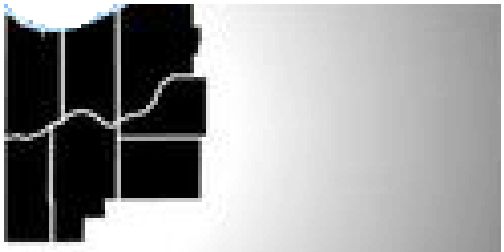
2012



READY nwi

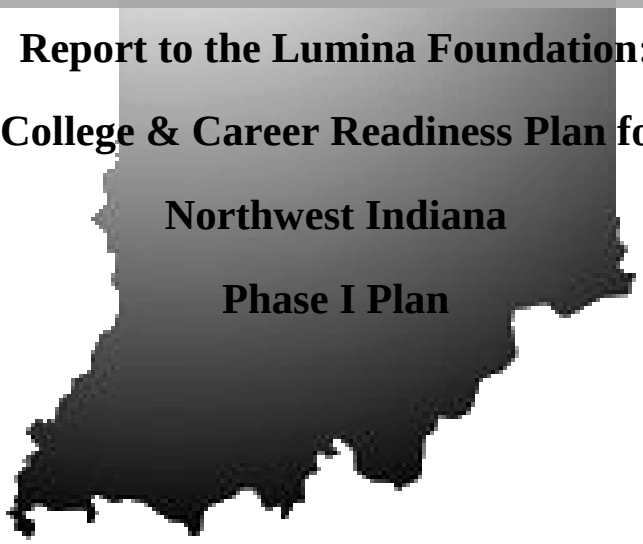
READY TO WORK | READY TO HIRE

Report to the Lumina Foundation:

College & Career Readiness Plan for

Northwest Indiana

Phase I Plan



The Center of Workforce Innovations
innovativeworkforce.com

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SECTION 1: Introduction*:* Our Regional Educational Imperative

The title of our plan, *Ready to Work, Ready to Hire,* describes our current paradox. We have employers who are ready to hire workers right now if the workers have the skills that the employers need. And we have workers in large numbers, both employed and unemployed, who want these jobs but are lacking the skills and education levels to access them. At a current unemployment rate near 9% in the region, we have over 40,000 unemployed workers, many of whom are not currently equipped with skills to meet the needs of our employers for the openings they have. Our challenge in meeting the increasing skill needs of our employers is two-fold – increase the readiness of our high school graduates for careers and further education, and find ways to re-engage our existing workers in acquiring new skills. Both require aggressive and creative approaches by our educational systems.

The chart below demonstrates the challenge we face and the timeline we are aiming at for matching degree and credential production with the increasing demands. It is built on several assumptions:

- Jobs will continue to grow in the region at about 1% per year;
- Population growth will continue at about 0.5% per year;
- Employer demand for post-secondary education will continue at a steady pace to a level of 80% in 2025 (i.e. employers will want some form of post-secondary credential by then); and
- Attainment of post-high school credentials for adults will reach a level of 60%, also consistent with the statewide goals of the Commission for Higher Education and the Lumina Foundation.

The term “post-high school credential” is used throughout this report to include an array of degrees, certificates, and credentials that have value in the labor market tied to skills needed by employers. The next phase of our work will include refinement of the data for the region on types of post-secondary education needed and, in some cases, already acquired by workers. Current reporting of “some college, but no degree” needs to be further delineated to give specificity on credentials such as industry certifications that are highly valued, as opposed to starting “college” and dropping out. We recognize that a large number of current and emerging jobs require education beyond the high school level, but not necessarily 4-year or even 2-year degrees.

Convergence of Educational Demand & Supply

Year	Total Regional Jobs* (1% per yr. growth)	Jobs Requiring Post-High School Credential	Population Age 25+ with Post-High School Credential	Total Population of Region Age 25+ * (0.5% per yr. growth)
2012	400,000	160,000 (40%)	147,832 (26%)	568,585
2013	404,000	173,720 (43%)	160,000 (28%)	571,428
2014	408,040	187,698 (46%)	178,028 (31%)	574,285
2015	412,120	201,939 (49%)	196,233 (34%)	577,156
2016	416,242	216,446 (52%)	214,616 (37%)	580,042
2017	420,404	231,122 (55%)	233,177 (40%)	582,942
2018	425,608	246,853 (58%)	251,919 (43%)	585,857
2019	428,854	261,601 (61%)	270,842 (46%)	588,786
2020	433,143	277,212 (64%)	289,948 (49%)	591,730
2021	437,474	293,108 (67%)	309,238 (52%)	594,689
2022	441,849	309,294 (70%)	328,714 (55%)	597,662
2023	446,267	325,775 (73%)	348,378 (58%)	600,651
2024	450,730	342,555 (76%)	362,192 (60%)	603,654
2025	455,237	364,190 (80%)	364,003 (60%)	606,672

