assuring alignment of activities with workforce needs, economic development targets, and effective monitoring of progress outcomes. The plan integrates both the Ford NGL framework and the Linked Learning approach.

CVEP also facilitates a regional scholarship, leadership, and student support network in partnership with the College Futures Foundation (CFF, formerly the College Access Foundation of California), leveraging CFF's annual \$1 million investment with \$500,000 in matching funds from more than 20 local partners to award \$1.5 million annually to 350 undergraduate students.

HOW OUR COMMUNITY INSPIRES OTHERS

The Coachella Valley brings 10 years of experience as a regional intermediary, facilitating a multi-district, multi-partner, inter-segmental education and economic and workforce development initiative to the Ford NGL network. Our experience as the convening organization, with the governance structure to advance implementation of the Coachella Valley Regional Plan for College and Career Readiness,

AT A GLANCE

The Palm Springs, Coachella Valley, and Desert Sands Unified School Districts have collectively increased the number of high school career academies from 5 to 18, serving approximately 850 students in 2005 and 2,750 students in 2014. This comprises 50% of all career academies in Riverside County.

50% IN 2013 TO 64% IN 2014

increase in Regional FAFSA (Free Application for Federal Student Aid) completion rates

"Because of the Ford partnership that began in 2006, the Regional Plan for College and Career Readiness in the Coachella Valley has grown to impact hundreds of students that may never have had an opportunity to advance their educational future. This partnership helped to frame how the community educates its students and has created awareness within the business community of how they can become more engaged in the future of our students."

-Deborah McGarrey, Public Affairs Manager, Southern California Gas Company; Co-Chair, CVEP Business Engagement Committee

and our deep experience in Ford NGL Strand 3 around business partner engagement are both resources for the Ford NGL network.

Our innovations specific to Ford NGL Strand 3 include developing, aligning, and sustaining regional business, education, and civic partner engagement and outcomes-driven collaboration for K-20 college and career pipeline programs. Specific innovations include a proven model for regional industry council facilitation, development of a multi-partner scholarship and student support network that serves 350 students and awards \$1.5M annually, and regional alignment of FAFSA and financial aid efforts. The region is also developing innovations in business engagement in support of K-20 career programs, including job shadowing, mentoring, and internship and externship activities.

An example of program innovation is the Emerging Health Professionals (EHP) Work Group. The EHP is a Work Group of the CVEP Healthcare Industry Council, led by undergraduate health science students from the Coachella Valley. The Work Group brings together student leaders from the six high school health academies in the region, infusing a youth voice into workforce decisions, connecting students to health professionals as mentors, and providing valuable, real-world experience for students within their own community to develop networking and leadership skills. EHP students provide regular input into council decisions regarding advocacy and youth programs. They also develop and plan the region's only health conference for high school students, providing younger students with invaluable information on social determinants of health, careers, colleges, and scholarships, and offering opportunities for interaction with local healthcare professionals.

"We are so fortunate in the Coachella Valley that the Ford Motor Company Fund, through some of the company's most difficult times financially, was able to maintain the vision of investing in developing a 'home grown' workforce that can adapt and thrive in this 21st-century economy. Ford NGL has been the catalyst, bringing education into the limelight-emphasizing the importance of contextualized learning and including other stakeholders, such as the Riverside County Workforce Investment Board and our local business, as key partners. Trained as an educator, I personally look forward to the next step when all teacher training programs incorporate this as a standard methodology."

-Wendy Frederick, Eastern Regional Manager, Riverside County Workforce Development

HOW FORD NGL BENEFITS OUR COMMUNITY

Effectively managing communications, agendas, and activity data for multiple committees who engage several hundred partners is a major challenge. Through the Ford NGL network, the Coachella Valley connected to Alignment Nashville and formed a partnership to become one of six initial Alignment USA communities. This partnership is connecting the Alignment USA principles, process, structure, and Web portal technology to our work. As a result, committee communications and program activity will be streamlined and outcomes data captured as work is completed.



Kenneth Young, Superintendent, Riverside County Office of Education



Dr. Christine Anderson, Superintendent, Palm Springs **Unified School District**

2014 HIGHLIGHTS

The Coachella Valley was selected as a Lumina Goal 2025 Community and is now one of 75 communities across the country advancing the Lumina Foundation's community-based postsecondary education attainment strategy, with the goal that 65% of Americans will hold a high-quality degree, certificate, or credential by 2025. This leadership designation connects the Coachella Valley to significant technical and planning assistance, data tools, and funding, which will allow the area to augment our Coachella Valley Regional Plan for College and Career Readiness to include postsecondary attainment goals for local students.

"My experience at the Ford NGL national conference was by far one of the best experiences I've had in high school, and I can't wait to meet the student team again!"

-Donielle Gerrell, academy student, Coachella Valley, California

Donielle Gerrell, a senior in Cathedral City High School's Digital Arts and Technology Academy, was selected to attend the Ford NGL Power of the Network conference in Louisville, Kentucky, October 7-9, as part of a 10-student national leadership delegation representing Ford NGL Communities across the country. As part of this opportunity, Donielle and the other students collaborated with the Ford NGL National Team to design and lead all conference plenary and breakout sessions, including introducing and interviewing keynote speaker Marshall Goldsmith. The students also shared their academy experiences in several breakout sessions.

COACHELLA VALLEY, CALIFORNIA

PARTNERSHIPS

Key partners include the following:

Bob Kambe

Director of Business Development, AVID Physical Therapy; CVEP Business Engagement Committee

Catalina Cifuentes

School Counselor Coordinator, Riverside County Office of Education

Mike Barney

Director, Riverside County Office of Education

Ron Vito

Executive Director, Riverside County Office of Education

George Puddephatt

Development Specialist, Riverside County Economic Development Agency/ Workforce Development

Wendy Frederick

Eastern Regional Manager, Riverside County Economic Development Agency/Workforce Development

College Futures Foundation

The James Irvine Foundation

Desert Regional Medical Center

Eisenhower Medical Center

John F. Kennedy Memorial Medical Center

Desert Healthcare District

The Lumina Foundation

CVEP partners provide support for our schools in a variety of ways, for example:

During school year 2013–2014, 426 business professionals from 145 organizations volunteered 24,564 hours to support 2,662 career pathways students. The in-kind value of business partner volunteer time was \$1,793,775.

Since 2009, CVEP and 22 matching partners have provided a combined 1,850 scholarship awards to low-income students, totaling \$8.8 million. The partners have aligned scholarship-giving criteria, systematic student support services, and business engagement to ensure student success. CVEP/Matching Partner scholarship students persist in college at a higher rate than the local student population (91% for scholarship recipients vs. 83% for non-scholarship students in the class of 2011).



Nine industry leaders volunteer on CVEP's Business Engagement Committee and serve as community champions for the Coachella Valley Regional Plan for College and Career Readiness. In 2014, the committee developed a multimedia outreach program to secure broader business partner engagement in K–12 career pathway programs.

RESULTS

Graduation rate:

District-wide: 82%

Career academy students: 98%

Percentage of graduating students who go to college the year after high school:

District-wide: 53%

Career academy students: 89%



Dr. Gary Rutherford, **Superintendent of Desert Sands Unified School District**



Dr. Darryl Adams, Superintendent of Coachella Valley Unified School District

WHAT'S NEXT?

Our goals for 2015 include the following:

- Fully launch the Alignment Coachella Valley Web portal and use the Alignment USA tactical planning framework for all CVEP Workforce Excellence Committees
- Support all three school districts in their work toward engaging 30% of high school students in career academies, including the Coachella Valley Unified School District, which is implementing wall-to-wall career academies for all 5,200 high school students
- Establish common goals and tactics to increase college/post-high school completion aligned with career academy expansion and workforce demand
- Solidify the regional structure for sustained Linked Learning implementation in career pathways, including a system to streamline and optimize business engagement

Other key members of our community's leadership team include the following:

Dr. Christine Anderson

Superintendent, Palm Springs Unified School District

Dr. Darryl Adams

Superintendent, Coachella Valley Unified School District

Kenneth Young

Superintendent, Riverside County Office of Education

Dr. Joel Kinnamon

President, College of the Desert

Dr. Tomás D. Morales

President, California State University, San Bernardino

Kim A. Wilcox

Chancellor, University of California, Riverside

Cynthia Flores

Campus Director, Brandman University



Sheila Thornton, Vice President, Workforce Excellence, CVEP

LEADERSHIP

Ioe Wallace

Interim CEO and Chief Innovation Officer, CVEP

Rick Axelrod

President/CEO, Lifestream; CVEP Board Chair

Dr. Gary Rutherford

Superintendent, Desert Sands Unified School District; CVEP Workforce Excellence Oversight Committee Co-Chair

Chief Planning & Development Officer, Agua Caliente Band of Cahuilla Indians; CVEP Workforce Excellence Oversight Committee Co-Chair

Patrick Swarthout

Public Affairs Manager, Imperial Irrigation District; CVEP Business Engagement Committee Co-Chair

Deborah McGarrey

Public Affairs Manager, Southern California Gas Company; CVEP Business Engagement Committee Co-Chair

Dr. Sharon Brown-Welty

Dean, California State University, San Bernardino; Chair, CVEP College Completion Committee

Daniel Martinez

Director of Institutional Research, College of the Desert; Co-Chair, CVEP Data Committee

Dr. Muriel Lopez-Wagner

Director of Institutional Research, California State University, San Bernardino; Co-Chair, CVEP Data Committee

Dr. Mike Swize

Assistant Superintendent, Palm Springs Unified School District; Chair, CVEP Education Engagement Committee

Community member; Chair, CVEP Financial Aid Committee

Keith Jepsen

Community member; CVEP Financial Aid Committee

Larry McLaughlin

Deputy Sector Navigator for Advanced Transportation and Renewables, College of the Desert; CVEP Advanced Technology Industry Council Coordinator

Karen Stewart

Director of Nursing Education, Eisenhower Medical Center; Chair, CVEP Nurse Workgroup

Sheila Thornton

Vice President, Workforce Excellence, CVEP

Kim McNulty

Executive Director, Next Generation Learning, CVEP; Ford NGL Community Coordinator

Ernie Rios

Executive Director of Scholarships, CVEP

Donna Sturgeon

Director of Work-Based Learning, CVEP

Beth Bentley

Director of Research, CVEP

Jacqui Tricco

Industry Council Coordinator, CVEP

Cristina Gregorio

Student Services Coordinator, CVEP

Oscar Fonseca

Mentors Advising Students Coordinator, CVEP

Roula Roe

Operations Development Coordinator, CVEP

EFFINGHAM, GEORGIA

WHO WE ARE

Effingham County Schools, the 32nd-largest of 180 public school systems in Georgia, exceeds the state average performance on most state assessments and is viewed as a leader in student achievement.

The Effingham College & Career Academy (ECCA) was the first in Georgia to complete a Ford NGL Master Plan. ECCA serves approximately 550 students from Effingham County High School and South Effingham High School. Effingham County Schools offer 23 career pathways, ranging from Cosmetology to Law and Justice. Programs of study under Career, Technical, and Agricultural Education (CTAE) are designed to support students' success by providing classroom and hands-on labs, Career Technical Student Organizations, college classes, and on-the-job experiences. The 23 career pathways available to Effingham County students are designed and updated on an ongoing basis. The CTAE program provides student certification or credentialing opportunities in seven industry-certified career pathways.

HOW OUR COMMUNITY INSPIRES OTHERS

Among Effingham's initiatives and accomplishments in 2014 were the following, which may be of special interest to others:

- Initiated our first summer TIE externship program, with a focus on Web design and programming
- Initiated a new Chamber of Commerce Workforce Development Committee to coordinate and plan efforts to address local and regional workforce and education needs
- Hosted the first Effingham County Chamber of Commerce Job Fair at the ECCA
- Increased student memberships in SkillsUSA to more than 150 at the ECCA

HOW FORD NGL BENEFITS OUR COMMUNITY

The Ford NGL methodology and structure for developing a Master Plan helped us through the process and enabled us to achieve collaboration among our stakeholders.

2014 HIGHLIGHTS

- Drew on more local industry-specific guest speakers and field trips on a regular basis as a resource to help build student interest in specific courses
- Continued expansion of our CTAE Advisory Councils, with more members and greater attendance from business and industry representatives
- Hosted a record number of business and community events, many of which were catered by our Culinary Arts students
- Upon requests from the Effingham Industrial Development Authority, hosted visits to ECCA for industry representatives who are considering locating future facilities and industrial operations in Effingham County and are particularly interested in the rigor and relevance of our career programs
- Added a Web and Digital Design program to the ECCA career pathways available to students
- Hosted the first Effingham Chamber of Commerce Job Fair
- Hosted a job-recruitment day for IKEA
- Began exploring the idea of adding STEM classes to the ECCA

WHAT'S NEXT?

Our goals for 2015 are as follows:

- Offer two new dual enrollment programs that will allow students to earn a Technical Certificate of Credit in Aircraft Assembly and Criminal Justice through Savannah Technical College
- Add career programs in Exercise Physiology and Sports
- Continue to seek partnerships with new businesses and industry representatives as the Effingham community grows
- Continue to evaluate our Master Plan and implement all the initiatives for Year 2



Dr. Randy Shearouse, Superintendent, Effingham **County Schools**

LEADERSHIP

Dr. Randy Shearouse

Superintendent, Effingham County Schools

Travis Nesmith

Director of High School Programs, ECCA and CTAE Coordinator, Effingham County Schools

Dr. Barbara Prosser

CEO, ECCA

Carrie Thompson

Public Affairs Manager, Georgia-Pacific Savannah River Mill

PARTNERSHIPS

Our postsecondary partners are Savannah Technical College, Armstrong State University, Georgia Southern University, Savannah State University, and Georgia Institute of Technology.

Our business and industry partners include the following:

Georgia-Pacific

Georgia Power

CST Covers, Inc.

Edwards Interiors, Inc.

Home Depot Distribution Center

Georgia Ports Authority

Port City Logistics

Marchese Construction, Inc.

IKEA

JCB Manufacturing, Inc.

Gulfstream

Moon River Studios

Effingham Industrial Development Authority

Our business, industry, and postsecondary partners provide student internship opportunities, field trips, and classroom guest speakers. During the past two years, our students have had the opportunity to visit manufacturing and other industries throughout our community. Our partners have hosted live-work competitions, sponsored our "Teachers in Industry Externship" (TIE) program, and participated in Career Fairs.

ELK GROVE, CALIFORNIA

WHO WE ARE

Elk Grove, the first city to incorporate in California during the 21st century, has a population of 160,688. Of those residents, approximately 30.8 percent are school-aged. Elk Grove is part of Sacramento County, which had its start in agriculture and once provided a home base for miners during the California Gold Rush. Today the Sacramento region is a leader in the 21st century economy, with continual progress in advanced manufacturing, agriculture and food production, clean energy technology, information and communications technology, life sciences, and health service industries.

More than 55% of students in the Elk Grove Unified School District (EGUSD) qualify for free or reduced-price lunch. The district covers 320 square miles and serves more than 62,499 students in 65 schools in three cities and a large unincorporated part of the county. EGUSD is projected to add as many as 54 new schools and nearly 50,000 students over the next 20 years.

In the early 2000s, EGUSD was the fastest-growing school district in the nation, and it has one of the most diverse student bodies; 26% of students are Latino, 22.6% are white, 21.8% are Asian, 14.7% are African American, 5.2% are Filipino, 1.7% are Pacific Islander, .7% are American Indian, and 7.5% either have multiple ethnicities or were not identified. Eighty-eight languages are spoken among the families in the district.

EGUSD is a top-performing district, recognized throughout California and the nation as a leader in progressive education. EGUSD schools focus on meeting the needs of each child, including college and career preparation, wellness, and safety. Academic achievement takes place through classes that are rigorous and relevant and build strong relationships.

HOW OUR COMMUNITY INSPIRES OTHERS

In March 2014, EGUSD, in conjunction with Sacramento City Unified School District and Sacramento Employment and Training Agency, was awarded a \$6 million California Career Pathways Trust (CCPT) grant. The purpose of the CCPT is to support career pathway programs, strengthen K-14 alignment, and build a scalable work-based learning infrastructure. With the award, Capital Academies and Pathways program was formed. The unprecedented partnership will prepare Sacramento and Elk Grove students for postsecondary training and careers in regional high-demand fields. The project will increase the capacity and sustainability of EGUSD's career pathway programs by investing deeply in professional development and coaching for pathway teachers, expanding work-based learning opportunities for students, and strengthening engagement of employer and postsecondary partners.

