



# **MMSD High School Coursework Review**

*Board Presentation*

*August 11, 2014*

# Our Objectives

1. Share the rationale and methodology for the High School Coursework Review conducted during the 2013-14 school year.
2. Share the findings and recommendations.
3. Discuss implications of the review.

# Presentation Overview

1. **High School Coursework Review findings and recommendations**
  - **Current Promising Practices in MMSD**
  - **Coherent Curriculum and Instruction**
  - **Personalized Pathways**
  - **Student Support**
  - **Implications and Next Steps**

# Rationale

**In order for us to effectively engage all students in charting personalized pathways to college, career and community readiness, we must:**

- Identify the strengths and gaps of our High School instructional program and leverage those strengths.
- Enlist and engage our high school teachers, leaders, students, parents and central office staff in the process of deepening our understanding of our gaps and strengths and further develop our implementation plans to ensure our instructional programs are rigorous, equitable, accessible and aligned to college and career readiness standards.

# Methodology

## INTERVIEWS

- MMSD Directors (13)
- MMSD Program Support Specialists and Other Support Staff (12)
- School administration teams, which included the Principal and at least one Assistant Principal often along with at least one school counselor: East (3), La Follette (3), Memorial (5), Shabazz (2), West (4)

## FOCUS GROUPS

- Students (6 groups)
- Teachers (6 groups)
- Parents (4 groups)
- Counselors (1 group)

## DATA ANALYSIS

- Scheduling data from 2009 to 2014 to determine course-taking frequency and patterns
- Grades and credits earned from 2009 to 2014
- Demographics, including ELL and Special Education status from 2009 to 2013
- Scores on standardized tests including EPAS and AP tests from 2010 to 2013
- High School completion from 2009 to 2013

## Literature review

Examination of promising practices in other districts as reflected in March Report



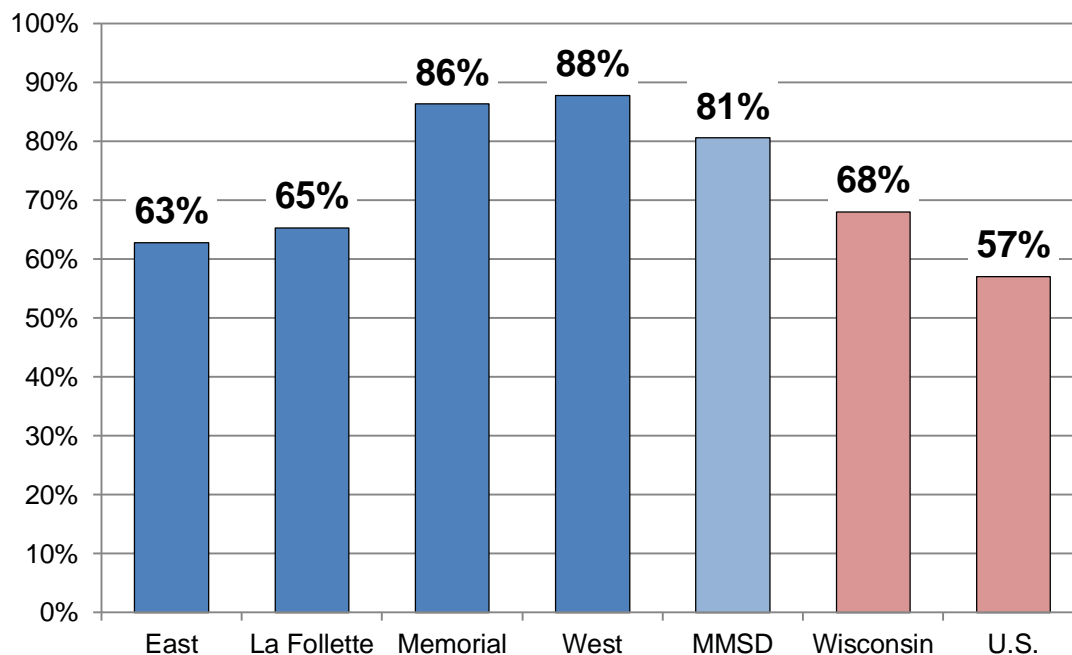
# Current Promising Practices

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## Findings

1. High rates of scoring a 3 or better on AP tests
2. AVID shows encouraging trends
3. Positive Culture at Shabazz and IAE programs
4. The district is ready for change

Percentage of Students Scoring a 3 or Higher for All Advanced Placement Tests, 2013



# Current Promising Practices

## Findings

1. *High rates of scoring a 3 or better on AP tests*
2. **AVID shows encouraging trends**
3. *Positive culture at Shabazz and IAE programs*
4. *The district is ready for change*

Number and Percentage of African-American and Latino Graduates in Class of 2013 by Total Number of Honors and AP Courses Taken, 2010 - 2013

	Number of Honors or AP Courses Taken			
	0	1 – 2	3 – 5	6 or more
Non-AVID (280)	48%	30%	10%	13%
AVID* (118)	17%	39%	25%	19%

\*AVID students are defined here as having completed at least one full semester in the AVID program.