**Base 2010 Data*

We are not surprised that, even in the midst of a prolonged economic downturn, Northwest Indiana business leaders cry out for workers with the skills, knowledge and abilities demanded by the 21st Century global economy. Our businesses have experienced difficulties in filling open jobs for high skill and high wage positions due, in large part, to a fundamental misalignment between education levels of the population and educational needs of the employers. Today, employers need workers with sound literacy and numeracy skills who are highly skilled in critical thinking and problem solving, with the ability to work in teams and adapt to rapid changes in technology. Tomorrow they will need workers with even higher levels of education – workers who come to them with an educational foundation needed for constant learning in the workplace, and with an attitude that lifelong learning is part of the job.

A 2011 employer survey in the Northwest Indiana region served to validate our projections about employers' job openings. The survey indicated that over 5000 jobs would need to be filled in 2012 alone, with almost one-quarter of those in the healthcare sector. These openings included jobs for replacement workers in addition to jobs from new positions.

Projected Hiring in Northwest Indiana

Industry	Cumulative Job Openings		
	1st Year	3rd Year	5th Year
Health Care	1,220	3,660	6,100
Manufacturing	682	2,046	3,410
Transportation, Distribution, and Logistics	903	2,709	4,515
Construction & Trades	708	2,124	3,540
Hospitality, Entertainment, Arts, Recreation, and Tourism	613	1,839	3,065
Professional, Technical, and Scientific Services	279	837	1,395
Occupations in Demand (by multiple industries)	965	2,895	4,825
TOTAL—All Industries	5,370	16,110	26,850

Source: Based on estimates from Long-Term Occupational Projections (2008-2018) in Northwest Indiana, Indiana Department of Workforce Development

National statistics also point to the same needs for acceleration of degree attainment. College degrees and other post-secondary credentials now matter more than ever. Between 2008 and 2009, the U.S. economy reduced the number of jobs by more than 8 million. Since then only 2 million jobs have been replaced. And while we expect job creation to continue, we must take note of the changing nature of the replacement jobs, as a high percentage of them are requiring credentials beyond high school. The regions of the country that succeed in growing their economies will be the ones that can assure employers of a supply of workers targeted to their needs. And that clearly applies to Northwest Indiana. Our region has a particular need for and increased focus on science, math, engineering and technology skills based on our economy which is based in manufacturing, health care/biomedical, professional services, financial services, and the growing and changing transportation and distribution sector. With regard to manufacturing, Dr. Harry Holzer (Issues in Science and Technology, Winter 2012) notes that ". . . the decline in good job availability in manufacturing is concentrated among the least-skilled workers, whose employment there declined dramatically; in contrast, employment in manufacturing for workers in the highest-skilled quintiles has declined only slightly." He also states that ". . . most of the high-paying jobs require a strong set of basic cognitive or communications skills, or both. Except in the professional and financial services sectors, many of these jobs do not require a four-year college diploma, but they generally do require some kind of post-secondary training and certification."

Our production of degrees and other post-high school credentials from our colleges and universities in Northwest Indiana fall far short of our projected needs. Approximately 4000 degrees are currently being produced in all fields of study by our regional colleges

with about one-fourth of those being in healthcare fields, which matches the priority for hiring in the employer survey. Nearly half of the Associate's Degrees produced in the region are in healthcare professions. To keep pace with demand, we will need to bring over **16,000 post-high school credentials per year** to our labor market between now and 2025 to meet our goals. That is about **4 times** the production level for degrees by our region's colleges and universities currently, which leads to a number of issues that must be addressed simultaneously:

- College retention rates must increase – current completion rates for colleges in the region are in the 10-20% range;
- Readiness of high school students to succeed in college-level courses must increase in order to decrease the time needed to complete degrees;
- Adult workers must increase engagement in education in significant numbers;
- Occupationally-specific credentials, often 2 years and less to acquire, must be promoted and made "stackable" toward further credentials and to 2-year and 4-year degrees;
- High school students who attend college outside the region must be recruited back for high-quality jobs; and
- We must continue to increase the quality of life in the region so we can attract and retain highly educated workers.