AT A GLANCE

career academies in EGUSD, 15 of which are affiliated with the state-supported California Partnership Academy program.

Each of the district's nine comprehensive high schools hosts at least one academy.

HOW FORD NGL BENEFITS OUR COMMUNITY

With the guidance of the Ford NGL network, Elk Grove was able to develop a draft Ford NGL Community Master Plan that provided a roadmap to systematizing and sustaining a "Linked Learning," or career academy/pathway, approach as a strategy to prepare students for college and career success. It was natural for EGUSD to look to Ford NGL for guidance in the development of the draft Master Plan, as the district has partnered with Ford NGL since 2007, beginning as a Hub, or regional training center, for the Ford Partnership for Advanced Studies (Ford PAS) curriculum. EGUSD's Linked Learning process gained momentum in January of 2012, when EGUSD was awarded a California Assembly Bill 790 planning grant for the specific purpose of implementing a Linked Learning program.

2014 HIGHLIGHTS

- EGUSD received a \$50,000 Specialized Secondary Programs planning grant for the Digital Media Academy at Pleasant Grove High School. The grant will be used to help design a project-based, multidisciplinary learning environment to help students develop real-world, 21st century skills.
- EGUSD, Los Rios Community College/Cosumnes River, and California State University, Sacramento, signed an agreement to develop a seamless transition from high school to college and
- Sheldon High School (and its ARTSwork Pathway) was selected as one of seven CTE Model Demonstration Sites by the California Department of Education for the Arts, Media, and Entertainment Industry Sector.
- Laguna Creek High School's Green Energy Technology Academy received top awards at the Third Annual Northern California Solar Regatta, sponsored by the Sacramento Municipal Utilities Agency, and competed in an international solar regatta in Monaco.

"Our partners provide us with excellent resources that support our efforts to sustain growth and build talent-making sure all students are challenged and realize their potential."

-Christopher Hoffman, Superintendent, EGUSD

- The Culinary Arts Academy students at Cosumnes Oaks High School put their skills to good use by cooking full-course meals for the 90 residents of the St. John's Shelter for Women and Children.
- Cosumnes Oaks High School's rHouse project—a classroom in the form of a house built to demonstrate sustainable residential construction techniques and energy-saving practices—qualified to receive the LEED (Leadership in Energy and Environmental Design) for Homes Platinum Certification.
- Franklin High School teacher Michael Steele received the NextEd 2014 Pupils' Choice Award for STEM Teacher of the Year. The Design and Technology Academy of Monterey Trail High School (MTHS) received the Academy Program of the Year award, and MTHS's Hanh Tran was honored as the Academy Counselor of
- Florin High School's AgTech Pathway was selected to participate in the Enhancing Diversity in Agriculture Education program by the National FFA Foundation and Toyota Motor Sales U.S.A., Inc.

PARTNERS

During 2014, EGUSD formed a community stakeholder committee comprising more than 100 community members, each of whom was instrumental in identifying what a high school graduate from Elk Grove needs to know and be able to do to be successful in postsecondary education and careers. From this work, the committee developed EGUSD's Graduate Profile, which describes the characteristics of an Elk Grove graduate. The committee also completed a Needs and Capacity Assessment to identify areas of growth and to prioritize next steps in order to achieve desired outcomes pertaining to student readiness for college, careers, and life. This work resulted in the development of a draft two-year tactical plan and a five-year Ford NGL Community Master Plan, which is currently under consideration by the district for approval.

Within the regional community, EGUSD has developed an agreement with Los Rios Community College (the parent district of Cosumnes River College) and California State University, Sacramento, with the intent of enhancing transitions from high school to college to career. EGUSD also executed agreements with the local workforce investment board, Sacramento Employment and Training Agency, and employer intermediary, NextEd, to support its implementation of a California Career Pathway Trust grant, described below.

LEADERSHIP

Christopher Hoffman

Superintendent, EGUSD (joined the district following the retirement of Dr. Steven M. Ladd as superintendent at the beginning of the 2014–2015 school

Christina Penna

Associate Superintendent/Secondary Education, EGUSD

Kathy Hamilton

Director, College and Career Options, EGUSD

Program Specialist, College and Career Options; Ford NGL Community Coordinator

Rick Larkey

Director of Workforce Development, North State Building Industry Association

Angela Perry

President and CEO, Elk Grove Chamber of Commerce

PARTNERSHIPS

Key business and industry partners include the following:

Dean, Career and Technology Department, Cosumnes River College

Brian Broadway

Business and Community Liaison, Sacramento Jobs Corps

Deborah Travis

former President, Cosumnes River College (now retired)

Heather Peters

Site Supervisor OB/GYN, Sutter Health

Associate Vice President of Instruction, Cosumnes River College

Work Force Development, Elk Grove Chamber of Commerce

Joanne Smith

Workability, Elk Grove Unified School District

Keaton Riley

Office of Congressman Ami Bera

Lt. Lorna Mae Devera

Lieutenant, United States Navy

Pat Braziel

Office of Don Nottoli, Sacramento County Supervisor

Paula Maita

Owner, Paula Maita & Company

Sonia Ortiz-Mercado

Director of State and Federal Relations, California State University, Sacramento

Susan Wheeler

Workforce Planning and Education Relations Strategist, Sacramento Municipal Utility District

Terri Carpenter

Workforce Development Manager, Sacramento Employment and Training Agency

RESULTS

	All Secondary		Academy Only		Non-Academy Only	
	2012-2013 (n=19,188)	2013-2014 (n=19,309)	2012-2013 (n=3,632)	2013-2014 (n=3,603)	2012-2013 (n=15,556)	2013-2014 (n=15,706)
GPA	2.70	2.73	2.98	2.99	2.64	2.67
CAHSEE* passing (first attempt)	64%	66%	70%	73%	62%	65%
Graduation rate	92%	94%	98%	99%	90%	92%
A-G Course completion	47%	53%	67%	69%	43%	50%
Attendance	95%	96%	96%	97%	95%	95%

^{*}California High School Exit Examination

WHAT'S NEXT?

As identified in its draft Ford NGL Community Master Plan, EGUSD has the following longterm desired outcomes:

- Maintenance of a community stakeholder group that includes local industry, education, and civic partners
- Increased community partnerships through outreach to business, community, and civic organizations to guide education and prepare the future workforce
- A Board-approved Graduate Profile with measurable benchmarks to evaluate student progress toward college, careers, and community readiness



- A Linked Learning Communication Plan
- A regional and local communication plan ensuring that faculty, staff, and administrators have a shared understanding around implementing career academy/pathway programs
- Parents who are informed about high school academic and career expectations for success
- The capacity to serve at least 35% of EGUSD high school students via a career academy/pathway program
- Programs of study in career academies/pathways aligned to the EGUSD Graduate Profile, postsecondary requirements, and

- industry needs and standards
- Access to data reported through EGUSD's student information system for timely information about students' Graduate Profile outcomes



- Participation of Linked Learning academy/pathway staff in professional development focusing on the development and implementation of rigorous, relevant, and diverse cross-curricular, project-based learning for all students
- Equitable access to academies for all students, including English language learners, students with disabilities, honors students, youth in foster care, and youth from low-income families
- Courses that provide opportunities for middle school students to earn high school credit
- A system of seamless transitions to postsecondary endeavors without the need for remediation
- Establishment of a district-wide (K-12) career exploration program
- Increased opportunities for students to earn college credits while in high school
- Ongoing and dedicated funding included in the district's Local Control Funding Formula and Local Control Accountability Plan for staff and for other costs to support academy/pathway programs

FLOYD COUNTY, GEORGIA

WHO WE ARE

Floyd County Schools College and Career Academy serves students from four high schools within the county (Armuchee High, Coosa High, Pepperell High, and Model High) and offers 22 career pathways. We have dual enrollment programs with Georgia Northwestern Technical College and Georgia Highlands College.

2014 HIGHLIGHTS

As a new Ford NGL community, Floyd County is developing strategies to implement our Ford NGL Master Plan. Initiatives in 2014 included the following:

- Promoting the College and Career Academy and CTAE by sharing the Master Plan with our stakeholders, including the Board of Education, Chamber of Commerce, and Industrial Development Authority leadership; school staff; business and industry partners; parents; community organizations; and local media representatives.
- Floyd County Schools College and Career Academy was named one of the top five College and Career Academies in the state by Lt. Governor Casey Cagle.
- A Floyd teacher was named as one of seven Georgia winners of the 2014 Governor Nathan Deal Innovation in Teaching Award.
- Floyd County Schools College and Career Academy was nominated by Greater Rome Chamber of Commerce as STEM School of the Year in the State of Georgia.



AT A GLANCE

students from four high schools are served by the College and Career Academy.

The College and Career Academy hosts tours for all students interested in attending. Students in grades 4, 7, and 9 also tour the academy and learn about pathways.

99% of academy students complete a Career, Technical, and Agricultural Education (CTAE) Pathway at the College and Career Academy (compared to 86.9% of students in the Floyd County School System).

19 career pathways are offered:

Plant and Landscape Systems

Horticulture Mechanical

Carpentry

Electrical

Welding

Sheet Metal

Therapeutic Services/Patient Care

Therapeutic Services/Allied Health and Medicine

Therapeutic Services/Sports Medicine

Networking

Engineering and Technology

Mechatronics

Law Enforcement Services/Forensic Science

Agricultural Mechanics Systems

Graphics Communications

Graphic Design

Teaching as a Profession

Cosmetology

Information Support and Services

Certifications are offered in Welding, Construction, Cisco Networking, BIT-CHS, and Marketing. Additional certifications projected to be offered by 2016 include Business and Computer Science, Engineering, and Graphic Communications.

INNOVATION IN TEACHING **AWARD WINNER**

Math teacher Brian Swanagan's parabola-building project, designed to show students a true application of math concepts, was selected as one of seven winners of Governor Nathan Deal's 2014 Innovation in Teaching Competition. Working with metals teacher Chesley Chambers at the College and Career Academy, Swanagan's goal was to make the math project real for students.



A parabola is a symmetrical plane curve that forms when a cone intersects with a plane parallel to its side. The parabola's mathematical dimensions were determined by Swanagan's students and then built by students in Chambers' metals class. The teamwork between the two groups combined theory with hands-on practical application to allow an abstract math concept to leap off the page. Students were able to use the parabola as a heat source by focusing light. They also found that it could capture sound and allow music on a cell phone to be heard at great distances. The students were even able to construct a hot dog cooker that roasted hot dogs with just the use of the sun's rays.

"This allows math to come to life for my students," says Swanagan. "The parabola project lets students see how you can actually use math concepts instead of just working with numbers or equations on paper." Chambers adds, "This also brings to light the importance of taking higher-level math for my students and shows them the necessity of being focused in their academic classes."

Before adding academic classes this year, the College and Career Academy had operated for many years as a technical program where students were required to use their knowledge in robotics, construction, metal work, and other technical fields. However, without academic classes

at the school, there was no clear connection between these practical applications and the theory behind them. "With math and science classes now on campus, our academic teachers can work with the career technical teachers to help students better understand application of theories learned in the classroom. In comparison, the technical students retain learned information at a higher rate as they apply the real-world concepts in the classroom," says Eric Waters, CEO of the College and Career Academy. "This is helping students to see how concepts they learn in the classroom will be used in their lives after graduation."

As part of the award, Georgia Public Broadcasting will film at the College and Career Academy before the end of the 2014-2015 school year to document the innovation. Swanagan's class, teaching strategies, and team approach with technical programs at the school will be made available through the resulting video to educators, parents, and institutions of higher learning across the state.

WHAT'S NEXT

Our goals for 2015 are as follows:

- Provide students with access to learning in settings that emphasize the Ford NGL Learning Pillars of critical thinking, problem-solving, teamwork, and communication
- Promote and advertise college and career readiness to all students
- Promote recognition for students who successfully earn industry certifications, publicizing their successes through e-mails, websites, newspapers, and other media
- Increase student enrollment in CTAE courses
- Increase dual enrollment opportunities for students
- Increase the graduation rate and maintain it at 90% or higher
- Increase student success in End of Pathway Industry Credentialing
- Meet or exceed Perkins Core Indicators
- Develop an online pathway survey that is available to students on our website
- Strengthen CTAE teacher development and support, and increase teacher retention
- Work with the Chamber of Commerce's education and workforce collaborative groups to develop long-term collaboration opportunities and ensure that new businesses in the community become engaged in Floyd County Ford NGL Community efforts







CCA Board of Directors

LEADERSHIP

Dr. Jeff McDaniel

Superintendent, Floyd County Schools

Eric Waters

CEO and Principal, Floyd County Schools College and Career Academy

Al Hodge

President and CEO, Greater Rome Chamber of Commerce

David Johnson

President, United Community Bank, and Chairman, Floyd County Board of Education

Frank Pinson

Technical College System of Georgia

Martin Rhiner

Chair, Strand 1, Brugg Cables

Dan Sweitzer

Chair, Strand 2, Floyd Medical Center

Ashley Koby

Chair, Strand 3, Georgia Power Company

Dr. Renva Watterson

President, Georgia Highlands College

Carol Dugger

High School Initiatives Coordinator, Georgia Northwestern Technical College

David Newby

Division President, Profile Customs Extrusion

Patsy Adams

Human Resources Director, Redmond Regional Medical Center

Chris Carey

President, Logical Systems

Michael McCary

COO, Watters & Associates

J. R. Davis

Executive Director, Boys and Girls Clubs

PARTNERSHIPS

Key partners include the following:

Berry College

Blue Ridge AHEC

The Brewhouse

Chic-fil-A Dwarf House

CiCi's Pizza

Communities in Schools of Rome-Floyd County, Inc.

F & P Manufacturing

Floyd Medical Center

Georgia Highlands College

Georgia Northwestern Technical College

Georgia Power

Golden Living

Goodwill of North Georgia

Greater Rome Chamber of Commerce

Harbin Clinic

Harvest Moon

K-Mart

MCA

North West Georgia Credit Union

Oglethorpe Power

Redmond Regional Medical Center

Rome Floyd Chamber of Commerce

Rome Seven Hills Rotary

SHRM

T.J. Maxx

Vend Service Incorporated

Walgreens

Winthrop Academy

LEE COUNTY, FLORIDA

WHO WE ARE

Lee County is proud to offer multiple career academies in each of our 13 high schools. Career academies use an informed, interactive teaching and learning process that provides a variety of opportunities for students to develop and apply knowledge. Our schools prepare students both for postsecondary education and to become highly productive members of the workforce. The learning community is maintained through a collaboration of school and district staff and community business partners. All stakeholders are engaged in aligning education and workforce priorities.

HOW OUR COMMUNITY INSPIRES OTHERS

STEM@Work

Each of our 13 high schools participated in STEM@Work, an initiative that introduces high school students to careers in science, technology, engineering, and math (STEM) available in Southwest Florida. Through the STEM@Work program, students gain a broad perspective on local STEM career opportunities and identify the



Lee County STEM Team

appropriate education and skills required for their desired field. This vision is shared between The Foundation for Lee County Public Schools, the Career & Technical Education Department of the Lee County School District, and area business partners, as they seek to build a sustainable and diverse workforce for the future. School teams visit one local business per month. Businesses and schools are paired based on the students' specific interests and career academies available at the school. STEM@Work business partners do a remarkable job of planning hands-on activities to engage students for a full- or half-day immersion experience. The highlight of the 2014 STEM@ Work event was a challenge to students to design and build a roller coaster using only the materials provided.

AT A GLANCE

13,065

district high school students (out of 22,741) participate in career academies

Academies include Veterinary Science, Information Technology, Building Construction, Automotive Technology, Engineering, Drafting, Culinary Arts, Programming, Networking, Graphic Design, Marketing, Web Design, Gaming/Animation, TV Production, Early Childhood Education, Public Service Health Sciences, Hospitality and Tourism, Welding, and Finance

industry certifications earned by academy students

Teacher Immersion

The Teacher Immersion program began as a coordinated effort between the Fort Myers Regional Partnership, The Foundation for Lee County Public Schools, and the Career & Technical Education Department of Lee County Public Schools. The program brings STEM instructors from each of Lee County's high schools into the business community for monthly immersion tours. Teachers learn about the companies and industries unique to Lee County, and hear directly from business leaders to understand the skills that are necessary for students to have successful careers. Teachers collaborate to develop lesson plans that convey their field experiences to students across the district.

"EnSite, along with many other community leaders, the School District of Lee County, and The Foundation for Lee County Public Schools, have teamed up . . . to ensure a bright future for our community's youth. Ford Next Generation Learning implements the career academy model that directly improves career development best practices and employer engagement in the community."