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- **Strong, welcoming, supportive climate and culture at Shabazz; parents especially complimentary**
- **Students praised IAE programs for giving them options when home high school wasn't a good fit**
- **76% of Work and Learn (WLC) students either moved on to next level or graduated from a WLC center in 2014**



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- **Teachers in focus groups generally agreed on the need for greater coherence and alignment of curriculum to standards**
- **Momentum from High School Reform Collaborative meetings promotes greater involvement of postsecondary and private sector partners**
- **Good examples of work to align instruction in La Follette (English 1), Memorial (English 1, 2, 3) and CTE (across schools): successful collaboration to develop strong common curricula**





# Category 1: Coherent Curriculum and Instruction

# Coherent Curriculum and Instruction

## Findings

- **Alignment of Curriculum and Instruction is Developing but Still Largely Incoherent**
- Misalignment Between Middle and High Schools Creates Several Problems
- Misalignment in Grading Policies May Contribute to Freshman Year Struggles
- Student Access to Advanced World Language and Arts Coursework is Largely Determined by Middle School Attended
- Student Access to AP Coursework and Success on AP Exams Varies Considerably in MMSD by School and Race.
- There is Demand in the District for Incorporation of Life Skills into the Curriculum

- **In focus groups, several teachers noted what they perceived to be a lack of adequate preparation their students received in previous years, and in some cases a lack of understanding about the curriculum to which their students have been exposed.**
- **In focus groups at each MMSD school, a broad majority of students stated they have been in classes where the instructional purpose and relevance of what they were learning was unclear.**
- **Each set of stakeholders interviewed for this project referenced the challenges posed by poor alignment of instruction from one grade level to the next, particularly between middle and high schools.**



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**Average GPA in Core Subjects in 8<sup>th</sup> and 9<sup>th</sup> Grades and Percentage of Students Receiving a D or F in a Core Course in 9<sup>th</sup> Grade, by Feeder School, 2010 - 2013**

Middle School (n, 2010-2013)	Average GPA in Core Subjects, 8 <sup>th</sup> Grade	Average GPA in Core Subjects, 9 <sup>th</sup> Grade	% of Students with at Least One D or F in 9 <sup>th</sup> Grade
Black Hawk (225)	2.67	2.32	62%
Cherokee (303)	2.64	2.18	60%
Hamilton (426)	3.12	3.25	19%
Jefferson (317)	3.17	2.74	44%
O'Keeffe (252)	2.81	2.78	47%
Sennett (322)	2.80	2.54	58%
Sherman (214)	2.80	2.09	69%
Spring Harbor (132)	2.74	2.78	42%
Toki (256)	2.77	2.07	67%
Whitehorse (265)	2.92	2.64	51%
Wright (148)	2.27	1.83	79%
<b>MMSD (1475)</b>	<b>2.84</b>	<b>2.54</b>	<b>52%</b>



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- **In focus groups, several teachers and students alike noted that adjusting to increased levels of homework in high school was a challenge for many**
- **Student focus groups reported varying experiences in Middle School with homework counting towards students' overall grades may be contributing to a difficult transition into high school for some students**
- **There is significant lack of course syllabi across schools**

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**Number of Students in Class of 2013 Who Took AP World Language Courses, by High School and Feeder Middle School, 2010-2013**

School (n)	% of 6-8 Students Receiving Language Instruction	High School				Total
		East	La Follette	Memorial	West	
<b>Black Hawk (117)</b>	46%	16 (14%)				<b>16</b> (14%)
<b>Cherokee (179)</b>	32%				30 (17%)	<b>31**</b> (17%)
<b>Hamilton (262)</b>	54%			spr*	spr*	<b>92**</b> (35%)
<b>Jefferson (134)</b>	49%			29 (22%)		<b>29</b> (22%)
<b>O'Keeffe (127)</b>	63%	spr*			spr*	<b>44</b> (35%)
<b>Sennett (205)</b>	44%		spr*			spr*
<b>Sherman (123)</b>	35%	19 (15%)				<b>19</b> (15%)
<b>Spring Harbor (77)</b>	72%			20 (26%)		<b>20</b> (26%)
<b>Toki (167)</b>	49%			18 (11%)	spr*	<b>19</b> (11%)
<b>Whitehorse (142)</b>	35%		7 (5%)			<b>7</b> (5%)
<b>Wright (74)</b>	20%		spr*		spr*	spr*

\*To protect student identities, data involving fewer than 6 students is suppressed.

\*\*Includes students who completed an AP World Language course in summer school or otherwise outside of their home school during the regular school year.

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- **AP courses available at all four comprehensive high schools:**

- Calculus AB
- Calculus BC
- Environmental Science
- European History
- French Language
- Spanish Language
- Statistics

- **Select AP courses not available at all high schools:**

	East	La Follette	Memorial	West
English Language and Composition	✓	✓	✓	
English Literature and Composition	✓	✓	✓	
US History		✓		✓
World History			✓	
Biology	✓		✓	✓