Our regional employers have rallied to communicate this message to the secondary, post-secondary and workforce development communities. They have engaged the secondary and post-secondary leaders to increase awareness and urgency, then in forming strong partnership to clarify needs and forge solutions. From the Northwest Indiana Business Roundtable, the Northwest Indiana Forum, to the LaPorte Manufacturers' Association and the Northwest Indiana Workforce Board, the message has been the same: we need alignment of secondary and post-secondary instruction and outcomes to the demands of our projected economy. Employers view our educational systems as the answer to their workforce issues and want to work with these systems as partners in further defining and meeting their needs.

Employers recognize that many of the solutions, as we look at timelines that extend to 2025, reside in their relationship with the K-12 systems in the region. From 2012 to 2018 approximately 69,000 students will be eligible to graduate from the 44 public school systems in our 7 counties. If we extrapolate that number to 2025, we will have close to 150,000 graduates. If all of these students move directly to college and graduate, we will still need over 64,000 additional post-secondary credentials to meet our goals.

The evidence points us to three imperatives as we complete our first stage of planning and launch our action strategies. First, we must accelerate our post-secondary education attainment levels to compete as a region at a world-class level. Second, to obtain the best return-on-investment for our workers and our regional economy, we need to be focused on the types of education that have the most value to our region's employers. Third, we must work to change the education culture in the region, as we will need both parents and their children to acquire new credentials. Our work to date has been guided by these ideas, with strategy sessions at all levels bringing together employers and educators in the same rooms attacking the same issues. Over 120 people have been engaged at different levels of input and discussion. Key employers and individuals of influence have been at the table throughout the process. This includes ArcelorMittal, USX, Whiteco Industries, NIPSCO, BP, Tonn and Blank, Peoples Bank, Krieg Duvault, The Times, the Northwest Indiana Forum and others. We intend to insure that this approach will continue to be our hallmark as we move into implementation.

The uniqueness of our Northwest Indiana model and the plan that has emerged is certainly tied to the broad-based engagement of a wide spectrum of stakeholders, driven by the needs expressed by our employers. In addition, the plan that follows is also grounded in three pillars for success:

1. Each school in the region will have a well-defined "whole school model" of success for addressing the needs and aspirations of all students, certainly to include the "forgotten middle" students who are graduating from high school but are lacking clear career goals and too often still need remedial work to qualify for post-high school courses;
2. High school students who are ready for college-level courses will be encouraged to acquire college credits during the high school years to shorten the time to facilitate a smooth transition to college, to shorten the time to college completion, and to reduce the cost of college completion; and
3. The student assessment process from late middle school to high school graduation will be crafted with employers' expectations as the guide for course selection and academic expectations, and students will fully integrate academics and career planning to increase the relevance and excitement of the education process.

SECTION 2: Our Current State of Readiness & Urgency

We entered this planning process knowing that the stakes are high to succeed at our mission of increased skill production in the region. We project that by 2025 we will need to increase the number of post-secondary credentials we have in the region by over 200,000, assuming that we don't lose a large number of degrees from our current base. This can be accomplished in a number of ways, from increasing our regional production to importing skills from other regions. We do not do well importing skills from other regions and when we do, it is generally quite costly. Imported employees frequently aren't in a position to become leaders of influence in the region, and frequently leave the region after their terms of employment. Our highest priority, therefore, is to dramatically increase our regional talent pipelines as we harness the energy of our region's K-12 school systems and our institutions of higher learning. This will serve to assure our employers that they will have a readily accessible pool of highly-skilled workers to meet their needs, and they will view the Northwest Indiana region as an ideal option for expansion compared to other regions. Also, the quality of our educational pipelines will also provide our economic development leaders with a primary asset in promoting the region to prospective employers.

Currently, even in an environment where we know of many independent programs and initiatives that are seeing successes in preparing students with the skills they need, we know that overall our pipelines are too "leaky," as evidenced by:

- Levels of remediation needed for incoming freshmen at our colleges and universities - Ivy Tech Community College reports that 69% of incoming freshman must take developmental classes, Indiana University Northwest and Purdue Campuses report a figure at approximately 25%, the statewide figure is approximately 31%;
- The disconnectedness of 12th-year graduation to 13th year post-high school work for many students, as they either don't immediately pursue additional education or they don't use high school courses to lay the skills base they need for smooth transition - for example, many students enroll in career and technical education (CTE) in high school, but few complete a coherent program that helps them move seamlessly to additional levels of education (About 100,000 high school students in Indiana took one or more CTE courses in 2008-09. 10,822 of those CTE students graduated with a CTE concentration in a technical cluster. 5,618 went on to employment and 5,947 went directly to post-secondary education);

- Low completion rates for students who enter 4-year colleges to complete degrees within 6 years of college entry.