-Jonathan Romine, Director of Landscape Architecture, **EnSite Solutions**

HOW FORD NGL BENEFITS OUR COMMUNITY

The greatest challenge our community has faced is the retirement in 2014 of Adult and Career Education Director Sue Roshon, who was a driving force behind Lee County's academies and business partnerships. As we search for a new director, the Ford NGL network has helped us to continue to keep business partners and community leaders engaged with the guiding mission to align education with industry demand for a skilled and relevant local workforce.

2014 HIGHLIGHTS

Fifth Annual Chrysalis Award Recipient

Sue Roshon, Director of Adult and Career Education for Lee County Schools, was honored by the Lee County Visitor & Convention Bureau and the Greater Fort Myers Chamber of Commerce with the Chrysalis Award for Education. The Chrysalis Awards are designed to foster a stronger alliance between the tourism industry and the county's business community. Chrysalis Award nominees were judged on innovation, how they have distinguished themselves in the community, their contributions to business and tourism partnerships for the overall benefit of the county, and their work to foster growth and sustainability. Honorees were recognized for their commitment to excellence in improving community growth and creating job opportunities for the citizens of Lee County.

STEMtastic! Day of Discovery

STEMtastic is a partnership between the Lee County School District, The Foundation for Lee County Public Schools, businesses, and higher education institutions that emphasize $\ensuremath{\mathsf{STEM}}$ skills. Key $\ensuremath{\mathsf{STEM}}$ business partners joined forces with all of Lee County's public schools to create a one-day STEM symposium with demonstrations and hands-on activities to engage learners of all ages.

WHAT'S NEXT?

Our schools are always looking for new programs to engage their students and build a more relevant, hands-on learning environment. Programs are continually growing and morphing according to student interest and industry need. We don't expect our academies to grow significantly, but we do anticipate the steady increase in enrollment we've experienced each year since 2008. We are



Nancy Graham, Ed.D., Superintendent, Lee County **Public Schools**

excited to develop a partnership with the Edison Day of Discovery and City of Fort Myers to expand the annual STEMtastic! event in 2015. Through this partnership, STEMtastic! will be relocated to the Harborside Event Center, in the heart of the Fort Myers River District. Performing acts will join our returning STEM teams for the 2015 event.

LEADERSHIP

Nancy J. Graham, Ed.D.

Superintendent, Lee County Public Schools

Marshall Bower

President and CEO, Foundation for Lee County Public Schools

Sue Roshon

Director, Adult and Career Education, Lee County Public Schools (retired in September 2014)

Jonathan Romine

Director of Landscape Architecture, EnSite Solutions

Gary Griffin

President, B & I Contractors, Inc.

Richard Lewis

Principal Engineer, Conestoga-Rovers & Associates

Robbie Roepstorff

President, Edison National Bank

Jon Cecil

Chief Human Resource Office, Lee Memorial Health System

Executive Vice President and General Manager, Waterman Broadcasting (ABC/NBC)

Tom Mueller

Facility Administrator, Covanta Energy

PARTNERSHIPS

Partners participate in our Ford NGL community by serving on advisory boards, partnering with schools through internship and mentoring programs, and participating in the STEM@Work, Teacher Immersion, Digital Lee, & STEMtastic! initiatives. Our partners include the following:

Athena Mitchell, Office for Explorers & Education, Fort Myers Police

Becky Wolff, Ranger, J.N. Ding Darling Wildlife Refuge

Bill Banfield, Owner, Mermaid Manufacturing

Bob Simpson, President & CEO, Leesar

Chris Spiro, Owner, Spiro & Associates

Dr. Laura Frost, Director, Whitaker Center for STEM Education, Florida Gulf Coast University

Dr. Linda Estep, Director, CROW

Doug Gyure, Vice President, S4J

Dwayne Alton, Director, Lee County Schools IT Department

Gary Griffin, President, B & I Contractors

Jennifer Nelson, Senior Director of Sustainable Operations, Goodwill Joe Padgett, Director, Customer Care Operations, Lee County Electric Cooperative

Jon Cecil, Chief Human Resource Officer, Lee Memorial Health System

Jonathan Romine, Director of Landscape Architecture, EnSite Solutions

Katie Haas, Director of Florida Business Operations, JetBlue RedSox Stadium

Kimberly Presanzano, Area Operations Manager, Century Link

Laura Rhoad, Director of Human Resources, Shaw Development

Matthew Johnson, Director, The Imaginarium

Mike Boose, HR Director, Arthrex

Mitch Ruzek, Program Director, Algenol BioFuels

Peter Anthony, Director of Design, Construction & Development, Selovita

Richard Lewis, Principal Engineer, Conestoga-Rovers & Associates

Sara Stensrud, Human Resources Officer, Chico's FAS

Shelley Allman, Regional Store Manager, Walmart

Steve McQuilkin, Business & Education Editor, News-Press

Steve Pontius, Executive Vice President, Waterman Broadcasting

Tessa LeSage, Lee County Sustainability Coordinator, Complete Streets

Todd Everly, Director, Southwest Florida Public Service Academy

Tom Muller, Facility Administrator, Covanta Energy

Victoria Moreland, Director, Public Affairs, Southwest Florida

International Airport

LOUISVILLE, KENTUCKY

WHO WE ARE

Participating in Ford NGL has been a catalyst for Jefferson County Public Schools (JCPS) to build on the work of the 5-Star High Schools professional career theme network that launched in 2010 at 15 of the district's high schools. At 5-Star High Schools, students engage in career-relevant studies and real-world experiences for one of five career themes, among which they can choose. Ford NGL has been a vehicle for us to engage more business partners and to channel greater opportunities for our students. Our Ford NGL work has also helped us strengthen the alignment between our many district and community partners, including Junior Achievement, 55,000 Degrees, Metro United Way, and Greater Louisville, Inc.

HOW OUR COMMUNITY INSPIRES OTHERS

Through our participation in the first cohort of both Powered by Ford STEM Academies and the CLE, Louisville is paving the way for other Ford NGL communities. Visitors to Jeffersontown High School during the Ford NGL Power of the Network conference saw firsthand how we are partnering with industry to bring authentic problem-based learning into our classrooms.



HOW FORD NGL BENEFITS OUR COMMUNITY

Communication, both internal and external, is our greatest challenge. Being able to keep partners engaged and school personnel on track through implementation is a task that requires clear communication of expectations. Ford NGL has helped us keep sight of our goals and, through ongoing consultation, has assisted us in developing roadmaps and rubrics for our school and community partners.

The Urban Heat Island Project:

Thinking Like an Engineer to Solve Real-World Problems

In my engineering design and development class, students are challenged to come up with an original solution to a problem or to



John Ellery Payne

develop an idea or method that is innovative. My team worked on finding a solution to the urban heat island effect, which is when a lack of greenery and too much infrastructure cause cities and urban areas to become hotter than rural areas. We thought of an apparatus that would mantle onto the sides of buildings that would allow for the growth of plants, such as vines. The spread of the greenery would decrease the amount of heat absorbed by

buildings and reflect the light back out into the atmosphere with the quality albedo. Albedo is the characteristic of material that measures reflectivity. The name of our product is the UHID, Urban Heat Island Deterrent. The apparatus would break up the heat island in the same way that coral reefs break up the energy of waves. We collaborated with engineers in the environmental sector at Ford's Louisville Assembly Plant to understand the overall implications of our project and what it could mean if it were to be implemented. One of the engineers directed me to Maria Koetter, director of sustainability for the city of Louisville. She shared with us vital data that would validate the purpose of our project and highlight where we needed to apply our idea.

I am considered college and career ready by my high school, and I have accumulated 24 hours of college credit.

-John Ellery Payne

This project has been the most fulfilling out of everything I have done in high school because I have been trying to solve a real problem and working with real people who treat me like an adult. I am challenged to think like an engineer and develop problem-solving skills. I am considered college and career ready by my high school, and I have accumulated 24 hours of college credit. I definitely think that I have acquired the skills needed to be an asset in any company. The Ford NGL academies have truly allowed me to fully experience my passion of engineering.

-John Ellery Payne

2014 HIGHLIGHTS

In 2013-2014, we ramped up our teacher externship program, with 96 teachers from 16 high schools participating. Twenty-two business and community partners, representing manufacturing, public services, healthcare, business, and information technology, provided a variety of experiences for our teachers. For the 2014–2015 school year, we expanded the externship experience to include training in project-based



Dr. Donna Hargens, Superintendent, JCPS

learning (PBL). In a pilot year at Jeffersontown High School's Ford STEM Academies, we further expanded the program to include problem-based case learning, the next step beyond PBL. Altogether, more than 135 teachers worked in teams to develop and implement projects that brought greater relevance to the classroom and engaged business partners in the classroom experience.

We created the first class of student ambassadors for our 5-Star High School network. Seventy-five students from 16 high schools participated in training to learn about the community, the 5-Star High School network, and their individual schools. The Greater Louisville YMCA partnered with us to deliver the leadership training and prepare students to be true ambassadors for the community and their schools. The student ambassadors provided leadership at the Ford NGL Power of the Network conference and the accompanying school district showcase in October.



Two career academies at Jeffersontown High School became part of the first cohort of Powered by Ford STEM Academies and the Ford Motor Company and United Auto Workers-supported Collaborative Learning Externship (CLE). (See the feature on Powered by Ford STEM Academies and the CLE on page 18 of this report.) Participating teachers and their partners from Ford's

LEADERSHIP

Dr. Donna Hargens

Superintendent, JCPS

Greg Fischer

Mayor, City of Louisville

Jim Allen

Chairman and CEO, Hilliard Lyons

Dewey Henseley

Chief Academic Officer, ICPS

PARTNERSHIPS

Our key business and industry partners include the following:

Tami Hatfield

Employee Relations, Ford Motor Company-Louisville Assembly Plant

Mark Shirkness

General Manager-Distribution, General Electric

Pamela Evans

Community Relations, General Electric

Jim Allen

Chairman and CEO, Hilliard Lyons

Tom Hudson

President and CEO, Nth Works, Inc.

Debra Hoffer

President, Junior Achievement of Kentuckiana

Al Cornish

CEO, Norton Healthcare

Greg Fischer

Mayor, City of Louisville

James Reddish

VP Economic Development, Greater Louisville Inc.

Sam Corbett

Director, Community Engagement, University of Louisville

Carol Timmons

Editor, Business First

R. Stephen Tarver

President and CEO, YMCA Louisville

Louisville Assembly Plant began to engage students in solving problems based on actual plant issues and challenges.

Louisville hosted the Ford NGL Power of the Network conference in October. This event brought representatives from Ford NGL communities around the United States to our city. One hundred fifty members of our community attended and learned best practices from network leaders.

WHAT'S NEXT?

One of our major goals for 2015 is to once again increase the number of teachers who participate in the externships and engage their students in solving real-world problems. With 192 teachers expected to participate in externships in 2015-2016, we will expand our capacity and significantly increase the number of academies in place across our network of schools.

NASHVILLE, TENNESSEE

WHO WE ARE

Nashville, Tennessee, is home to the Academies of Nashville, one of the most widely recognized high school transformation efforts in the country, powered in part by Ford NGL. The Academies of Nashville enable all high school students to learn through the lens of a career or academic theme in a highly personalized learning community, introducing students to a multitude of careers and opportunities, and making Metro Nashville Public Schools (MNPS) a trendsetter in innovative practices for advancing college and career preparation for all students.

"I am so proud of the school leaders, teachers, students, and business partners who share a common vision and work every day to shape the educational landscape of this city."

-Dr. Jay Steele, Chief Academic Officer, MNPS

President Barack Obama visited the Academies of Nashville in January 2014. He spoke at McGavock High School, highlighting the Nashville community's collaborative effort to transform the high school experience, which has led to a 20% increase in high school graduation rates since 2005.

Nashville was also honored to be designated as the first Ford NGL Model Community in April 2014. White House Domestic Policy Advisor Roberto Rodriguez was on hand for that exciting ceremony, which also featured powerful student testimonies about the impact of the Academies of Nashville and was attended by more than 200 business and community partners.

"Our students' energy, intelligence, and curiosity are invigorating. The future leaders of our community are being made every day inside the Academies of Nashville."

-Dr. Jesse Register, Director of Schools, MNPS

The Nashville Ford NGL Hub (featured on page 16 of this report), which is co-administered by MNPS and backbone organization Alignment Nashville, offers professional development and technical assistance to communities across the country. A primary activity of the Nashville Ford NGL Hub is hosting the Academies of Nashville Study Visit; since 2010, more than 1,300 people from 29

AT A GLANCE

of the 21,000 MNPS high school students are enrolled in academies

41 academies are shared between the 12 zoned high schools and the Virtual School

100% wall-to-wall academies: Every student in grades 10-12 in our zoned high schools is in an academy, and all of our high schools (with the exception of the non-traditional/magnet schools) are wall-to-wall

states and 2 countries have participated in a Study Visit, where they learn about the strategies, structures, and tactics that are producing real progress in high school reform in Nashville. During each Study Visit, participants get a high-level view of the systemic and broad-based transformation taking place in Nashville, including the deep and extensive engagement of the community. Study Visit participants also visit academies and interact with students, teachers, administrators, and community partners.

HOW OUR COMMUNITY INSPIRES OTHERS

In 2014, more than 600 people participated in an Academies of Nashville Study Visit, hosted by the Nashville Ford NGL Hub. Study visits provide valuable information and assistance for communities at various stages of academy implementation, and they consistently receive overwhelmingly positive feedback from participants.

HOW FORD NGL BENEFITS OUR COMMUNITY

An ongoing challenge in our community is onboarding of new teachers, administrators, partners, and other stakeholders. We were able to address this challenge, thanks to funding provided by Ford NGL in recognition of Nashville's designation as a Ford NGL Model Community. We have developed onboarding modules that are being used in Nashville—and will be made available across the Ford NGL network—to ensure that all stakeholders are prepared for success.



President Barack Obama speaking at Nashville's McGavock High School

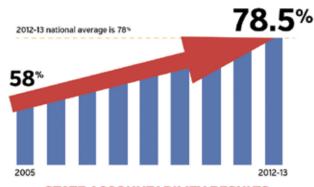
FORD NGL ONBOARDING MODULES

MNPS has worked to develop a series of onboarding modules organized around Ford NGL's three strands, using the Blackboard Learning Management System. The modules will be invaluable for providing information to prospective business partners, academy coaches, and teachers. Additional modules include overviews of the MNPS Senior Capstone Experience and the Advisor/Advisee Experience. Community partners have participated in the development of these modules through the Alignment Nashville High School Team. From learning more about the partnership process and the critical role of advisory boards, to externships and project-based learning, the modules will serve as a fantastic means for MNPS to share a wealth of information with staff and members of the community.

RESULTS

Examples of Nashville's accomplishments since academies were introduced include the following:

NASHVILLE GRADUATION RATE



STATE ACCOUNTABILITY RESULTS

Since 2010 proficiency has increased by

14% 19.1% increase for Augusta 1

2010 - present

LEADERSHIP

Dr. Jesse Register

Director of Schools, MNPS

Dr. Jay Steele

Chief Academic Officer, MNPS

Sydney Rogers

Executive Director, Alignment Nashville/Alignment USA

Starr Herrman

Consultant, MNPS/Nashville Ford NGL Hub

Melissa Jaggers

Ford NGL Community Coordinator; Associate Executive Director, Alignment Nashville

Dr. Aimee Wyatt

Chair, High School Alignment Team

Dr. Chaney Mosley

Director, Academies of Nashville

Beverley Flatt

Program Manager, Academies of Nashville

PARTNERSHIPS

The Academies of Nashville currently have 278 Academy Partners, representing the following industry clusters:

- Arts, Media, and Communications
- Business, Marketing, and Information Technology
- Engineering, Manufacturing, and Industrial Technology
- Health and Public Service
- Hospitality and Tourism

During the 2013–2014 academic year, these Academy Partners contributed more than \$1.7 million and 17,556 volunteer hours to the Academies of Nashville.