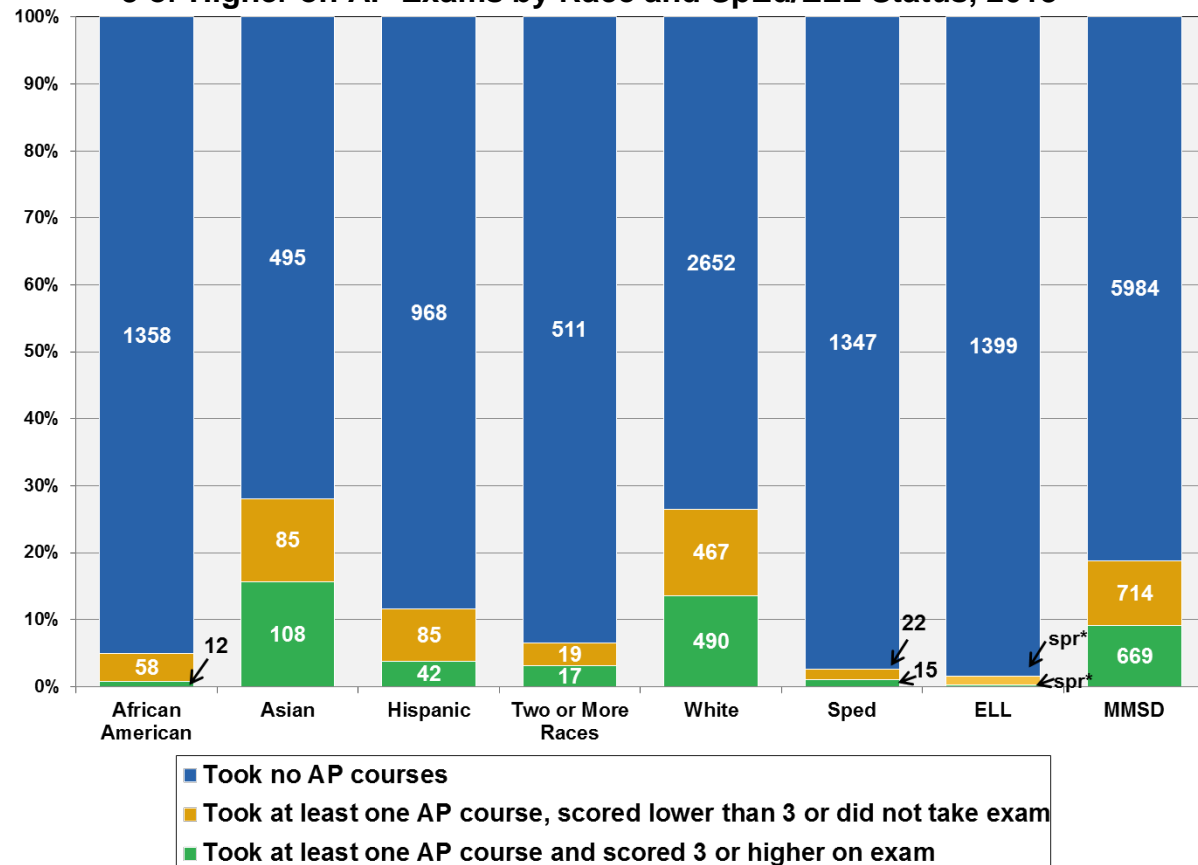


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Proportion of Students Enrolled in AP Courses and Scoring a 3 or Higher on AP Exams by Race and SpEd/ELL Status, 2013



\*To protect student identities, data involving fewer than 6 students is suppressed. Data does not include Native American and Pacific Islander students for low student population totals. Note: Data does not include students who took an AP exam without being enrolled in the corresponding AP course.

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  - **There is Demand in the District for Incorporation of Life Skills into the Curriculum**
- **Some skills mentioned in focus groups by teachers, students, administrators, and parents alike, that are not covered as part of core high school curriculum for all students:**
    - **Financial literacy**
    - **Media literacy**
    - **Personal tech literacy**
    - **Finding a job**



# Coherent Curriculum and Instruction

## Recommendations

- Continue to Align Curriculum and Instruction
- **Require That Syllabi and Materials for All High School Courses Are Written and Publicly Posted**
- Align Instruction to Learning Outcomes from Grades 6-12 Through Vertical Teaming
- Address Issue of Grading and Homework Practices in Middle and High Schools
- **Ensure Equitable Access to World Language, Arts, and Advanced Classes**
- Develop Mechanisms for Open Access to Advanced Placement Courses Across Schools
- Provide More Support for Students Enrolled in AP
- Incorporate Life Skills Concepts into the High School Coursework



# Category 2: Personalized Pathways

# Personalized Pathways

## Findings

### • Stakeholders Have Difficulty Articulating What an MMSD Diploma Currently Means

- CTE Courses are Under-enrolled
- Few Students Take Advantage of a Small Number of Dual Credit Options
- Limited Opportunities Exist for Internships and Work-Based Learning
- AVID Appears to Have Several Benefits Though Students Take Fewer Arts, Language, and CTE Courses
- Teachers, Students, Parents, and Administrators Expressed a Need for More Innovative Instructional Practices

- **When asked what a diploma *should* mean, there was much consensus across stakeholder groups that it should include the following, but also a lack of confidence that an MMSD diploma currently represented each of these for all graduates:**
  - **Competence in core subject areas**
  - **Exposure to a broad curriculum including the arts**
  - **Reading and critical thinking skills**
  - **Having a global perspective**
  - **Knowledge and ability to access employment and/or postsecondary education**
  - **Ability to work in groups**
  - **Curiosity as a lifelong learner**
  - **“Real world” experience tied to the classroom**
  - **Citizenship and self-sufficiency**
  - **“21<sup>st</sup> Century skills”**