We formed our Regional Education/Employer Alliance for Developing Youth (or READY, for short) to bring educators, employers, and community leaders in economic and workforce development to the same table to address these critical issues. And we are happy to report that creative solutions are growing in abundance and we are "moving at the speed of necessity" toward our skills acceleration goals.

READY is much more than an acronym for the highly-committed employers and educators in the Northwest Indiana region. It is a statement of conviction and intent – we are *ready* to change our approaches to education in the region to ensure our survival. We have no other choice. There is a sense of urgency for three primary reasons:

1. Our employer surveys indicate that many high quality jobs will be available in the next few years if applicants have the right skills;
2. Our employers report that job applicants are currently not meeting their standards for hiring; and
3. Our employers and our educators view the current statewide assessment standards for high school students as insufficient for determining overall readiness for work.

If we are to increase our competitiveness as a region, we must act now to respond to these realities. While the availability of high quality jobs is an asset, there is a serious down side if we fail to rapidly increase the skill levels of job applicants – the jobs will go to other parts of the country.

Our READY initiative has developed with the support and focus of the *One Region One Vision* initiative, an alliance established by The Times, to improve communication within the region, accelerate economic development and to improve the quality of life. Implementation of this plan will occur within that framework, with results monitored by economic development leaders and elected officials of our region. Our leadership is committed to the importance of setting regional priorities and to the necessity of increasing educational attainment levels as a prerequisite for job and income growth. We are ready to take the steps necessary to transform our approach to education, and in doing so transform our region to seize the new opportunities of the new economy.

We embarked on this mission over three years ago and have progressed systematically in several stages leading to this plan:

- **2009 – Organizing.** Industry leaders convened at the Whiteco Corporation in Merrillville, owned by Dean White, to discuss the economic / workforce crisis

facing Northwest Indiana. Facilitated by the Center of Workforce Innovations with the support of the Northwest Indiana Forum, the group was formed to study the issues and recommend a course of action for the Northwest Indiana education agenda. The decision was made to drive economic development primarily through high school transformation.

- **2010 – Creating Focus.** Industry, postsecondary, K-12, and political leaders convened at the Lumina Foundation in Indianapolis with the Governor's office, Department of Education, Indiana Education Roundtable, Commission for Higher Education, and political leaders to discuss innovations emerging in Northwest Indiana and to develop a regional plan of action that connects to state and national priorities and best practices. The Lumina Foundation assigned a program officer to work directly with the Center of Workforce Innovations to develop the plan.

- **2011- Creating the Plan.** The Center of Workforce Innovations organized two regional summits to gain the commitments of industry, postsecondary, K-12, and political leaders. The summits were supported by the *One Region, One Vision* Alliance. The summits attracted Arne Duncan (U.S. Secretary of Education), Martha Kanter (U.S. Department of Education Assistant Secretary), and Tony Bennett, Indiana Superintendent of Public Instruction. At the same time the Indiana College Acceleration Network (iCAN) emerged as a grass roots organization that mobilized Northwest Indiana high schools toward a common vision of utilizing data to drive change in our high schools.

- **2012 – Moving to Implementation.** The READY Strategic Planning Teams, assisted by staff support from the Center of Workforce Innovations and the Center of Excellence in Leadership of Learning at the University of Indianapolis, completed intensive development work in four focus areas (Assessment, Dual Credits, School Models, and Student Engagement) and presented analysis and recommendations to the READY Core Team for approval. The recommendations formed the core strategies included in this plan.

SECTION 3: Vision for the Region

The vision that has emerged in our three-year process is one of an educational pipeline of talent meeting the standards set by our region's employers for filling an increasing number of high-quality jobs they are creating. Our employers and colleges will expect applicants to show proof of meeting standards built on a platform of:

- ***Rigor*** that ensures region-wide assurance of quality needed for college-to-college credit transfers, dual credit acceptance, and employer acceptance of assessment results;
- ***Relevance*** of assessments to employers, educators, students, and parents, resulting in a shared framework for student growth aimed at global standards of excellence;
- ***Relationships*** among schools, employers, and the public to constantly adjust to changing conditions and ensure sustainability and visibility of the initiative; and
- ***Real-Time Responsiveness*** of both student achievement plans and regional collaborations tied to changes in our fast-paced and ever-changing environment.