Academy Partners have the opportunity to earn "naming rights" for an academy, based on a commitment of in-kind and cash donations. During 2013-2014, the following academies had naming rights partners:

- Ford Academy of Business and Innovation at Glencliff High School
- Tennessee Credit Union Academy of Business and Finance at Antioch High School
- Griffin Academy of Design and Technology at Hunters Lane High
- CMT Academy of Digital Design and Communications at McGavock High School
- US Community Credit Union Academy of Business and Finance at McGavock High School
- Aegis Sciences Corporation Academy of Healthy Science and Law at McGavock High School
- Gaylord Entertainment Academy of Hospitality at McGavock High School

NEWTON COUNTY, GEORGIA

WHO WE ARE

Newton College and Career Academy (NCCA) represents a strategic focus of the Newton County Board of Education and Newton County Schools to meet the growing needs of the workforce of Newton and surrounding counties. Through 27 career pathways and partnerships with local colleges, technical schools, and local businesses, NCCA prepares our young adults for the transition to postsecondary education and/or employment.

NCCA envisions being a premier teaching and learning environment that prepares students to be college and career ready in a global market. NCCA's mission is to enhance academic achievement and to provide students with the knowledge and skills necessary to succeed in postsecondary education and the workforce.

HOW FORD NGL BENEFITS OUR COMMUNITY

Designation as a Ford NGL Community has provided a key brand, which casts a spotlight on our career academy and highlights the benefits of the academy model. The recognition has enhanced our recruitment of new businesses to the community and has provided opportunities for new partnerships, helping us to achieve our mission.

2014 HIGHLIGHTS

- NCCA student Tyrik Grant, along with Superintendent Fuhrey and Career, Technical, and Agricultural Education Coordinator Tim Schmitt, represented Newton at the Ford NGL Power of the Network conference on October 7–9 in Louisville, Kentucky. The conference provided a great chance to network with other Ford
- NCCA partnered with James Johnson, of the Newton Chamber of Commerce Economic Development Division, to pilot a Lean Six Sigma Yellow Belt Workshop. Twenty-three associates were selected to participate in the workshop pilot. Rodney Leonard, Director of Global Supply Chain Operational Excellence for Newell Rubbermaid, was a guest speaker.
- Lean Six Sigma drives performance by bringing a results-oriented, project-focused approach to quality, productivity, profitability, and customer satisfaction. The workshop was a wonderful opportunity for the associates to learn how businesses are using Lean Six Sigma and how they can integrate some of these strategies into their own day-to-day activities.

AT A GLANCE

areer pathways offered by the career academy (see below).

NCCA is the only facility of its kind within the Newton County Schools.

NCCA's enrollment for the 2014-2015 school year is 809 students (increased from 754 in 2013-2014) who come from all three Newton County high schools: Alcovy, Eastside, and Newton. NCCA's enrollment goal for the 2015-2016 school year is 850.

NCCA offers dual enrollment through Georgia Piedmont Technical College in five pathways. In addition, we offer dual enrollment opportunities with Georgia Perimeter College. In 2014-2015, 130 NCCA students were dual enrolled in classes at these colleges.

Students may choose among 27 career pathways:

Agriculture Mechanics

Allied Health and Medicine

Audio-Video Technology and Film

Automotive

Biotechnology Research and Development

Business Accounting

Carpentry

Cosmetology

Culinary Arts

Early Childhood Education

Electrical

Energy and Power

Engineering Drafting and Design

Fashion, Merchandising, and Retail Management

Firefighting

Forestry and Wildlife Systems

Graphic Design

Health Information Technology

Law and Justice

Manufacturing

Masonry

Nursing Plumbing

Programming

Sports and Entertainment Marketing

Veterinary Science

Web and Digital Design

- NCCA partnered with Rockdale Career Academy to host Lt. Governor Casey Cagle's Summit on November 13-14. The event kickoff was held at Rockdale Career Academy. That afternoon, visitors were able to tour Triple Horse Productions. The summit concluded on Friday at NCCA, where the Associate Board of Directors offered tours for the visitors.
- NCCA's Entrepreneurship Business Incubator **Newton County** (EBI) sponsored a Shark Tank in November. Six Schools EBI associates, who were prepped for this event by a local business owner, competed to win money to put back into their companies. The prize money was donated by a local certified public accountant, and local business representatives volunteered as judges.
- The first distribution of the Desktops 4 Ed program was held on December 2. The NCCA IT Essentials and Networking classes have partnered with the Newton County IT Department to refurbish old computers that have been retired by the county. These refurbished computers are sold for \$25 to Newton County Schools

"Newton College and Career Academy's purpose is giving direction to the future workforce for Newton County."

-Chad W. Walker, CFO and Principal, NCCA, and Ford NGL Community Coordinator

students who qualify for free or reduced-price lunch. Included in the distribution of the computers is a one-hour safety training and computer set-up class taught by the NCCA IT Essentials and Networking associates. Parents must attend the training along with the students.

NCCA's graphics program was designated a PrintED accredited program. PrintED accreditation, a process that takes nearly a year to complete, is a national program administered by the Graphic Arts Education and Research Foundation and is based on industry standards. NCCA's graphics program is 1 of only 25 certified programs in the state of Georgia.

RESULTS

- Current retention rate of students attending NCCA: 80%
- NCCA's pass rate on the Georgia High School Writing Test: 96.11%



Samantha M. Fuhrey, Ed.S. Superintendent,

LEADERSHIP

Samantha M. Fuhrey, Ed.S.

Superintendent, Newton County Schools

Danny Stone

Chairman, NCCA Board of Directors, and VP-Marketing, Snapping Shoals Electric Membership Corp.

Chad W. Walker, Ed.S.

CEO and Principal, NCCA, and Ford NGL Community Coordinator

Douglas L. Blackwell, Ed.D.

Coordinator of Programs, NCCA

Allison Echols-Woodard, Ed.D.

Coordinator of Business Engagement, NCCA

Gina Futch

NCCA Instructional Coach

Other members of our leadership team:

Shannon Davis

Co-Chair, NGL Leadership Team, Covington/Newton Chamber of Commerce

James Johnson

Co-Chair, NGL Leadership Team, Covington/Newton Chamber of Commerce

Shelia Almand

Strand 1 Leader, Bank of North Georgia

Marcus Pollard

Strand 1 Education Facilitator, NCCA

Lisa Edwards

Strand 2 Leader, C. R. Bard, Inc.

Debbie Stephens

Strand 2 Education Facilitator, NCCA

Robyn Chapman

Strand 3 Leader, Corrugated Supplies Company

Ken Ondracek

Strand 3 Education Facilitator, NCCA

PARTNERSHIPS

Key partners include the following:

- SKC, Inc.
- C. R. Bard, Inc.
- Covington/Newton County Chamber of Commerce
- City of Covington
- **Newton County Board of Commission**
- **Newton County Schools**
- Georgia College and Career Academy Network
- Newton County Fire Department
- Georgia Perimeter College
- Georgia Piedmont Technical College
- Snapping Shoals Electric Membership Corp.
- Industrial Development Authority
- Hill Phoenix
- Michelin
- Abraham Baldwin Agriculture College
- **Emory University**
- Georgia Institute of Technology
- University of Georgia

PHILADELPHIA ACADEMIES, PENNSYLVANIA

WHO WE ARE

As the only youth development nonprofit supporting the career academy model in Philadelphia, the mission of Philadelphia Academies, Inc. (PAI), is to expand life and economic options for Philadelphia public school students through career-focused programming that prepares young people for employment and postsecondary education.

Our work with students:

- Enables them to develop 21st century skills, such as networking, workplace literacy, problem-solving, and team collaboration
- Primes them to meet workplace expectations through guest instruction, industry site visits, industry-driven curriculum, and opportunities to practice interview and networking skills
- Prepares them for postsecondary success by introducing them to local college options, financial aid services, and mentors
- Allows them to foster their own personal networks by drawing on our 900 business, higher education, and community volunteers

Our work with adults:

- Offers professional development for teachers, principals, and school leadership teams
- Delivers customized supports to help schools implement the career academy model with fidelity to National Standards of
- Creates classroom connections to business and higher education
- Offers technical assistance to help schools transform into wall-to-wall academies, where every student in a high school is enrolled in an academy

"There is no better way to influence our future workforce than to be involved with Philadelphia Academies."

-Mary Krick, Vice President, Human Resources, PECO



AT A GLANCE

students participate in career academies at Abraham Lincoln High School, Roxborough High School, Jules E. Mastbaum High School, and George Washington High School

At Abraham Lincoln High School:

- Academy of Professional Services students can choose to participate in law or business pathways
- Academy of the Arts students can choose to participate in horticulture or fine arts pathways
- Academy of the Sciences students can choose to participate in the health-related technologies or environmental science pathways

At Roxborough High School:

- Academy of the Arts students can choose to participate in Web design or cinematography pathways
- Academy of the Sciences students can choose to participate in international business or biotechnology pathways
- Academy of Liberal Arts offers a singular pathway of liberal arts

George Washington High School and Jules E. Mastbaum High School are planning schools with freshman academies only (the other schools have freshman academies in addition to the career academies for students in grades 10-12)

Including the freshman academies, there are a total of 10 career academies and 15 pathways

125 students participate in internships

HOW OUR COMMUNITY INSPIRES OTHERS

Innovators' Institute (i2) is a year-long fellowship program designed to help adult practitioners build practical skills for supporting youth and community transformation in Philadelphia. By investing in building the skills and competencies of adults working in and outside of schools, the Institute offers a creative interdisciplinary space for youth development practitioners and educators, and supports systemic and scalable approaches to ensure that all of our youth are equipped with 21st century skills and are prepared for postsecondary education and careers. Education Development Center, Inc. (EDC), a Ford NGL national partner, has collaborated with PAI on the design of i2 and facilitates the program.



Connie Majka, Ford NGL Community Coordinator; Director of Learning and Innovation, PAI



Stephanie Smith, Director of **Business and Community** Partners, PAI

HOW FORD NGL BENEFITS OUR COMMUNITY

Philadelphia public schools have been in a financial crisis for several years. In challenging times, our connection to Ford NGL continues to give us a network of believers and practitioners to connect with. We are energized by and we learn from others in the Ford NGL network.

Here are just a few examples of how our partners participate in our community:

- Accenture sponsored Connect the Dots, a PAI networking event. Each of the 140 students who participated was matched with one of Accenture's 125 volunteers. Students attended two workshops: Why Should I Hire You?, during which they created a 30-second "elevator speech," and Who Would You Hire?, during which they critiqued resumes.
- Philadelphia Society for People and Strategy, a partner of PAI for more than 18 years, continued its support for Interview Skills Workshops. The 13 workshops helped 287 students develop interviewing skills, including preparation, making good first impressions, and following up after an interview.
- More than 75 business partners joined 260 students for the Annual Interview Expo at the Pennsylvania Convention Center. Over two days, students and business partners competed in our Olympic-style competition, the "Dress for Success Relay Race." In addition to interviews, students learned team-building skills and participated in a "reception lobby simulator."

LEADERSHIP

Connie Majka

Ford NGL Community Coordinator; Director of Learning and Innovation,

Lisa J. Nutter

President, PAI

Stephanie Smith

Director of Business and Community Partners, PAI

Monica Steigerwald

Director of Fund Development, PAI

Jay Vazquez

Director of Field Operations, PAI

PARTNERSHIPS

Mary Krick

Chairperson, PAI Board of Directors PECO, An Exelon Company

Jeffrey Griffiths

Vice Chairperson, PAI Board of Directors Lumber Liquidators, Ret.

Emily Bittenbender

Bittenbender Construction, LP

Hospital of the University of Pennsylvania

Carl Buchholz

DLA Piper, LLP

Danielle Cohn

Philadelphia Convention & Visitors Bureau

Kevin Dow

United Way

Patrick Eiding

Philadelphia Council AFL-CIO

Gillian Facher

Stradley Ronon Stevens and Young

Judith Gay

Community College of Philadelphia

Paul E. Harrington

Drexel University

V. Steve Herzog

Philadelphia Energy Company

Tricia Buck Horter

Citizens Bank

Tracey Ivey

Thompson, Siegel & Walmsley, LLC

Jerry Jordan and Dee Phillips

Philadelphia Federation of Teachers

Neil Kleinman

University of the Arts

Jeffrey Lerner

ECRI Laboratories

Andrew Levine

Stradley Ronon Stevens & Young

John W. Mucha

Treasurer, PAI Board of Directors KMPG, LLP

Deborah Buhles

Secretary, PAI Board of Directors Comcast Corporation

Frank Linnehan

Drexel University

Dennis Maple

First Students, Inc.

Brett Mayfield

Independence Blue Cross

James J. Mergiotti

Pierce College

Bob Moul

Artisan Mobile

Tiffany Newmuis

Pennsylvania Convention Center Authority

Lisa Nutter

Philadelphia Academies, Inc.

Henry Nicholas and

Cheryl Feldman

Hospital Workers Union 1199C

Natalye Paquin

Girls Scouts of Southeastern Pennsylvania

Philadelphia Society for

People and Strategy

Stephen Rauscher

Rohm & Haas (Retired)

LaToya Scott

Coldwater Creek

Kirby Smith

PRWT Services, Inc.

Stephen Tang

University Science Center

Ahmeenah Young

Pennsylvania Convention Center Authority



Lisa J. Nutter, President, PAI, and Janette Rivera, Business Academy graduate, 2010

2014 HIGHLIGHTS

Summer Teacher Externship: As a result of a partnership between the School District of Philadelphia's Career and Technical Education (CTE), Philadelphia Youth Network, and Philadelphia Academies, an inaugural Summer Teacher Externship involved 29 teachers at eight worksites. This externship provided a unique professional development opportunity, connecting the classroom to the workplace. The teachers learned from professionals in the field about current trends, new skill requirements, opportunities, and emerging career pathways, all of which will enrich and make more relevant their teaching in the classroom. During the 2014–2015 school year, teachers will create a presentation on what they learned and how it is infused into their lesson plans to share with other CTE teachers as part of their professional development. Responses from the teachers were very positive, and it is hoped that this pilot will become an annual professional development opportunity for our teachers.

"In the academies, we learned life lessons... you learn things that you can actually use when you graduate—in the real world."

-Shinelle Superville, 2007 Graduate, Kensington High School, Business & Technology Academy

Student Ambassadors: Drawing on the Nashville Student Ambassador model, 25 students were trained over three days at two all-academy high schools in leadership, communication, and professionalism. Additional trainings will take place throughout the year, and the students will be called on to participate in various school- and PAI-related activities.

- Along with the Philadelphia Youth Network, the School District of Philadelphia, and Drexel University, PAI is participating in a \$16 million five-year citywide initiative to transform career-connected education. This consortium is developing innovative educational models and replicating evidence-based practices to increase the quality, capacity, and availability of career-connected education in Philadelphia. Specifically, the consortium is working on the following:
 - Creating new high-demand CTE programs
 - Increasing certifications and credentials earned within high school programs
 - Increasing the availability of Web-based portfolios
 - Increasing industry connections to career-connected programming
 - Retooling and upgrading the skills of teachers, principals, and workforce professionals
 - Codifying best practices

WHAT'S NEXT?

Our goals and plans for 2015 include the following:

- Leadership Development and Capacity Building Plan: To reach our organizational goals, PAI will use a transformational leadership approach focusing on developing talent from within. The plan includes cross-training that allows flexibility, agility, and responsiveness in an often unpredictable environment.
- We will employ professional development processes that use "design thinking" and human-centered design methods for creative problem-solving and innovation.
- "Design on a Dime": Taking "Transforming the Secondary School Experience" one step beyond, and building on the concept that physical space can affect learning, PAI has created two teams of business and community partners who will "compete" with each other to create a ninth grade academy space—one that signifies a significantly different school environment to teachers and students.

PINELLAS COUNTY, FLORIDA

WHO WE ARE

Located on Florida's beautiful Gulf Coast, Pinellas County Schools (PCS) is the seventh-largest district in the state and the largest employer in Pinellas County. With 150 schools, including magnets, career academies, adult education centers, and a virtual school program, PCS offer families a wealth of educational options suited to students' interests, talents, and abilities. The school district serves nearly 115,305 students, pre-kindergarten through adult, and offers more than 70 choice programs. The school district's mission is to educate and prepare each student for college, careers, and life. The district's vision is 100% Student Success.



First Responders program participants, Pinellas Park High School

In the past year, we have hosted several communities desiring to move to wall-to-wall academies. Superintendents, district personnel, school administrators, and teachers have met with our principals and their staff to observe and gather best practices and strategies. Visitors to our schools are impressed with the initiatives that PCS is moving forward with, the collaborative structures, and the high level of rigor among PCS students.