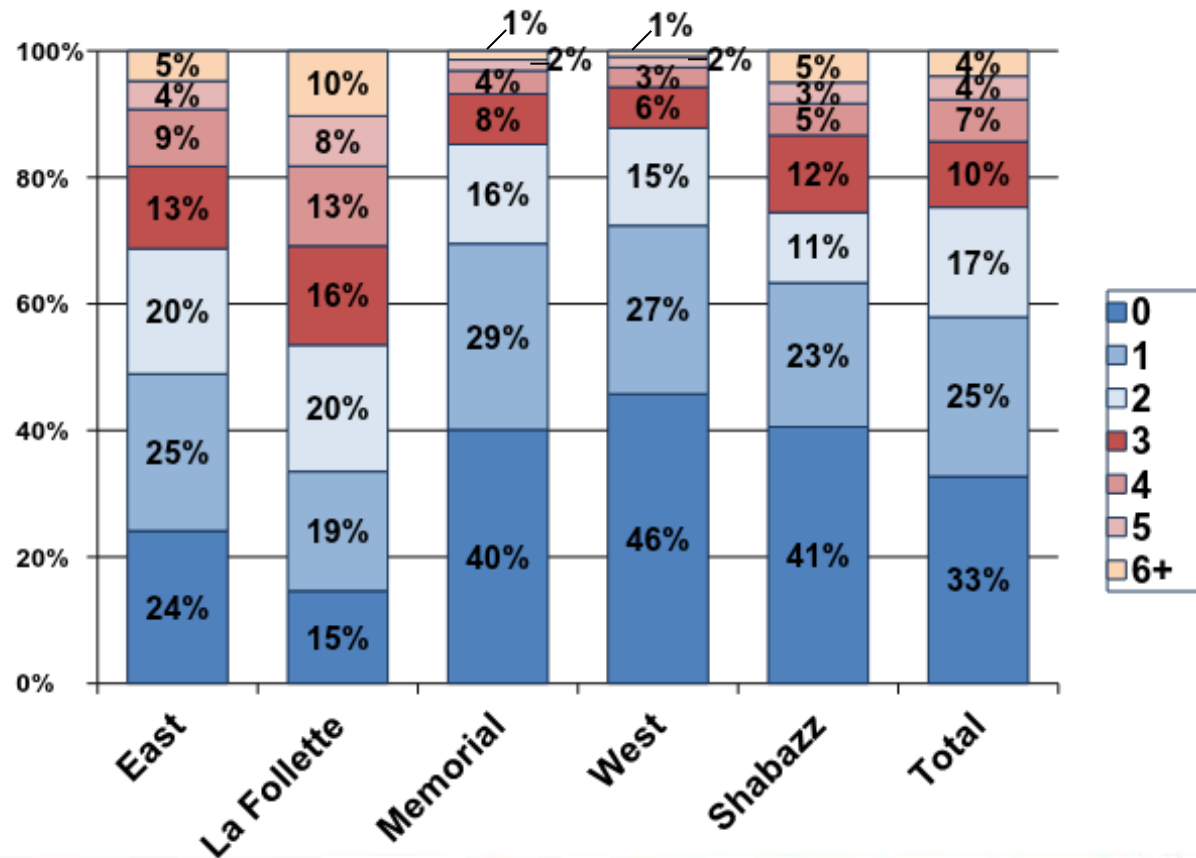


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Count of Students by Number CTE Courses Taken and School, 2012 and 2013



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**Enrollment in Dual Credit and Youth Options (DTC) Courses by School, 2013**

Dual Credit courses	East	La Follette	Memorial	Shabazz	West	Grand Total**
Accounting DTC		10	12			22
Algebra Concepts Dual/Trans.	73	20	54			147
Biotechnology			17			17
College Skills				9		9
Compter Hrdwr&Sftwr Esntls DTC			21			21
Fine Woodworking (WoodLINKS)	8					8
Math Plus				14		14
Microsoft Excel DTC			25			25
Microsoft Word DTC			23			23
<b>MMSD DTC Total</b>	<b>81</b>	<b>30</b>	<b>152</b>	<b>23</b>	<b>0</b>	<b>286</b>
<b>YOP courses</b>						
Advanced Lang Prac - Spanish					spr*	spr*
Calc Functions of Variables		spr*	spr*			12
First Semester Italian					spr*	spr*
First Semester Russian					spr*	spr*
Interm Lang Prac-Writng&Grammr			spr*			spr*
Intermed Lang & Culture French			spr*		spr*	spr*
Intro to Data Structure					spr*	spr*
Tech-Ordinary Diff Equ		spr*	spr*		spr*	spr*
<b>MMSD YOP Total</b>	<b>0</b>	<b>spr*</b>	<b>14</b>	<b>0</b>	<b>10</b>	<b>27</b>
<b>MMSD YOP and Dual Credit Total</b>	<b>81</b>	<b>33</b>	<b>166</b>	<b>23</b>	<b>10</b>	<b>313</b>

\*To protect student identities, data involving fewer than 6 students is suppressed.

\*\*Totals include students who took courses outside of the five schools listed above, either in an IAE program, virtually, or during the summer (which is coded as a separate school).

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**Enrollment in Career Internship and Youth Apprenticeship Courses by School, 2011 - 2013**

Year	Course Type	East	La Follette	Memorial	Shabazz	West
2011	Career Internship	spr*	29			11
	YAP	spr*	21	spr*	spr*	9
<b>2011 Total</b>		<b>19</b>	<b>50</b>	<b>spr*</b>	<b>spr*</b>	<b>20</b>
2012	Career Internship		23	19		18
	YAP		19	16		11
<b>2012 Total</b>			<b>42</b>	<b>35</b>		<b>29</b>
2013	Career Internship	spr*	26	17		spr*
	YAP	spr*	16	28	spr*	spr*
<b>2013 Total</b>		<b>15</b>	<b>42</b>	<b>45</b>	<b>spr*</b>	<b>17</b>



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  - **AVID Appears to Have Several Benefits, Though Students Take Fewer Arts, Language, and CTE Courses**
  - Teachers, Students, Parents, and Administrators Expressed a Need for More Innovative Instructional Practices
- **Students of color in AVID are more likely to enroll in honors and AP courses than their non-AVID peers**
  - **AVID students in focus groups spoke in impressive detail about future postsecondary plans**
  - **90% of Class of 2013 AVID cohort enrolled in college the next fall**
  - **However, for example, 80% of the Class of 2013 AVID cohort took two or fewer Arts courses over their four years (compared to 50% of non-AVID students)**

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- AVID Appears to Have Several Benefits Though Students Take Fewer Arts, Language, and CTE Courses
- **Teachers, Students, Parents, and Administrators Expressed a Need for More Innovative Instructional Practices**

- **Great demand across stakeholder groups to get students out of the classroom for work-based learning, community service projects, other hands-on projects outside of school campus**
- **Some promising examples of Project-Based Learning in MMSD: Shabazz Green Team, Certified Nursing Assistant program at East and La Follette, several environmental-based projects at Badger Rock Middle School at Spring Harbor Middle School,**