Culinary Arts students at Dixie Hollins High School

AT A GLANCE

19,111

of the 35,230 students in the 17 high schools in the district (more than 50%) are enrolled in career and themed academies

Enrollment in career academies continues to increase

Total individual certifications earned for 2013-2014 were 3,645 for high school and 405 for middle school

Approximately 252 students participated in work-based learning opportunities, such as internships

Through a grant from the Bill & Melinda Gates Foundation, the district is systemically transforming all schools through personalized learning to ensure that our students possess 21st century skills and are prepared for college and careers. Our personalized learning approach considers all styles, formats, and destinations of learning, including schools, homes, neighborhoods, online communities, and diverse learning institutions.



Next Generation Entrepreneur winners Jason Williams, Jason Wilkinson, and Shea Akerman from East Lake High School

HOW OUR COMMUNITY INSPIRES OTHERS

In October 2014, Keith Mastorides, Principal, Taylor Henderson, Assistant Principal, and Mary Roble, Academy Coordinator, Clearwater High School, represented PCS at the National Career Academy Coalition (NCAC) conference in Washington, D.C. They presented information on the Academies of Pinellas and the



Wellness and Medical Professions students at Boca Ciega High School

Wall-to-Wall Academy Model at Clearwater High School, which offers industry certification opportunities. At the awards banquet on Saturday, October 25, Keith Mastorides was honored and awarded the coveted NCAC Exemplary Educator of the Year Award. This award honors extraordinary academy educators who have made a significant contribution to the success of career academies.

HOW FORD NGL BENEFITS OUR COMMUNITY

"I believe that being a Ford NGL community and having the PCS Academies of Pinellas Five-Year Plan were contributing factors to our receiving the Bill & Melinda Gates Foundation grant."

-Joni Jonas, Director, Career, Technical, and Adult Education, Secondary, PCS

"The Ford NGL program has made a huge difference in our community. I have had the benefit of leading and participating in many site visits to Pinellas County Middle and High Schools this year. As a business owner and Foundation Board member, these visits have demonstrated to me that all of our stakeholders, including business and nonprofit leaders, PTA members, parents, teachers, and principals, are seeing the value of our collective focus on career education programs that benefit all students. I am proud to be part of a community that strongly supports these efforts."

-R. D. McIntyre, Chairman and CEO, DITEK

2014 HIGHLIGHTS

- PCS was awarded a Next Generation Learning grant by the Bill & Melinda Gates Foundation for the purpose of bringing systemic change through personalized learning to the district.
- Career Academies of Seminole, Clearwater High School, Northeast High School, Pinellas Park High School, and Seminole High School were awarded Phase II funding through the Bill & Melinda Gates Foundation for the purpose of ensuring college and career readiness through personalized and project-based learning.
- Three Academy of Engineering students from East Lake High School received the \$10,000 2013/14 Next Generation Entrepreneurs grant, sponsored by Fair Warning®, Wells Fargo, Everest Colleges, and Duke Energy. Jason Wilkinson, Shea Akerman, and Jason Williams were honored for their innovation, "Universal Soldering Attachments," which enables soldering to be done with one hand as opposed to two. This will increase both accessibility and the quality, speed, and consistency of the user's output.

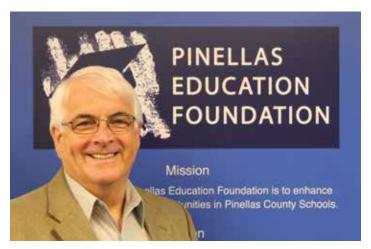


FairWarning CEO Kurt Long with Tristan Jackson, Kevin Corkan, and Zach Sollman

Other PCS students were among the 2014 finalists:

- Tristan Jackson, Kevin Corkan, and Zach Sollman, Palm Harbor University High School, for "Smart Screens"—pop-inand-lock screens that will be convenient for lanais and patios, especially in a state where inclement weather arises quickly due to thunderstorms, hurricanes, and flying debris.
- Connor Mackin, Countryside High School, for "Trixie Treats"—natural dog treats designed to prevent periodontal gum disease.

Sydney Hamilton from East Lake High was also recognized for her social entrepreneurship for her start-up business, "Make-a-Change with Sydney." She will travel to school campuses to offer talks about teen suicide and the need to prevent these tragedies and bullying from occurring.



Terry Boehm, President, Pinellas Education Foundation

WHAT'S NEXT?

As with any new initiative, the challenge for our district is to keep the momentum going and to keep improving as we continually reach to achieve our goals. The Pinellas Education Foundation's Career Education Board (CEB), working with the Office of Career, Technical, and Adult Education, meets regularly and visits each high school to monitor the progress they are making toward meeting the goals and objectives of the Academies of Pinellas Five-Year Plan—our Ford NGL Master Plan.

The results of this progress-monitoring are presented to the Pinellas County School Board in the fall of each school year. Priorities for the CEB for the 2014-2015 academic year, and how they align with district priorities, are detailed in the following table.

Career Education Board Priorities 2014–2015

	1
District Priority	CEB Action
Strongly performing career education programs	Complete visits to 17 high schools and report to the School Board at the end of the year
Develop middle school Center of Excellence concept with certifications	Participate in informal visits to two to three middle schools in 2015 and assist with development of middle school certifications for IT, robotics, construction, and STEM programs
Continue to implement Ford NGL Five-Year Plan	Monitor to ensure that Ford NGL Five-Year Plan goals are met and that they continue to align with the district (superintendent's) plan
Update written standards for all high school Career, Technical, and Adult Education programs (Academies of Pinellas rubric)	Approve revised rubric at a CEB meeting
Implement professional advisory committees for all career technical programs (handbook) (two-year goal)	Assist in marketing to businesses to support the district goal of recruiting business partners and ensuring that advisory committee meetings follow the rubric as a guideline; oversee compilation of district-wide rubric results for all Career, Technical, and Adult Education programs
Expand and/or establish work-based programs (On-the-Job Training, Internships, Pre-apprenticeships)	Assist in marketing to businesses to support the district goal of recruiting business advisory members
Increase the number of registered Career and Professional Education (CAPE) academies by at least two per year	Provide support to district to expand registered CAPE academies
Recognize the importance of career education in the district and the efforts of teachers and students	Attend March 18, 2015, Career Education Breakfast

LEADERSHIP

Dr. Michael A. Grego Superintendent, PCS

Dr. Alex McKenna

Ford NGL Community Coordinator

Terry Boehm

President, Pinellas Education Foundation

Brad Kugler

Co-Chair, Career Education Board

Bob McIntyre

Co-Chair, Career Education Board

Mark Hunt

Executive Director, Office of Career, Technical, and Adult Education, PCS Joni Jonas

Director, Career, Technical, and Adult Education, Secondary, PCS

PARTNERSHIPS

Our partners are drawn from a number of key areas:

- Finance: Achieva Credit Union, Raymond James, First Source HR
- Healthcare: Baycare
- Information Technology: Tampa Bay Technology Forum, Pratt, Brown & Associates, Prism Consulting, Fair Warning®, Tech Data
- Engineering: McCormick Stevenson, George F. Young Engineering, Raytheon
- Workforce Development: Career Source Pinellas, Inc., Pinellas Job Corps, Pinellas County Economic Development, Upper Tampa Bay Chamber of Commerce
- Pinellas County Government: Sheriff, County Commissioner, City of St. Petersburg Mayor's Office, Senator Jeff Brandes
- Legal: Trenam Kemker, National Forensic Science Technology Center
- Manufacturing: DITEK, Great Bay Distribution
- Construction: Creative Contractors, Walbridge
- K-12 Education: Pinellas County Council of PTAs, Pinellas County School Board
- Postsecondary Education: St. Petersburg College, University of South Florida, University of Florida St. Petersburg, University of South Florida Entrepreneurship Program, Pinellas Technical College, National Aviation Academy, IIT Technical Institute
- Automotive: Crown Automotive Group, New Hope Automotive, Suncoast Autobuilders
- Energy: Duke Energy, Clearwater Gas
- Community-Based Organizations: Museum of Science and Industry, Juvenile Welfare Board

Our partners do the following:

- Serve on advisory boards for our career academies
- Are mentors for our academy students
- Provide internships and other work-based learning opportunities for
- Serve as members of the Career Education Board (CEB)
- Serve on the CEB visiting teams and evaluate the effectiveness of our academies (based on a rubric) on an annual basis.



Dr. Michael A. Grego, Superintendent, Pinellas **County Schools**

RESULTS

Average weighted GPA for the 2013-2014 school year: Academy 3.21 Non-academy 2.84

Students with 21 or more absences:

Academy 8.89% Non-academy 16.4%

Non-academy 8.51%

Students with one or more out-of-school suspensions: Academy 4.86%

	Number of Dropouts	Number of Graduates	Number of Non-Grads	Dropout Rate	Graduation Rate	Total Sample
Non- Program	90	4,253	1,170	1.63	77.14	5,513
Program*	0	1,586	79	0	95,26	1,665

Non-Program

	Not Passing		Passing		Total Students
Grade	N	%	N	%	
9	415	6.76	5,724	93.2	6,139
10	583	9.75	5,399	90.2	5,982
11	789	12.50	5,522	87.5	6,311
12	767	12.86	5,198	87.1	5,965

Program*

	Not Passing		Passing		Total Students
Grade	N	%	N	%	
9	42	2.14	1,921	97.86	1,963
10	65	3.20	1,966	96.80	2,031
11	37	2.18	1,659	97.82	1,696
12	18	1.08	1,656	98.92	1,674

^{* &}quot;Program" refers to career academies, theme programs, Centers of Excellence, and Career and Professional Education (CAPE) academies—all of which are considered part of the Academies of Pinellas. All data are from the 2013-2014 school year.

POLK COUNTY, FLORIDA

WHO WE ARE

Polk County, located in the heart of central Florida between Tampa and Orlando, is working toward becoming a Ford NGL Model Community. Polk County is home to more than 500 freshwater lakes, acres of fragrant orange groves, timeless architecture, and exciting attractions—the county is rich in culture and history.

Polk's Ford NGL Community, known as Polk Academies, prides itself on strong partnerships with key business and community stakeholders. The collaborative efforts of the school district, postsecondary institutions, local businesses, and chamber organizations aim to benefit the community's students through the development of more than 70 career academies. The Polk County Public Schools leadership, from the superintendent to the school board, supports the academy initiative with a strategic plan that involves 100% of high school students enrolling in a career academy within the next five years. The strength and sustainability of Polk Academies is directly related to the support and input from this strong team of invaluable stakeholders.

With the assistance of the Polk Academies Advisory Board, our career academies promote and facilitate partnerships to support the development of effective and sustainable career-themed educational programs that provide students with the opportunity to achieve their highest potential while developing a foundation for lifelong learning. Each and every day, Polk Academies prepare students for college and careers by providing opportunities such as the following:

- Engaging lessons that connect curriculum and career concepts
- Mentoring partnerships between professionals and students that offer a hands-on learning experience
- Opportunities for students to develop problem-solving, critical-thinking, communication, and teamwork skills
- Exploration of possible career pathways, so that students can make more informed decisions about their future

HOW OUR COMMUNITY INSPIRES OTHERS

With the assistance of the Ford NGL Network, Polk Academies has ramped up the engagement of students through a creative internship process that covers employability skills, job shadowing, and life skills, as well as networking opportunities not previously available. With the assistance of a Ford NGL Innovation Grant for up-and-coming Ford NGL Model Communities, we have developed a timeline to revamp our student internships and teacher externships beginning in spring 2015. The Experiential Learning Committee has grown to include business partners, community leaders, workforce education

AT A GLANCE

career academies enroll more than 11,000 high school students

pre-academies enroll more than 4,000 middle school students

of secondary students are enrolled in a career-themed course progression

industry certifications were earned (equaling more than \$550,000 that went back into CTE courses and CTE teacher bonuses)*

"Our objective when starting the academy was to 'grow our own'-prepare local students for local jobs. The Power Academy program includes relevant curriculum developed by electric utility professionals and is taught using hands-on practical applications. An advantage of the academy structure is that students build lasting relationships with fellow academy students, the teacher, and Lakeland Electric employees."

-Betsy Levingston, Director of Training and Workforce Development, Lakeland Electric Company

^{*} Florida's Career and Professional Education Act provides additional funding to school districts based on the number of students enrolled in academies who graduate from high school with approved industry certifications.

LEADERSHIP

Kathryn LeRoy

Superintendent, Polk County Public Schools

John Small

Polk Academies Executive Board; Assistant Superintendent, Multiple Pathways, Polk County Public Schools

Debbie Burdett

Polk Academies Board Chair; Director of Philanthropy, Central Florida Speech and Hearing Center

Doug Lockwood

President, Public Education Partnership for Winter Haven, Inc.; stakeholder and member of the Ford NGL Leadership Council

Misty Peacock

Polk Academies Executive Board; V.P. of Dealer Relations, Mid-Florida Credit Union

Melony Bell

Polk Academies Executive Board; Polk County Commissioner, District 2

Dr. Naomi Boyer

Polk Academies Executive Board; Associate Vice-President, Strategic Initiatives, Polk State College

Stephen Senn

Polk Academies Executive Board; Attorney, Peterson & Meyers

Laura Hartman

Ford NGL Coordinator, Polk County Public Schools

participants, and teachers from several academies. Several community members have offered their expertise and opened the doors of their businesses to welcome our students and teachers in this endeavor.

The Workforce Education Team within the Polk County school district also offers Academy Resource Specialists who can provide mentoring, academy tours, and support to other school districts across the nation.

HOW FORD NGL BENEFITS OUR COMMUNITY

One of the greatest benefits of Ford NGL is the collaboration this network has made possible. Other network communities have been extremely helpful in sharing information and assisting us in solving some of the challenges we have experienced in our transformation process.

One of the greatest challenges in our transition to wall-to-wall academies has been working within the constraints of our six-period traditional school day to cohort students and create valuable small learning communities. We have been fortunate to be able to reach out to other communities in the Ford NGL network and to the Ford NGL National Team to help us address these challenges. The network has been a huge part of our success with the transformation process.



Kathryn LeRoy, Superintendent, **Polk County Public Schools**



John Small, Polk Academies **Executive Board; Assistant** Superintendent, Multiple Pathways, Polk County Public Schools

EXTERNSHIPS AND INTERNSHIPS:

"Where Experience Meets Opportunity"

The Polk Academies Career Institute will offer new opportunities for both students and teachers. Student internships (Real Career Experiences) will serve as an opportunity to use a "business classroom" to connect concepts from school with workplace skills. Teacher externships (Peer-to-Peer Experiences) will offer a unique professional development opportunity for educators and adults working in industry to share their experiences. Internships and externships will enlighten students, employers, and teachers on the demands of our ever-changing economic focus. The partnerships formed will align academic learning with career readiness and will benefit the communities of our county. Engaging students and teachers in addressing problems that are being faced in real businesses will build the inquiry-based thinking that employers are seeking. Problem-solving from the academic perspective will provide businesses with a fresh view of possibilities. Ultimately, building a strong externship and internship model will ensure the sustainability that Polk County is seeking. Future employers sharing the skills they expect with students and teachers will help bridge standards-based education with relevant real-world opportunities.

As we debut the Polk Academies Career Institute, we have begun training business partners, educators, and community members to further enhance our industry-based internships and externships. Our desired outcome is educational relevance and a skilled workforce for Polk County, with a model that can be adopted and replicated by other communities. The Polk Academies Career Institute will provide onsite demonstrations and professional development for other Ford NGL communities.

2014 HIGHLIGHTS

- More than 100 students representing more than 50 academies and pre-academies participated in Polk Academies' Student Ambassador training, which gave them the information necessary to represent their schools at special events across the nation. Business leaders, school leaders from other districts, advisory boards, and chambers of commerce invite these ambassadors to speak about their experiences in an academy and to promote the academy concept.
- Lake Gibson High School Academy of Finance was recognized as a NAF Academy.
- WE3 Expo expanded to showcase all schools and included a day for public attendance.
- A team of stakeholders attended the Ford NGL Power of the Network conference in Louisville, Kentucky.
- A team of educators attended the National Career Academy Coalition national conference.
- Polk Academies received a Ford NGL Innovation Grant.
- The Maynard A. Traviss Career Center celebrated 50 years of guiding Polk County students to career paths.

"Polk Academies teach real-life principles and prepare students to be college and career ready. Students are given an insider's perspective into the field of law enforcement, along with the opportunity to earn up to nine college credit hours upon completion of the criminal justice track. Many go on to earn college degrees, complete law enforcement academies, and join the ranks of those who are called on to 'protect and serve.' I am honored to partner with Polk Academies as they make a positive impact in our community through education."

-Grady Judd, Polk County Sheriff

RESULTS

Graduation rate: Academy 90% Non-academy 79%

Dropout rate: Academy 1.5% Non-academy 2.4%

Suspension rate: Academy 14% Non-academy 17% AP exam pass rate:

Academy 53% Non-academy 38%

Students participating in dual enrollment: Academy 45% Non-academy 24%

WHAT'S NEXT?

Our goals for 2015 include the following:

- Continue to develop our student internship program and offer internships to junior and senior academy students across the county
- Continue to offer teacher externships to teams of academy
- Increase work-based learning opportunities for all high school
- Achieve National Career Academy Coalition certification for five
- Increase the number of industry certifications earned
- Align academy programs with the pre-academy curriculum

PARTNERSHIPS

Key business and industry partners include the following:

Mid-Florida Credit Union

Gulf Coast Avionics

Lakeland Electric Company

Florida Southern College

Geico Insurance

Southeastern University

WellDyne Pharmaceutical

Noble Hour

Polk State College

My Pets Animal Hospital

Rooms To Go

Traviss Technical Center

Polk County Sheriff's Office

Ridge Career Center

Bartow Fire Department

United Way of Central Florida

Heart of Florida Hospital

Polk County Tourist Development Council

Polk County Emergency Response

Lakeland Regional Medical Center

Magnify Credit Union

Bartow Regional Medical Center

Keiser University

Publix Charities

Central Florida Development Council

Sun n Fun

Florida Polytechnic University

Military Officers Association

Rockford-Ettco Procunier

Farm Bureau

The Lakeland Center

Jet Blue Airlines

Bartow Ford

Polk County Manufacturing Association

Saddlecreek Corporation

Haines City Economic Development Council

Lakeland Ford

University of Florida Aquaculture Research Center

Lakeland Bar Association

Jarrett Ford

Regal Chevrolet

Cannon Buick Cadillac

Polk County Chambers of Commerce

Lakeland Economic Development Council

Polk Education Foundation

Brighthouse Networks

Tampa Bay Lightning

The Lakeland Ledger

Winter Haven News Chief

Lakeland Raiders Football

Tinsley Family Concessions

Hunt Construction of Central Florida

Detroit Tigers/Willie Horton 360

James Ray Foundation

CSX Logistics

Mazda Motor

PARTNERS

Several partners sponsor a specific career academy within the district. For example, Rooms To Go sponsors a Logistics Academy and provides support to academy students and staff in the form of internship and externship opportunities, student incentives, leadership skills training, and active participation on the academy advisory board. Lakeland Electric Company sponsors the Power Up Academy and offers support to students in the forms of job training and career placement within the company after graduation. Whether it's a credit union providing a guest speaker, a county commissioner offering to teach a civics class, a manufacturing firm inviting students to tour its facility, or a pharmaceutical company purchasing uniforms for students in a medical academy, the community and business partners who support Polk Academies demonstrate their commitment to preparing our students for success in college, careers, and life.

ROCKFORD, ILLINOIS

WHO WE ARE

In 2010, declining graduation rates—among many other indicators—signaled that Rockford's existing high school structure served neither students nor the community well. In this climate Alignment Rockford formed, and its High School Pathways Committee, chaired by a school district executive, began researching high school redesign possibilities, ultimately making the bold recommendation that Rockford's traditional high schools adopt the academy structure. In 2011, the Rockford Area Economic Development Council, Ford NGL, Rockford Public Schools, and Alignment Rockford formed a partnership to pursue high school redesign together. In 2012, the Rockford Public Schools Board of Education voted unanimously to transform all of Rockford's high schools into career and thematic academies. Motivated by interactions with Ford NGL and Alignment Nashville and by participation in the Academies of Nashville Study Visits, Rockford, Illinois, has transformed its high schools into the College & Career Academies of Rockford.

Ford NGL provided Rockford with a model to transform traditional public high schools into career and interest-themed academies. As a result, Rockford's four comprehensive high schools established five academies per school, each offering multiple pathways. Academy students now have the opportunity to participate in dual enrollment courses and earn college credit in high school and to earn industry-recognized credentials to certify career readiness. All four high schools are wall-to-wall academies, and the alternative learning high school employs a modified academy model.

Characteristic of the academy model, high schools employ a small learning community in which students join a project- and inquiry-based cohort, where they remain through graduation. These smaller learning communities comprise an Academy Principal (formerly an assistant principal), Academy Counselor, and Academy Lead Teacher. Additionally there is one Academy Coach within each school who works with the academy leadership teams and the Executive Principal, who oversees all leadership teams.

Alignment Rockford has focused on sustaining business and civic engagement and integration within the College & Career Academies of Rockford. Industry councils, called College & Career Readiness Councils (CCRCs), have been formed. Employers and educators from each academy across the district meet on a quarterly basis. Additionally, each academy at every high school has an Academy Support Team (AST). ASTs, which report to the CCRCs, work in the classroom with teachers to connect careers to curriculum. CCRCs meet on a quarterly basis with the academy leadership teams and ASTs to problem-solve and share best practices.

AT A GLANCE

Rockford Public Schools has five academies at each of its four comprehensive high schools: Freshman Academy; Business, Arts, Modern World Languages and Information Technology (BAMIT); Engineering, Manufacturing, Industrial and Trades Technology (EMITT); Heath Sciences (HS); and Human and Public Services (HPS)

Rockford Public Schools are all wall-to-wall academies

All freshmen take a semester of Freshman Seminar in which they experience career demonstrations and other career exploration activities, including the Academy Expo

Students choose an academy in January of their freshman year

HOW OUR COMMUNITY INSPIRES OTHERS

Academy Expo: This event was created by Alignment Rockford's Career Awareness Team to help freshmen students choose a high school academy. At the Expo, which takes place in the fall, business professionals talk with the students about their own personal pathways to their careers. All ninth grade students are required to attend this one-day event. In 2014, more than 80% of students said that the Expo helped them make an informed academy choice. The enormous amount of business involvement in the Expo has been a great recruiting tool for Alignment Rockford. Many of the industry experts involved in the Expo have become involved in College & Career Readiness Councils, Academy Support Teams, and Alignment Rockford's solution design teams.



Rockford students use a flight simulator at the 2014 Academy Expo

LEADERSHIP

Kenneth Scrivano

President, Rockford Public Schools Board of Education; Alignment Rockford Governing Board member

Dr. Ehren Jarrett

Superintendent, Rockford Public Schools; Alignment Rockford Governing Board member

Bridget French

Executive Director, Alignment Rockford; Ford NGL Community Coordinator

Matthew Vosberg

Deputy Superintendent, Rockford Public Schools; Chairman, Alignment Rockford College Readiness Team

Christopher Anderson

Associate Principal, Larson & Darby Group; Vice Chairman, Alignment Rockford College Readiness Team

David Carson

Executive Director of College and Career Readiness, Rockford Public Schools; Chairman, Alignment Rockford Career Awareness & Pathways Teams

Director, Strategy and New Business Development, UTC Aerospace Systems; Vice Chairman, Alignment Rockford Pathways Team

Regional Office of Education; Vice Chairman, Alignment Rockford Career Awareness Team

Nik Butenhoff

East High School Academy Coach, Rockford Public Schools; Interim Chairman, Alignment Rockford Academy Expo Subteam

Vice President, Schmeling Construction Co.; Vice Chairman, Alignment Rockford Academy Expo Subteam

Teacher Site Visits: Alignment Rockford has worked to connect teachers to area businesses through a pilot program called Teacher Site Visits. During these visits, business leaders discuss the challenges they face in finding a qualified workforce and specific opportunities and requirements related to career pathways. Teachers discuss their own challenges in preparing students to join the workforce. New relationships have been formed, and real-world learning opportunities have been provided to teachers, which they bring back to the classroom.

HOW FORD NGL BENEFITS OUR COMMUNITY

Participation in Ford NGL has provided Rockford with a model for how to transform traditional public schools into career and interest-themed academies. Academy students have the opportunity to participate in dual enrollment courses and earn college credit while in high school, and/or to earn industry-recognized certifications to verify their career readiness. The community is involved in providing solutions for challenges the district faces and shoulders increased ownership of and responsibility for student success.



Dr. Ehren Jarrett, Superintendent, **Rockford Public Schools**

2014 HIGHLIGHTS

- In September, all freshmen attended the Academy Expo, learning more about careers available to them in the Rockford region. One hundred and forty booths were staffed by industry professionals who demonstrated hands-on, career-related activities. Each student experienced eight sit-down sessions with a variety of organizations.
- More than 350 teachers participated in site visits to businesses to build relationships among educators and employers and to help teachers increase the relevance and rigor of instruction and curriculum. Sixty-seven businesses signed up to participate in Teacher Site Visits, and 33 businesses were chosen by teachers. This was the first time Alignment Rockford had to turn away businesses interested in participating in a solution designed for Rockford Public Schools—an indication of high business involvement and a desire to get involved in the local schools.
- In December, Alignment Rockford was notified that its application to the Lumina Foundation's third cohort of communities working on a social movement to increase postsecondary attainment had been accepted.

RESULTS

- 436 students graduated in 2014 with at least one AP credit
- 41 students received industry-recognized certifications in 2014 (and we expect this number to grow significantly in 2015)

Average ACT Scores by Year

High School	2006	2007	2008	2009	2010	2011	2012	2013	2014
Auburn	19.7	18.8	19.3	19.2	18.9	18.7	18.2	18.9	20.0
East	16.7	16.3	16.8	16.9	17.1	17.4	17.9	18.2	18.1
Guilford	19.0	19.2	18.5	17.9	18.0	17.9	17.8	18.5	18.5
Jefferson	17.0	17.0	16.9	17.0	16.9	16.8	16.9	17.3	17.2

Note: Implementation of academies began in 2012-2013 with a freshman academy at Jefferson High School. In 2013-2014, all of Jefferson switched to academies, and freshman academies were implemented in the other three high schools. In 2014-2015, all four traditional high schools (listed above) became wall-to-wall academies, with modified academies at the alternative learning high school, Roosevelt.

AN ALTERNATIVE MODEL OF **SUCCESS: ROOSEVELT HIGH SCHOOL**

The career academy model as implemented in Ford NGL Communities offers opportunities for success to students at every level of prior achievement: ranging from those who enter high school with prior records of significant achievement to those who have not experienced success in their earlier schooling. Rockford, Illinois's Roosevelt High School, which welcomes students who are seeking a second chance, shows how a customized approach to the career academy model can make a difference, along with a high level of school, district, and community support.

The students at Roosevelt High School have a brighter future because of the unique academy-based learning program in Rockford, Illinois, a Ford NGL community. Roosevelt High School serves at-risk youth who have historically struggled in traditional schools and who have faced circumstances that have jeopardized their ability to complete school, such as serious health issues, homelessness, incarceration, or teenage pregnancy. At Roosevelt, they receive a second chance, and the entire school community works towards a common goal of helping students not only to graduate, but to graduate aware of and prepared for future opportunities, and with a plan for the next phase of their lives.

"When you walk in the door here, it's a clean slate. The baggage doesn't come. They're so smart and they just for whatever reason weren't successful. They need that opportunity to shine and we really try to give them every opportunity we can."

-Heidi Houy, Principal, Roosevelt High School

Attending Roosevelt is a choice these students make; they reject the idea of dropping out of school and they choose to pursue a diploma and a better life.

The academy structure at Roosevelt enables students to experience an individualized program and supports the school's mission: to empower each student to achieve academically, behaviorally, and socially at his or her fullest potential in an atmosphere of mutual respect and responsibility, to become a successful, contributing member of a diverse society. Students select career academies when they enter Roosevelt. The project-based curriculum integrates as much real-life application as possible, and students become

acquainted with career and college opportunities and requirements, and participate in community service. Students are taught how and why to network and are encouraged to build lifelong connections through the school-sponsored guest speakers, site visits, career week activities, and mentorships.

Each student has an individualized learning plan that focuses on building skills. Roosevelt's competency-based programs are "open-entry, open-exit": when a student shows proficiency in skills and standards for a particular class, he or she moves on, rather than being bound by traditional quarter- or semester-based programming. Day care is provided on site for those students who have children, and parenting groups help students build parenting

"I feel like everybody who helped me along the way knew that had I been given this opportunity I would make the best of it. With Roosevelt being 'work at your own pace' and classrooms being small, you can get individual help; it was an environment I actually wanted to be in and felt that I could grow in. When I was handed the diploma I felt like that was the beginning of the rest of my life."

-Dai Jon, 2014 Roosevelt High School graduate and recipient of a four-year college scholarship

skills at the same time they are building academic and career skills.

Academies have weekly team meetings to discuss student needs and to develop plans to meet these needs.

Counselors, teachers, and social workers work closely with students, building strong relationships and helping to reverse any negative perceptions of school that students may have brought with them. Students come with desire and goals, and at Roosevelt they learn how to persevere, overcome roadblocks and adversity, and succeed.

PARTNERSHIPS

Melvin Allen, Executive Director of Student Recruitment, Rock Valley College John Anderson, President & CEO, Anderson Enterprises

Christopher Anderson, Associate Principal, Larson & Darby Group

Laurie Anderson, Deputy Director of Recreation, Rockford Park District

Derek Bergsten, Chief, Rockford Fire Department

Reverend Ken Board, Pilgrim Baptist Church

Darcy Bucholz, Executive Director, Northern Illinois Workforce Alliance Gina Caronna, Dean of Community, Career, and Technical Education Outreach, Rock Valley College

Scott Christiansen, Chairman, Winnebago County Board

Reverend Ed Copeland, New Zion Baptist Church

Rena Cotsones, Assistant Vice President, Regional Engagement, Northern Illinois University

Doug Curry, Stenstrom Excavation and Blacktop Group

Michael Dalke, Deputy Chief, Rockford Police Department

Tim Dimke, Executive Director, Rockford Park District

Einar Forsman, President & CEO, Rockford Chamber of Commerce

Bridget French, Executive Director, Alignment Rockford

Dr. Bill Gorski, President & CEO, SwedishAmerican Health System Bob Guirl, Strategy and New Business Development, UTC Aerospace

Nancy Halverson, Crusader Community Health

Amanda Hamaker, Principal Strategist, Girl Scouts of the U.S.A.

Deryk Hayes, Community Development Manager, Rockford Housing Authority

Robert Head, President, Rockford University

Janet Holmgren, Judge, Winnebago County 17th Judicial Circuit Court Wray Howard, Retired

Jeff Hultman, Executive Vice President, Illinois Bank & Trust

John Johnson, Winnebago County 17th Judicial Circuit Court

Gary Kaatz, President & CEO, Rockford Health System

Takeisha Lambert, Chair of the Early Childhood Education Department and Assistant Professor of Education, Rock Valley College

Paul Logli, President & CEO, United Way of Rock River Valley

Mike Mastroianni, President, Rock Valley College

Tom McKevitt, Apollo Enterprises

Larry Morrissey, Mayor, City of Rockford

Donnette Nailor, Regional Office of Education

La Vonne Neal, Dean of Education, Northern Illinois University

Michael Nicholas, President, Rockford Area Economic Development Council

Monica Primm, Owner, HR Solution Services

Luz Ramirez, Executive Director, La Voz Latina

Tim Rollins, Attorney, Williams McCarthy, LLP

Linda Sandquist, Vice President, United Way of Rock River Valley

David Schertz, President, OSF Saint Anthony Medical Center

Dr. Alex Stagnaro-Green, Dean, University of Illinois College of Medicine Rudy Valdez, UTC Aerospace Systems

Andrea Ward, Regional President, BMO Harris Bank

Tim Watkins, Executive Director, Project First Rate

Tim White, President, Electrical Systems; Rockford Site Leader, UTC Aerospace Systems

Laura Wilhelmi, Assistant Vice President, Associated Bank

Earl Wilsey, Vice President, Schmeling Construction Co.

Sarah Wolf, Executive Director, Discovery Center Museum

Linda Zuba, Attorney, Zuba & Associates

PARTNERS

Many of these partners provide funding that allows Alignment Rockford to continue its mission to align community resources to the greatest strategic needs of the Rockford Public Schools. All of the partners leverage their networks to actively participate in, encourage, and guide progress to improve student success and outcomes. They participate in the Academy Expo, Teacher Site Visits, College & Career Readiness Councils, Academy Support Teams, and Alignment Rockford's solution design teams.

WHAT'S NEXT

Alignment Rockford created a new solution design team specifically to work on the Academy Expo. This will allow the Career Awareness Team to work on other solutions around college and career readiness. The 2015 Academy Expo will expand to include 200 industry experts providing hands-on demonstrations. The Alignment Rockford Academy Expo Team has worked with the local convention center on a new floor plan that will allow additional booths, resulting in an even more robust student experience.