# Personalized Pathways

## Recommendations

- Redefine What an MMSD Diploma Means By Setting Common Learning Outcomes and Assessments for All Graduates
- Create Clear Personalized Student Pathways
- **Define Multiple Career-Field and Academic Pathways for High School Students**
- **Engage Deeply with Local Postsecondary Stakeholders for Alignment and Expansion of Dual Credit Options**
- Continue to Engage With Local Employers for Alignment and Student Work-Based Learning Opportunities
- **Continue to Promote and Develop AVID as a Pathway Option, While Monitoring More Closely Before Expanding**
- Encourage Innovation in Projects and Assessments



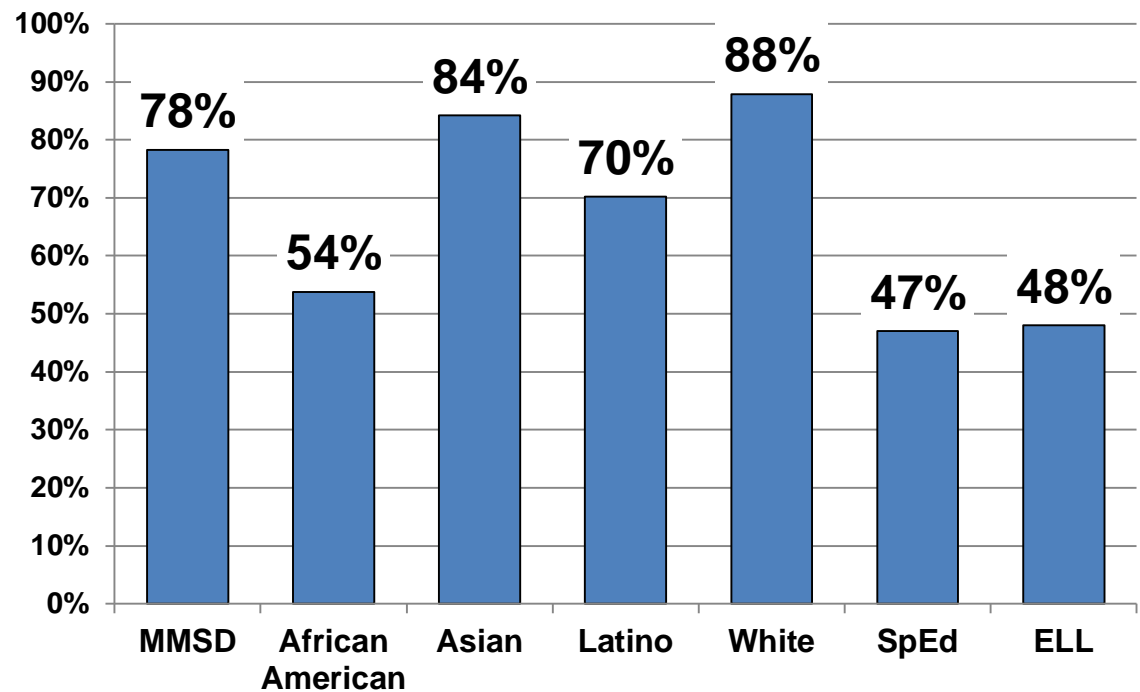
# Category 3: Student Support

# Student Support

## Findings

- Too Many Students in MMSD, Particularly Students of Color, Do Not Graduate in Four Years
- Algebra Is the Most Failed 9th Grade Course
- A Lack of Guidance About Honors Coursework May Contribute to Disparities in Outcomes
- There are Too Few Counselors Who Have Too Many Duties
- Communication Between Schools and Parents is not Consistent

### Four-Year Completion Rate, Class of 2013



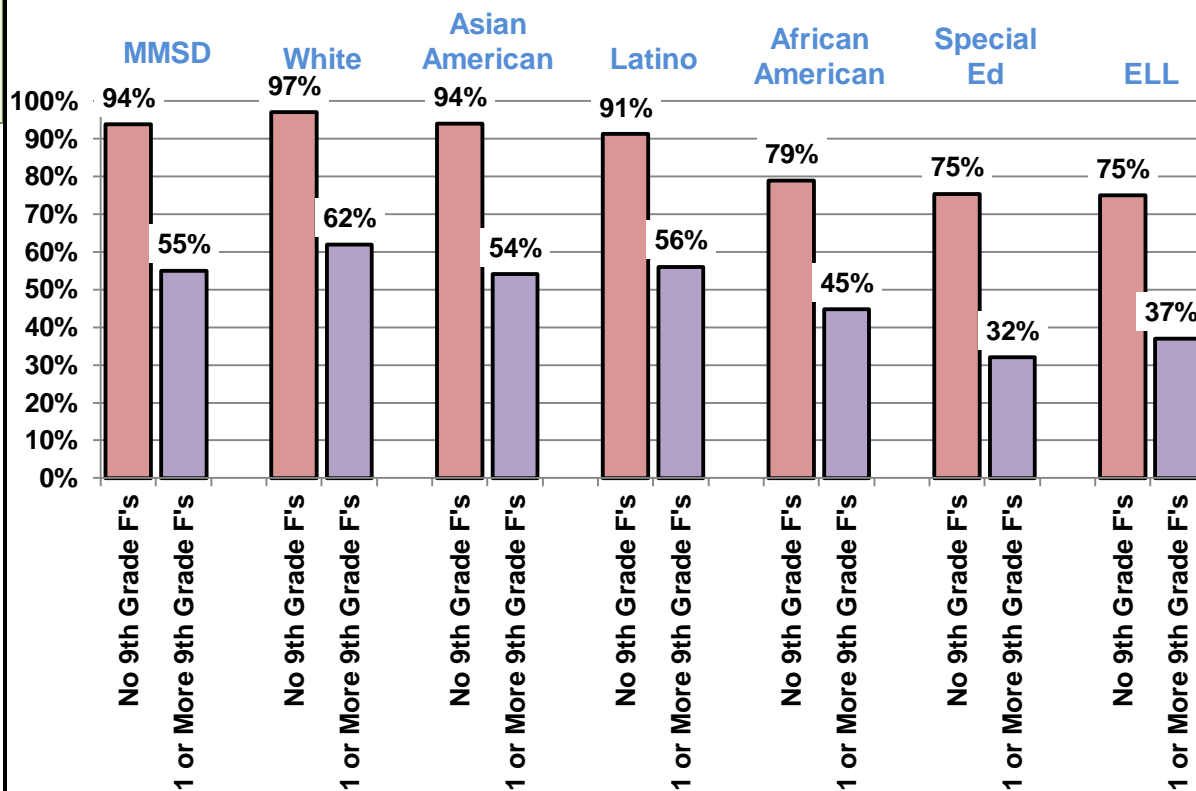
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Four-Year Completion Rate by Race, SpEd/ELL Status and 9<sup>th</sup> Grade Failures, Class of 2013 Cohort



Note: To protect student identities, Native American and Pacific Islander students are not included due to small population numbers.

Data limited to students for whom 9<sup>th</sup> grade transcript data with at least 6 course grades was available, n=1671.

# Student Support

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The Most Failed Courses in 9<sup>th</sup> Grade with Percentage of Students With One Failed Semester by School, 2013

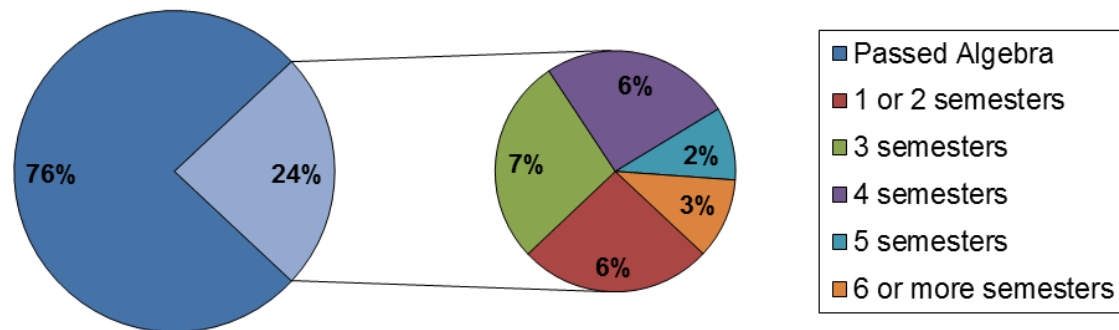
Course	Total Number of Students with an F	Percentage of 2013 9 <sup>th</sup> Graders with an F			
		East High	La Follette High	Memorial High	West High
Algebra 1	268	34%	26%	20%	18%
English 1	230	20%	13%	11%	12%
Social Studies 1	220	20%	12%	11%	10%
Science 1	200	16%	13%	13%	8%
PE 1	175	12%	10%	10%	11%
Health	157	15%	20%	n/a	8%
Language 1	75	12%	10%	6%	11%

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Percentage of Class of 2013 by Number of Semesters of Algebra Taken, 2010-2013





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Percentage of Students Who Scored Between the 40<sup>th</sup> and 80<sup>th</sup> Percentile on 8<sup>th</sup> Grade EXPLORE Test and Took At Least One Freshman Honors Course, 2012

Race/Ethnicity	% Between 40 <sup>th</sup> -80 <sup>th</sup> Percentile With At Least One 9 <sup>th</sup> Grade Honors Course	Number of Test Takers Between 40 <sup>th</sup> -80 <sup>th</sup> Percentile	Total Number of Test Takers
African American	29%	73	253
Asian/Pacific Islander	60%	72	139
Hispanic	46%	79	209
White	59%	393	752
Other	34%	50	107
Special Ed	26%	54	242
ELL	20%	54	183
DISTRICT	52%	667	1460