"Rockford's high school academies help students visualize their career goals and the steps to get there. It is a game-changer when students realize their future employer and their own income potential is dependent on how hard they study their math and English today."

-John Ekberg, Controller, Circle Boring (a regional manufacturer that is very involved in the academies)

Alignment Rockford's Career Awareness Team has begun to work with Rockford Public Schools on developing capstone projects for students that will emphasize both student interests and integration of acquired knowledge. Capstone projects:

- Encourage students to think analytically, logically, and creatively and to integrate experience and knowledge to solve problems
- Give students a chance to explore a topic in which they have a great interest
- Offer students an opportunity to apply their learning in a "real-world" way

Local organizations will work with teachers and students to assist in developing capstone projects, as well as serve as evaluators and project mentors for the capstones.

In addition, we will provide site visits for all sophomore students to area businesses, assisting them in achieving one of the college and career readiness benchmarks.

We will also work toward becoming a Ford NGL Model Community in 2015, in order to continue to leverage the resources of the Ford NGL network and share back with other Ford NGL Communities.

ST. JOHNS COUNTY, FLORIDA

WHO WE ARE

The St. Johns County Ford NGL Community's mission is to connect students to business-driven programs that offer the highest level of education available. We strive to enhance district-wide partnerships between business and education in order to attract and retain targeted, high-value industries and to provide students with numerous opportunities to reach their potential. Our career academies foster students' knowledge, skills, and creativity to thrive in a global environment, as we continue to build our capacity to serve all students in high-level, demanding, and motivating programs.

Dr. Joseph Joyner, St. Johns County School District (SJCSD) Superintendent, has been a driving force with St. Johns' career academies. He and the school board are great supporters and have been actively involved in educating the community about the benefits of career academies to the overall economic well-being of the region.

HOW OUR COMMUNITY INSPIRES OTHERS

- St. Johns is one of two school districts in Florida to implement the ICT/Digital Tools curriculum and certification program in middle schools during the 2014-2015 school year. Florida Senate Bill 850, passed in spring 2014, directed school districts to implement this curriculum and accompanying assessments by 2018, but our school district decided to implement it immediately. We are investigating ways to include our fifth-graders in the program in future years.
- Six of the 10 SJCSD middle schools offer Introduction to Information Technology in grade 8 for high school credit; we plan to expand this to additional middle schools next year.
- A key factor in our success in high school academies is having Career Specialists at each school to support the teachers, plan speakers and field trips, work with business partners, manage the summer internship program, and carry out the administrative functions involved with career academies, so that teachers can focus on teaching.
- The SJCSD Career and Technical Education (CTE) Director participates in Ford NGL Leadership Council meetings and occasionally facilitates sessions at those meetings.
- The CTE Director participates in the Northeast Florida Career Academy Council and has been a past chair of that group. This group shares best practices and challenges of career academies with the six participating counties.
- Our faculty frequently presents best practices at the Florida Association of Career Technical Education, National Career

AT A GLANCE

Seven high schools host a total of 15 career academies

high school students are in career academies (35.8% of the 10,324 high school students in the district)

businesses (including 7 new placements) provided student internships to 144 students in 2013-2014

Academy Coalition, and Florida Educational Technology Conference.

Teachers and program directors from Pinellas and Lee Counties have toured our programs, which are always receptive to having visitors.

HOW FORD NGL BENEFITS OUR COMMUNITY

Participation with Ford NGL has provided us with a network of resources and best practices from other communities that embrace the career academy model. Ford NGL has twice led a strategic planning process for our career academies.

2014 HIGHLIGHTS

- Expanded the Introduction to Information Technology high school credit course to six middle schools
- Held professional development funded by Northrop Grumman and the St. Johns County Education Foundation for 14 middle and high school teachers to assist them in implementing a project-based learning unit in robotics and documenting their learning through videotaped sessions
- Created District Developed Assessments and piloted them with students in half of the district's CTE classes
- Offered financial literacy training provided by VyStar Credit Union to all seniors in the district
- Worked with one of our business partners, CITI, to develop Women in IT presentations for girls in grades 7 and 9, designed to encourage more girls to consider this industry; CITI staff provided 2,000 volunteer hours in 2013-2014 and are continuing the effort in 2014-2015

PARTNERSHIPS

Our business partners serve on advisory boards for each career academy, which review curriculum and data outcomes of the academy, assess equipment and material needs of the program, and provide guidance for program improvement. In addition to student internships, businesses also provide classroom speakers, offer field trips, and participate in project-based learning. As documented in our 2013-2014 Value Added Report, business partners provided 10,629 hours of volunteer service to the career academies.

Key partners include the following:

- Agriscience: Guana Tolomato Matanzas National Estuarine Research Reserve, St. Johns County Utility Department, St. Augustine Eco-Tours, U.S. Army Corps of Engineers
- Architecture and Construction: Florida Masonry Apprentice & Educational Foundation, St. Johns Housing Partnership, World Island Builders, Basham Lucas Designs Group
- Arts, AV Technology, and Communication: Leonard's Photography, Cady Studios, Herff Jones, WJXT TV, PGA Tour Entertainment, Flagler College, University of North Florida, Linda Cunningham Designs, St. Johns River State College
- Business, Management and Administration, Finance, and Marketing: VyStar Credit Union, St. Johns River State College, AXA Equitable, The Bailey Group, Terry Seaton FICPA, Carr Riggs & Ingram CPAs, Crowley, CSX, The Players Championship, Jacksonville University, University of North Florida, St. Johns County Chamber of Commerce
- Education and Training: Schultz Center for Leadership and Training, Early Learning Coalition, National Park Service, University of North Florida, Flagler College, St. Johns River State College, St. Johns County School District
- Engineering and Technology Education: Stellar, St. Johns County Public Works Department, St. Augustine Public Works Department, Matthews Design, University of North Florida, St. Johns County School District, Taylor Engineering, University of North Florida, RS&H, Florida **Engineering Society**
- Health Science: Flagler Life Institute, Flagler Hospital, Oxford Dental Associates, SJCSD Health Services, St. Johns County Health Department, St. Johns River State College
- Hospitality and Tourism: St. Johns Visitor and Convention Bureau, St. Francis Inn, South Beach Grill, Ponte Vedra Inn and Country Club, CISCO, St. Johns County School District, Casa Monica Hotel, Courtyard Marriott
- Information Technology: CITI, Deutsche Bank, Florida Blue, Florida State College at Jacksonville
- Manufacturing (Biotechnology): Nemours Children's Hospital, Mayo Clinic, Vistakon, University of North Florida
- STEM (Aerospace): Northrop Grumman, Carlisle Interconnect Technologies, St. Augustine Airport Authority, Embry-Riddle Aeronautical University, JetBlue, Jacksonville University

- Daryl Cullipher from the St. Johns County Academy of Future Teachers was chosen as SJCSD Teacher of the Year, and Chris Cofield, drafting teacher in the Academy of Architecture and Building Sciences at Pedro Menendez High School, was chosen as Rookie Teacher of the Year at that school
- Held a school-wide project-based learning unit on disaster preparedness at St. Johns Technical High School in May, coordinated by the career academy staff

RESULTS

551 industry certifications were obtained, up 16% from the previous

WHAT'S NEXT?

Our goals for 2015 include the following:

- Start two new Academies of Information Technology at Ponte Vedra and Bartram Trail High Schools to meet the industry demand expressed by our business partners
- Start a new strand of Applied Engineering in the Academy of Environmental and Urban Planning at Creekside High School
- Start the Academy of Culinary Arts at St. Johns Technical High
- Implement the second-year curriculum and hire a teacher for the Academy of Hospitality and Tourism
- Pursue changing to a new engineering course framework in the Stellar Academy of Engineering
- Continue to pursue ways to obtain meaningful data from the student data system
- Implement a new Program of Choice application process using the student data system
- Determine the most efficient way to report industry certification data on middle school students
- Continue to develop District Developed End-of-Course Assessments, where needed
- Continue to improve cohort scheduling in the district and provide staff development training and time to develop cohorted
- Have one to two career academies go through the National Career Academy Coalition evaluation process
- Have 7 out of 10 middle schools implement the new ICT/ Digital Tools curriculum and assessments by June 2015
- Plan how to implement the ICT/Digital Tools curriculum and assessments with fifth-graders and expand to more middle
- Pursue having all middle schools use the same curriculum to teach computer education and STEM classes



Dr. Joseph G. Joyner, Superintendent, SJCSD

LEADERSHIP

Dr. Joseph G. Joyner

Superintendent, SJCSD

Chris Force

Ford NGL Coordinator; Director for Career and Technical Education, SJCSD (she replaced Paula Chaon, who held this position in 2014)

Dr. Pat Moore

Chief Learning Officer, Flagler Life Institute

Angie Chriest

Vice President, VyStar Credit Union

Bruce Ferguson

President, CareerSource Workforce Development Board

Bill Lazar

Executive Director, St. Johns Housing Partnership

David DeRidder

Programs Manager, Schultz Center for Teaching and Learning

Isabelle Rodriquez

President, St. Johns County Chamber of Commerce

Anna Lebesch

Vice President of Workforce Development, St. Johns River State College

Rebecca Callahan

Senior Vice President of Recruiting, CITI

Pat Cusick

Director of Operations, Carlisle Interconnect Technologies

Donna Lueders

Executive Director, St. Johns County Education Foundation

VOLUSIA, FLORIDA

http://myvolusiaschools.org

WHO WE ARE

In 1994, Volusia County Schools, with the support of the Career Connection CADRE, opened its first career academy. The CADRE represents the business community, Volusia County Schools, postsecondary educational institutions, the Workforce Development Board (CareerSource), economic development agencies, Team Volusia, chambers of commerce, and other community agencies. The mission of Career and Technical Education (CTE) is shared in the Vision Statement of Volusia County Schools: "Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society." The Career Connection CADRE mission is "to create connections between business and education ensuring a talented and skilled workforce."

The Volusia County school district is a leader in the quality and diversity of education offered to students. The CTE Department offers unique educational opportunities for in-depth experiences and study in specific career and technical areas of interest, such as Agriscience, Health Science, Business Technology, Industrial, STEM, and Marketing. Each program emphasizes a specific career theme. Secondary CTE provides rigor and relevance through an integrated system of career and academic instruction, preparing students for success in a four-year university, community college, technical center, or career opportunity.

HOW OUR COMMUNITY INSPIRES OTHERS

Addressing Educational Justice, Equity, and Access: In the spring of 2014, Volusia was honored to earn a Ford NGL Innovation Grant for up-and-coming Ford NGL Model Communities. The grant assisted in funding a group of 15 community members to attend the Ford NGL Power of the Network conference in Louisville, Kentucky. Several community members presented sessions at the conference.

In addition, grant funds will assist in the planning of the first Educational Justice Conference. This innovative conference, a joint effort with Bethune-Cookman University, will address issues related to educational justice, equity, and access. Local postsecondary partners, community members, and stakeholders are all invited to both plan and attend the event. The conference will highlight the success of the career academy model in engaging secondary students in meaningful real-world learning that prepares them for both college and careers.

AT A GLANCE

4.072

high school students are in career academies

Began working toward becoming a Ford NGL Model Community in

There are 35 academies in 10 high schools in the district

Two Volusia County high schools are planning to move to a wall-to-wall career academy model

Powered by Ford STEM Academy: The Academy of Information Technology and Robotics (AITR) at Spruce Creek High School was named as one of the first Powered by Ford STEM Academies in the country. (See the feature on Powered by Ford STEM Academies on page 18 of this report.)

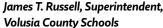


"As a Ford NGL community on the path to becoming a Ford NGL Model Community, Volusia County holds many hopes for the future. Although we have many best practices and information to share, we always have more to learn. **Top priorities**

include maintaining academy quality and increasing academy options for all students. Volusia County will look to Ford NGL to offer resources and professional development as we examine all possible avenues for improvement. The Ford NGL network is a source of great inspiration and opportunities for communities to interact with and learn from each other."

-Kelly Amy, Coordinator of CTE and the Arts, Volusia County Schools







Marianne Blair, Ford NGL **Community Coordinator**

While most Powered by Ford STEM Academies are located near Ford facilities, AITR was chosen to be part of the pilot group because of its stellar commitment to and implementation of the Ford NGL Essential Practices. In the summer of 2014, five members of the AITR teaching team participated in in-depth professional development in Louisville, Kentucky, where they spent time in a Ford facility and developed an interdisciplinary project for their students.

Members of the AITR teaching team will also be supported by a Ford Partnership Management Team made up of employees from the company's IT department. This team will provide curriculum feedback and support as the teachers continue to develop and implement new projects.

"Daniel Brandt from OneBlood has shown a continual desire to educate our students and provide them the opportunity to make a difference (either through donations or through volunteerism). OneBlood's scholarship program also allows schools to enhance the quality of training that students receive, either through college scholarships or participation in various leadership and team-building workshops and conferences."

-Brandy Meadows and Alisha Kellett, Academy Directors, Health Services Academy, Deltona High School

In addition to ongoing professional development for teachers designed to further transform the teaching and learning experience in the classroom, AITR students will have the opportunity to apply for Ford STEM scholarships, become members of the Ford Blue Oval Network, and continue a relationship with Ford Motor Company.

The AITR team was recognized during the Volusia Manufacturers Association Annual Banquet. It was a fitting audience to share the team's success, as it included so many of the businesses that have

LEADERSHIP

Iames T. Russell

Superintendent, Volusia County Schools

Kelly Amy

Coordinator of CTE and the Arts, Volusia County Schools

Dr. Willis Walter

Chair, Career Connection CADRE; VP of Community Affairs/K-16 Initiatives and Dean of the College of Education, Bethune-Cookman

PARTNERSHIPS

The Career Connection CADRE has well over 100 stakeholders serving the consortium, in addition to more than 150 business, parent, and student members of individual career academy advisory committees. The CADRE Executive Committee includes the following members:

Dr. Willis Walter, Chair, Career Connection CADRE; VP of Community Affairs/K-16 Initiatives and Dean for the College of Education, Bethune-Cookman University

James T. Russell, Superintendent, Volusia County Schools James Tager, Assistant Superintendent for Curriculum, Volusia County

Robin King, President and CEO of the Center for Business Excellence (Workforce Board)

Dr. Thomas Lobasso, Interim President, Daytona State College Nancy Holman, President of School Partnerships

Mary Bruno, Associate Vice President for CTE, Daytona State College Jane Fifer, President and CEO, Volusia Manufacturers Association

Jerry Mayes, Economic Development Chair, City of Deltona

Rob Erhardt, Volusia County Economic Development Agency

Embry Riddle, Aeronautical University

John Guthrie, Director of Corporate Communications, Halifax Health Kris Sternberg, Manager, Newspaper In Education, The Daytona Beach News-Journal

Teresa Rogers, President and CEO, Volusia/Flagler YMCA

Scott Devault, Aegis Corporation

Rick Fraser, Ormond Beach Chamber of Commerce

Regina Spatcher, Community Relations Coordinator, Keiser College Christine Langley, Director, Organizational Development, Raydon

Max Steiner, Universal Technical Institute Admissions Representative

Norman Lane, President, Rotomation

Dr. Ron Eaglin, Associate Vice President, College of Technology

Dr. Cassie Renzi, University Department Chair for Criminal Justice, Keiser

Brad Giles, President, Giles Electric

Wayne Van Orden, CFO, NAARDEN, Inc.

Jim Cameron, Chamber of Commerce

Kelly Amy, Coordinator of CTE and the Arts, Volusia County Schools

Marianne Blair, Ford NGL Community Coordinator

partnered with the academy over the years. This outstanding team of teachers will continue to innovate as their partnership with Jeffersontown High School in Louisville evolves.



AITR students teach one another

HOW FORD NGL BENEFITS OUR COMMUNITY

Any time our community has faced a challenge, Ford NGL has offered resources. Volusia is currently facing the challenge of planning a large-scale Educational Justice Conference. Ford NGL is providing support, both in person and virtually. The potential to network with other NGL communities has also proven invaluable. Ford NGL communities in Florida have hosted site visits to share specific best practices and to offer support.

Two Volusia high schools, Atlantic High School and Mainland High School, are planning to move to a wall-to-wall career academy model where all students will be part of a career academy pathway. Other Ford NGL communities have agreed to share with these two schools, and teams of teachers and administrators from the two schools have completed site visits at both Clearwater High School in Pinellas County, Florida, and Clay High School in Clay County, Florida. Both schools sent teams of teachers and administrators to Louisville, Kentucky, to attend the Ford NGL Power of the Network conference in October 2014. District specialists have also conducted professional development in project-based learning and integrated curriculum writing.