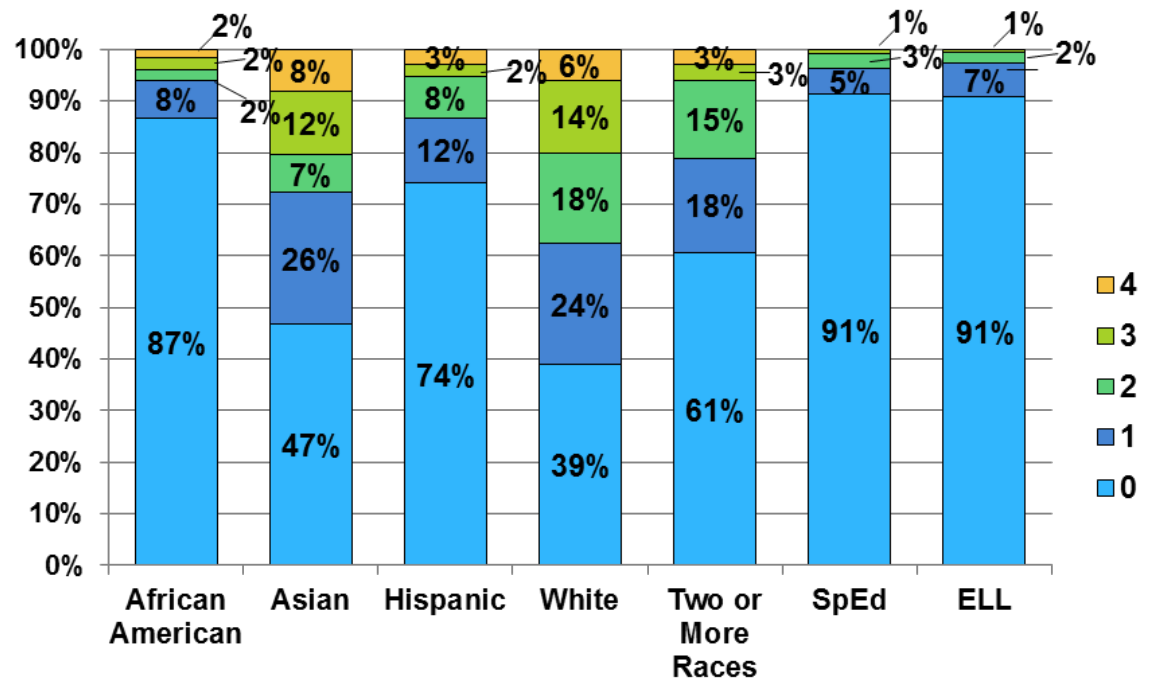


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Count of Freshman by Number of Honors Courses Taken, Race, and Special Ed/ELL Status, 2012



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  - A Lack of Guidance About Honors Coursework May Contribute to Disparities in Outcomes
  - **There are Too Few Counselors Who Have Too Many Duties**
  - Communication Between Schools and Parents is not Consistent
- **Counselors who participated in the focus group noted that they often are expected to perform numerous duties that aren't related to directly serving students (e.g. test administration, hall monitoring)**
  - **Counselors also were concerned about the prospect of bearing sole responsibility for the Academic and Career Planning process for, in some cases, approximately 300 students**

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## Counselor-to-Student Ratio by School, 2013-2014

School	Avg. Student-to-Counselor Ratio
Black Hawk	395 to 1
Badger Rock	92 to 1*
Cherokee	509 to 1*
Hamilton	397 to 1
Jefferson	550 to 1
O'Keeffe	444 to 1
Sennett	606 to 1*
Sherman	421 to 1*
Spring Harbor	268 to 1*
Toki	523 to 1*
Whitehorse	469 to 1*
Wright	255 to 1*
East	249 to 1**
La Follette	266 to 1**
Memorial	269 to 1**
West	297 to 1**

\*Indicates that school has one counselor who is not on a full-time contract. For purposes of calculating the ratio at these schools, a part-time counselor is still treated as 1 counselor.

\*\*Indicates that not all counselors at school are full-time. The FTE allocation for these counselors was factored into the average student-to-counselor ratio for these schools.



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  - Algebra Is the Most Failed 9th Grade Course
  - A Lack of Guidance About Honors Coursework May Contribute to Disparities in Outcomes
  - There are Too Few Counselors Who Have Too Many Duties
  - **Communication Between Schools and Parents is not Consistent**
- **Parents in focus groups praised several of their children's teachers and administrators for reliable communication and upkeep of Infinite Campus (IC), use of the mobile IC app**
  - **Parents also related that contact was inconsistent, occasionally had difficulty reaching teachers, getting explanations for student grades, finding course materials**
  - **Inconsistency in the use of IC to keep parents abreast of student progress**

# Student Support

## Recommendations

- Monitor 9th Grade More Closely and Provide Support for Struggling Students
- Provide Additional Support for Algebra Teachers and Struggling Students
- Create Clear Guidance for Accessing Advanced Courses
- Increase Counseling Support in the District Generally
- Support Counselors by Involving Additional Adults in Academic and Career Planning Process
- Improve Communication Between Parents and Teachers

# Questions and Board Considerations

- 1. What resonated for you?*
- 2. What surprised you about the recommendations and findings?*
- 3. What recommendations are you excited about because they provide the greatest possibility for improving our MMSD High Schools?*





# Implications and Next Steps





# P2 2014-15 Initial High Leverage Actions

High Leverage Actions	Launch Steps
Develop multiple, clear and rigorous pathways to graduation	<ul style="list-style-type: none"> <li>✓ District will define parameters and outcomes for common courses across schools (i.e. Algebra).</li> <li>✓ Begin vetting, modifying, and aligning high school coursework in preparation of changes for implementation of personalized pathways.</li> <li>✓ Define Multiple Career-Field and Academic Pathways for High School Students.</li> <li>✓ Develop partnerships with higher education and business community to increase dual credit and work-based learning.</li> <li>✓ Conduct a virtual learning feasibility study.</li> <li>✓ Potentially join Pathways to Prosperity Network.</li> </ul>
Design a continuum of Alternative learning options for students in grades 9 – 12	<ul style="list-style-type: none"> <li>✓ Convene cross-functional team to create and execute implementation plan with recommendations for 2015-16 school year based on Alternative Review findings.</li> <li>✓ IAE will align needs of students to program offerings; tighten referral process and determine if and where program expansion is needed.</li> </ul>
Continue to implement, expand and refine AVID Grades 6 – 12	<ul style="list-style-type: none"> <li>✓ Establish system for identifying AVID and sharing best-practice sites that aligns to resources and supports.</li> </ul>
Establish an Academic and Career Plan (ACP) for every incoming high school student	<ul style="list-style-type: none"> <li>✓ Implement ACP 8<sup>th</sup> Grade Foundational course.</li> <li>✓ Continue planning for 9<sup>th</sup> grade ACP process and product for implementation in 2015-16.</li> </ul>
Align 6-12 Counselor Role to Comprehensive School Counseling Model	<ul style="list-style-type: none"> <li>✓ Continue implementation and professional learning for the adoption of the Comprehensive School Counseling Model.</li> </ul>

# Communications Plan

- 1. Share review findings and recommendations with internal stakeholders:**
  - August 8, 2014 – HS Principals
  - August 11, 2014 – MS Principals
  - August 2014 - Create materials for Principals, Assistant Principals and Instructional Coaches to share findings and recommendations with school staff
  - September 5, 2014 - Central Office Staff
  - September 19, 2014 - HS Instructional Leaders Team (Principals, Assistant Principals, and Instructional Coaches)
  