2014 HIGHLIGHTS

- July and August: Career Connection CADRE Subcommittees met to reestablish their goals
- Partnerships: Produced Advisory Council Handbook to guide academy directors in best practices
- Workforce Needs Analysis: Coordinated with community economic developers to determine the jobs with the highest need, growth potential, and skills needed for success in the workplace
- August: Academy teams came together to create an Action Plan, which outlines the fulfillment of the 12 Standards for Volusia County Career Academies
- September: Academy Awards event was held
- Awarded academies a level of achievement based on academy evaluation process
- Initiated the second annual group of Academy Ambassadors
- October-December: Keiser University sponsored an appreciation program to recognize the successes of one career academy student each month from October to January

- November: Volusia County Fair featured CTE student competitions in the areas of Technology, Culinary, Carpentry, and Agriculture
- November: Held an Academy Director Training Session on best practices regarding the Academy Evaluation Process
- December: At the Career Connection CADRE Meeting, a new chair, Dr. Willis Walter, was announced and installed, and we recognized Teresa Rogers for her years of dedicated service
- December: High School Showcase was held to recruit for all high schools, CTE programs, and academies

RESULTS

- 851 students earned industry certifications
- **Graduation Rates**

Academy 94.7% Non-academy 70.6%

Dropout Rates

Academy .19% Non-academy .96%

Suspension Rates

Academy 26%

Non-academy 52%



AITR students conduct a mock trial

WHAT'S NEXT

February 27, 2015: Annual Retreat

- Analyze selected "Member Level Designated Academy" Action
- Best Practices and Shining Examples: Academy Coach, Academy Team Dynamics, Business Partnerships
- Evaluate progress/completeness of the 2012–2015 Master Plan and begin planning for the future

Summer 2015: Educational Justice Conference to address issues of educational justice, equity, and access

August 2015: New CTE programs and career academies introduced

- Manufacturing and Robotics Program at Pine Ridge High School (partnership with the Volusia Manufacturers Association, local elected officials, and the school district)
- Aerospace Academy at Atlantic High School (partnership with Embry-Riddle Aeronautical University, offering students dual enrollment along with the chance to earn industry certification)

INTRODUCING...

We are very excited to introduce the following communities, which were engaged in the early phases of Ford NGL in 2014.

INDEPENDENCE, MISSOURI

This community, located to the east of Kansas City, completed its Ford NGL Master Plan in Fall 2014 and was ready to be designated as a Ford NGL community in January 2015. Independence is a great example of the power of the network: Midway through the development of their plan, community leaders visited Nashville, learned about its freshman academies, and decided to incorporate freshman academies into the Independence plan for transforming the secondary school experience. The district received school board approval to launch freshman academies, which are already contributing to high attendance among freshmen enrolled for the 2014-2015 school year. The board-approved plan calls for all students to take part in career academies over the next few years. Commenting on the support that Independence received from the Ford NGL network as the community developed and began to implement its plan, Independence School District Superintendent Dr. Dale Herl notes the value of visiting the Academies of Nashville; the importance of getting to know the Rockford, Illinois, academy plan; and the opportunity to see the academy model come alive at the Ford NGL Power of the Network conference in Louisville, where a team from Clearwater, Florida, high school in Pinellas County described the school's career academies.

GOLDEN ISLES, GEORGIA

Golden Isles Career Academy (GICA), a public charter school in Brunswick, Georgia, offers career preparatory opportunities for high school-age students and college programs for citizens of all ages through a partnership with Coastal Pines Technical College. GICA was created to build a growing partnership between the Glynn County School System and the regional business and industrial communities of southeast coastal Georgia. GICA's Career Pathways Programs have been designed to provide 18 distinctive career curricula, and GICA graduates provide a viable skilled workforce to businesses in a variety of occupational disciplines. In its sixth academic year of operation, GICA is poised for continued growth, offering state-of-the-art facilities and many exciting career pathways that prepare students for successful, meaningful careers after graduation. In 2014, GICA gathered a diverse group of stakeholders from the business and education communities and, working with the Georgia Ford NGL Hub, developed a Ford NGL Master Plan that will provide guidance for the next several years. Golden Isles will be designated as a Ford NGL community in early 2015.

GORDON COUNTY SCHOOLS, GEORGIA

In partnership with Georgia Northwestern Technical College, Gordon County Schools received a grant from the Technical College System of Georgia in December 2010 to build a College and Career Academy in Gordon County. Gordon County College and Career Academy (GCCCA) prepares high school students for high-skill, high-wage, and high-demand occupations in an effort to create a viable 21st century workforce for Gordon County and surrounding communities. The nine-member board of directors consists of prominent representatives of business and industry, the superintendent of Gordon County Schools, and the president of Georgia Northwestern Technical College. As a result of a local and regional needs assessments conducted by Georgia Northwestern Technical College and Gordon County Schools, new programs will be put in place at GCCCA to fill the needs of local business and industry. Articulation agreements and dual enrollment course offerings provide students with the opportunity to gain high school and college credit for the same course, giving them a head start toward their chosen careers. In 2014, Gordon County began the process of becoming a Ford NGL community. With support from the Georgia Ford NGL Hub, a diverse group of stakeholders worked with Gordon County Schools to develop a Ford NGL Master Plan, and Gordon County will be designated as a Ford NGL community in early 2015.

RIO GRANDE VALLEY, TEXAS

Rio Grande Valley Leading Education and Economic Development (RGV LEAD), a regional organization supporting education and workforce development in South Texas, is leading the development of a regional Ford NGL Master Plan to transform high schools around the career academy model. Fourteen of Rio Grande Valley's school districts—representing approximately half the region's students—are developing plans that will become part of the region's initiative to meet growing workforce demand by employers across South Texas. The region's business community is organizing to create its part of the plan for ramping up the scope of business support for the Academies of South Texas.

CLEVELAND, OHIO

Cleveland Metropolitan Public Schools reached out to Ford NGL in 2014 for assistance in understanding and implementing the career academy model. Teams from the community attended several Ford NGL-related conferences to learn about the model and begin to apply that learning in five of the district's high schools. At the same time, the Cleveland Foundation provided a grant to Ford NGL to assess the career pathways in these five high schools in light of a workforce study the foundation released in September 2014. That analysis and recommendations for aligning career pathways to future workforce needs will be released early in 2015.



The Ford NGL National Team is committed to achieving the benefits of Ford NGL in all of our communities. National Team members serve various roles, ensuring strategic direction, implementation, and alignment that connects back to our intended outcomes. The team structure and operations are intentionally designed to be collaborative and to model the practices we want students to experience.

National Team members: Ronda Alexander, Tom Besaw, Cheryl Carrier, Rick Delano, Jessica Delgado, Jennifer Edge, Jessica Juliuson, Ilene Kantrov, Millie Mitchell, Janet Padilla, Sydney Rogers

Ford Motor Company Fund and Community Services works with community and global partners to advance driving safety, education, and community life. Ford Motor Company Fund has operated for more than 65 years with ongoing funding from Ford Motor Company. Ford Driving Skills for Life is a free, interactive, hands-on safety training focused on skill development and driving techniques, while addressing inexperience, distractions, and impaired driving. Innovation in education is encouraged through Ford Blue Oval Scholars, Ford NGL, and other inspiring programs that enhance high school learning and provide college scholarships and university grants. The Ford Volunteer Corps enlists more than 30,000 Ford employees and retirees each year to work on local projects that strengthen their communities and improve people's lives in more than 40 countries around the world. For more information, visit http://community. ford.com.

Education Development Center, Inc. (EDC), is a global nonprofit organization that creates learning opportunities for people around the world, empowering them to pursue healthier, more productive lives. EDC staff designed the Ford PAS curriculum—which exemplifies the Essential Practices in Strand 1 of Ford NGL—as well as professional development experiences for educators. EDC also supports capacity building in Ford NGL communities and within the Ford NGL network to sustain and scale systemic transformation. EDC staff draw on their breadth of organizational expertise to develop tools and resources to support implementation and promote innovation, ground the work in research-based practices, participate in efforts to secure program funding, consult on program evaluation, and provide STEM subject-matter expertise. In addition, EDC staff are represented on the Ford NGL National Team and Leadership Council.

Alignment Nashville (AN) is the collective impact backbone organization that supports the Academies of Nashville; it is described as an operating system for community engagement. AN convenes organizations to work strategically with the public schools. In 2013, AN initiated Alignment USA (AUSA), a network of communities that adopt the Principles, Structure, Process, and Technology toolset

of Alignment. The AUSA network will collaborate to identify best practices and improve the Alignment toolset. Several Ford NGL communities are also AUSA communities.

Ford NGL National Advocates serve to strengthen our network, including Ford NGL Coaches and Ford NGL communities. Each Advocate mentors Ford NGL Coaches and serves on the National Team, enabling Advocates to make connections and share opportunities across Ford NGL communities. Advocates oversee and monitor progress in all phases of Ford NGL.

Ford NGL Coaches are committed to guiding communities through the phases of Ford NGL. Ford NGL Coaches help communities achieve their outcomes and strengthen their capacity. Coaches serve different roles—including mentors, project managers, and facilitators—depending on the phase and the community's needs.

Ford NGL Consultants are members of our network who are experienced experts in particular aspects of the Ford NGL Essential Practices. Ford NGL Consultants support the Ford NGL Coaches with various aspects of Ford NGL Master Plan development and implementation, depending on the communities' needs.

The Ford NGL Leadership Council (LC) has two major functions: (1) building individual and collective capacity to support the Ford NGL framework in Ford NGL communities and nationally, and (2) advising Ford NGL on priority components of the Ford NGL Strategic Plan, which is aimed at helping everyone in the network achieve the long-term outcomes of Ford NGL. The 30+ members of the LC represent the Ford NGL network, including community stakeholders, Coaches, Advocates, National Team staff, Consultants, and Professional Development Providers.

Ford NGL Hubs are experienced Ford NGL-approved service providers who assist Ford NGL Coaches in their support of communities in various phases of the Ford NGL roadmap. Ford NGL Hubs are composed of Ford NGL Professional Development Providers, Ford NGL Consultants, and Ford NGL Coaches.

2014 Ford NGL Hubs:

- Coachella Valley, California
- Elk Grove, California
- Florida
- Georgia
- Nashville, Tennessee
- Philadelphia, Pennsylvania
- South Texas

Ford NGL Professional Development Providers (PDPs) are

experienced designers and facilitators who participated in an extensive 18-month Ford NGL professional development training focused on building and strengthening knowledge and skills in facilitation, design, and collaborative visioning. Ford NGL PDPs can support the Ford NGL network in various ways throughout the entire Ford NGL experience. Ford NGL PDPs have deep knowledge of and experience

FORD NGL 2014 LEADERSHIP **COUNCIL MEMBERS**

Ronda Alexander, Detroit, Michigan

Nice Alterman, Bocas de Nosara, Costa Rica Kelly Amy, DeLand, Florida Pedro Bermudez, Miami, Florida Tom Besaw, Port Orange, Florida Mark Calvin, Satanta, Kansas Cheryl Carrier, Petoskey, Michigan Rick Delano, Bridgehampton, New York Jessica Delgado, Chicago, Illinois Jennifer Edge, Pensacola, Florida Dan Garcia, Mercedes, Texas Kathy Hamilton, Elk Grove, California Leslie Hergert, Somerville, Massachusetts Starr Herrman, Nashville, Tennessee Ehren Jarrett, Rockford, Illinois **Jessica Juliuson**, Woburn, Massachusetts Ilene Kantrov, Lexington, Massachusetts Steven Ladd, Elk Grove, California Carl Leiterman, Pace, Florida Douglas Lockwood, Winter Haven, Florida Connie Majka, Philadelphia, Pennsylvania Kim McNulty, Coachella Valley, California Millie Mitchell, Detroit, Michigan Christy Moustris, Roseville, California Keith Nalbach, Providence, Rhode Island Janet Padilla, Chicago, Illinois Scott Palmer, Romeo, Michigan Natalie Prim, Pensacola, Florida Sydney Rogers, Nashville, Tennessee Stephanie Smith, Philadelphia, Pennsylvania Thom Suddreth, Atlanta, Georgia Sheila Thorton, Coachella Valley, California Ernesto Villarreal, Edinburg, Texas Jill White, Pensacola, Florida Jenny Williams, Atlanta, Georgia Aimee Wyatt, Nashville, Tennessee

in designing and facilitating teacher professional development in the Ford NGL Teaching and Learning Pillars—the key features of the Ford NGL approach to transforming teaching and learning: handson, collaborative, and project- and inquiry-based. PDPs support teachers' integration of rigorous academic and career-relevant learning.

Ford NGL Board Affiliations

Ford NGL serves on the boards of directors of the following organizations:

- Alignment Nashville (portal alignment nashville.org/)
- National Career Academy Coalition (www.ncacinc.com/)
- National Career Technical Education Foundation (www.careertech.org/)
- Partnership for 21st Century Skills (www.p21.org/)

WHAT'S NEXT

for Ford NGL

We are so excited to share that in 2014, Ford NGL and our entire network continued to make progress toward achieving the Ford NGL long-term outcomes:



Increased high school graduation rates



Increased academic achievement



Improved preparation for college, careers, and life



Increased earning potential



Strengthened workforce talent pipeline



Increased community prosperity

This progress was all possible because of the amazing commitment from every individual that makes up this network! As we enter the third year of our 2013–2015 Strategic Plan, which is guiding our work, we have made significant progress toward reaching our mid-term outcomes, enumerated below:

6 COMMUNITIES

in the United States are designated as Model or are on the path toward becoming Model Communities; each Model Community demonstrates the capacity to mentor other communities.

- One community (Nashville) was designated a Model Community in 2014. The entire Ford NGL network will have access to Nashville's innovation, a set of Ford NGL "onboarding modules" for new staff in the school district and members of the community (described on page 48 of this report).
- Two communities (Polk County and Volusia County, Florida) are developing exciting innovations and plans for mentoring others as they work toward achieving Model Community status in 2015.
- At least two additional communities will begin preparing to become Model Communities in 2015.

BETWEEN 26 AND 30 COMMUNITIES

have become Ford NGL affiliated communities.

- Four communities achieved designation as official Ford NGL affiliated communities in 2014.
- Four new communities (Independence, Missouri; Floyd County, Georgia; Golden Isles, Georgia; and Gordon, Georgia) will be designated as Ford NGL affiliated communities in early 2015.
- Rio Grande Valley, Texas, is in the process of completing its regional Ford NGL Master Plan.
- Additional communities, including Cleveland, Ohio, are in the early stages of exploring Ford NGL's community-driven approach to transforming the secondary school experience.

300 CHANGE AGENTS

fully understand Ford NGL and are able to mentor others.

- Ford NGL communities have mentored one another on a number of occasions (see, for example, the story on page 73 of how Independence, Missouri, benefited from the experience of Nashville; Pinellas County, Florida; and Rockford, Illinois).
- Teams have mobilized to support new and developing Ford NGL communities and to provide additional support for existing communities.
- In October 2014, more than 200 participants in the Ford NGL Power of the Network conference came together to learn from and inspire one another (as described on page 12).
- The superintendents of nearly all the school districts in Ford NGL communities across the country met in October 2014 for the first time together as colleagues in a professional learning community (the Ford NGL Superintendents Council; see page 14).
- Coming in 2015: A platform for online and face-to-face learning will expand the number of change agents across the network.

TECHNOLOGY

that links stakeholders and supports Ford NGL professional learning communities is in place.

Webinars and online forums are on their way in 2015.

FORD NGL DEMONSTRAT SUSTAINABIL

- The initiation of Powered by Ford STEM Academies in plant cities across the country, with career pathways in IT, engineering, and manufacturing, combined with the Collaborative Learning Externship (see page 18)—an innovati<mark>ve approach to</mark> professional development for teachers in these academies, supported by Ford Motor Company and Ford United Automobile Workers illustrate the difference that companies can make to support Strand 3: Transforming Business and Civic Engagement.
- Stay tuned for new developments in 2015 that will consolidate these gains and pave the way for continued growth and sustainability.

In 2015, the Ford NGL National Team, in consultation with the Ford NGL Leadership Council, will develop a new Ford NGL Strategic Plan for 2016-2018, which will build on the accomplishments of 2013-2015 and take us even further. Ford NGL looks forward to working with current and newly affiliated communities, and those interested in joining us, as we continue to strengthen and expand our efforts, our innovations, and our impact.

CARING, SHARING, DARING...



