- 2. Discussion of future vision for high schools at upcoming Board retreat**
  
- 3. Begin community engagement with external stakeholders such as the High School Reform Collaborative, Community Leaders, and Higher Education partners beginning October 2014.**

**Thank you!**



# Pathways to Prosperity Network

AN INITIATIVE OF JOBS FOR THE FUTURE AND THE HARVARD GRADUATE SCHOOL OF EDUCATION

## ABOUT THE NETWORK

The Pathways to Prosperity Network—a collaboration of states, Jobs for the Future, and the Harvard Graduate School of Education—seeks to ensure that many more youth complete high school, attain a postsecondary credential with currency in the labor market, and get launched on a career while leaving open the prospect of further education.

State and regional stakeholders from across education, business, and government lead the work in each Pathways to Prosperity state, with the long-term goal of creating statewide systems of grade 9-14 career pathways that serve most students. Key sectors of the economy identified for building career pathways across the states include STEM fields such as information technology, health care, and advanced manufacturing.

### Overarching Goal: Grade 9-14 Career Pathways Linked to Local Labor Market Needs

To demonstrate in key regional labor markets that many more young people can complete high school, attain a postsecondary credential with currency in the labor market, and get launched on a career while leaving open the prospect of further education.

### WHAT IS A 9-14 CAREER PATHWAY?

A grade 9-14 career pathway is a career academy or comprehensive program of study that spans high school and college and includes all requirements for completion of a high school diploma and postsecondary credential with currency in the local labor market.

These pathways:

- > Are a partnership linking and integrating a high school and community college that enable students to earn dual credit at no cost to them and make a seamless transition

- > Are informed by labor market needs and culminate in a postsecondary credential that regional employers value
- > Serve a student body that is representative of the high school, district, and/or college's student population
- > Integrate academic and CTE curriculum across high school and community college in a Common Core-aligned program of study
- > Embed authentic work-based learning experiences tied to careers

Key Areas of Work	What it Looks Like
<b>Career pathways</b>	High schools and community colleges create 9-14 career pathways with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curriculum and aligning both with labor market requirements.
<b>Career information and advising system</b>	Starting in the middle grades, students are exposed to a wide range of career options, information, and opportunities to learn about high school and postsecondary courses of study leading to careers. Students engage in a 9-14 continuum of work-based learning opportunities in their chosen career areas. Intermediaries, employers and community-based organizations help young people make informed choices throughout the 9-14 pathway.
<b>Employer engagement</b>	Employers are committed to providing a continuum of learning opportunities at the workplace throughout the 9-14 pathway. Employers collaborate with educators and are supported by intermediaries in structuring and managing workplace learning. Employers support students' transitions into the local labor market.
<b>Intermediaries</b>	Local or regional intermediaries serve as conveners, brokers, and technical assistance providers to schools and employers engaged in building and sustaining pathways. Intermediaries recruit business, non-profit and public employers and ensure vision is understood and supported by participating leaders.

JFF/HGSE Will:

- > Provide each member state with a liaison as well as access to JFF/HGSE team members with a variety of areas of expertise
- > Tailor technical assistance and capacity building to each state's needs and develop an MOU that tracks with a state-developed twelve-month Pathways work plan
- > Hold quarterly calls with state and regional leads (together or separately) to discuss progress on work plan, provide quarterly Network-wide webinars/teleconferences
- > Participate in at least one state leadership convening per year, conduct at least two site visits to the state to support regional work, and host an annual Network-wide institute

The following list of JFF/HGSE services is the basis for tailoring an MOU with each state:

- > **State Leadership Development:** Support the state in building business and political leadership willing to engage with schools and community colleges with particular attention to the provision of work-based learning opportunities for youth
- > **Asset Mapping:** Conduct asset mapping exercises to highlight areas of greatest promise for building career pathways in selected regions and produce reports and power points for presentation to stakeholders
- > **Regional Pathways Design and Mobilization:**
  - » Consult with planning teams as they design and implement strategies around each of the Pathways levers in the selected regions
  - » Adapt and create as needed tools and materials (e.g., 9-14 Pathways Action Steps, student recruiting brochures, self assessment guides, employer handbook, website)
  - » Participate in and co-design regional and state site visits and provide just-in-time phone consultation to both regional lead planners and state leadership

- > **Policy Development:** Identify state, system, and district policy supports and barriers, and provide advice on best policies and practices
- > **Communications and Marketing:** Work with the state and regions to develop a communications and marketing strategy to make the work visible to interested parties and to rally support in the states
- > **Fundraising:** Support the state to raise private and state funds to support, deepen, and sustain the work
- > **Other JFF Services:** These may include labor market information consulting, early college design services, student-centered learning strategies, instructional improvement coaching, teacher/leader professional development, and others; these will be on a fee-for service basis, depending on the level of engagement needed

Member States and Selected Regions Will:

- > Convene a statewide Pathways Steering Committee at least three times a year, comprised of state agencies and other state level leaders, with a state-funded lead position responsible for communications and coordination of Pathways
- > Convene a regional leadership and planning team at least six times a year, with a designated lead point of contact for communications and coordination of Pathways
- > Create a twelve-month pathways work plan, in consultation with HGSE/JFF; monitor and modify work plan, and ensure it rolls out on time and on track
- > Partner with JFF/HGSE in strategic planning for and implementation of Pathways
- > Provide data, updates, and reports on Pathways progress on predetermined cycle times
- > Coordinate regional site visits for JFF/HGSE to provide TA and support

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**Jobs for the Future** works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.

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