> *"I believe in the quote from Gandhi "Be the change that you want to see in the world". This is exactly what the Ready Project to Northwest Indiana is doing, brick by brick. I am very happy to be a part of the change."* - Dr. Sharon Johnson-Shirley, Lake Ridge Community School Corp.

Our vision is also well-grounded in who we are. We are a region whose roots are heavily manufacturing, in a state that has a higher percentage of its jobs attached to manufacturing than any other state in the nation. One of every five Indiana workers is employed in manufacturing. This presents a cultural challenge for our students and their families in the region in a couple of ways:

- First, many parents still hold fast to the notion that a high school diploma is sufficient education to obtain and hold a good job, a job that allows a student to have a "middle class" life style- unfortunately, this is increasingly not the case;
- Second, some parents and students believe that manufacturing is dying and that a state that is tied to manufacturing cannot offer high-quality job opportunities.

Evidence suggests that both of these ideas are wrong. First, as manufacturing moves increasingly to new technologies and higher skills demands associated with them, manufacturing is primarily a career option for students who plan on at least a year of post-secondary education and training. An indication of the dramatic transformation of the manufacturing environment was provided recently in a national report (U.S.

Manufacturing Jobs: Where Companies Are Hiring, Center for Regional Economic Competitiveness, November, 2011) assessing web-based job advertisements posted by employers in the first six months of 2011. The report aggregated data on manufacturing job openings and painted a picture of skills sought by employers as they emerged from a period of employment reductions. Included in the findings were:

- Only 9 percent of the job openings were production-related;
- Manufacturing job openings were concentrated in major metropolitan areas along the Atlantic Coast, in the Midwest (including the Chicago/Northwest Indiana region), and the states of Texas and California;
- Openings were concentrated in sales/management, engineering, and in production occupations with significant prior experience;
- Over half of the openings required more education than a high school diploma; and
- Even in slow-growth production jobs in the sector, one of every four production-related jobs required educational attainment beyond high school.

Clearly, manufacturing, like many other sectors where jobs are increasing, is more reliant than ever on STEM (science, technology, engineering, math) skills coming from our educational pipelines.

Recent studies also suggest that we have reasons to be optimistic that manufacturing is on the rebound in Indiana. On November 10, 2011, the certified accounting firm of Katz, Sapper & Miller released the results of the annual Indiana Manufacturing Survey, and the results are encouraging. “It suggests that many Indiana manufacturers are once again investing in their businesses and holding their own against the competition.”

> *"Currently, Northwest Indiana's employers' needs for a ready and skilled workforce are not being met. READY is specifically designed to more effectively link the high school educational experience with the needs of the workplace, being both hard and soft skills. While many techniques show promise, the key, which READY provides, is to link testing and instruction to preparedness for the workplace and college. Today's businesses and jobs require that students prepare all through high school and recognize that education beyond high school is needed."* -Mark Maassel , President & CEO, NWI Forum

Other key findings reveal:

- A majority of Indiana’s manufacturers reported “healthy” or “stable” financial performance over the past two years. Equally encouraging, the waves of cost-cutting in recent years by manufacturers now appear to be rapidly receding, with

less than 25 percent of survey respondents reporting cost-cutting as their strategy for future financial success. Additionally, 60 percent of Hoosier manufacturers reported that they are now increasing investments across the business and in areas essential for revenue growth.

- In terms of job growth for 2011 and beyond, 11 percent of survey respondents plan to open new manufacturing facilities in the next two years. Of those respondents, all favored Indiana over other locations due to Indiana's workforce, central U.S. location and transportation network.

These results bode well for Northwest Indiana with its location advantage, transportation networks, and supply of industrial workers available to transition to the jobs being created.

There are clearly implications for skills that will be valued in new hires, as the survey also indicated that new strategies for growth will be tied to smart manufacturing, process improvements, supply-chain integration, and application of lean processes. All of these priorities require STEM skill sets and a working knowledge of math, with emphasis on statistics.

Our vision is not limited to manufacturing, but the good news is this – laying the skills base that is required by our manufacturing employers also lays the foundation for the region's diversification, as the core technical skills are also needed in logistics, energy, healthcare, and other high-growth, high-wage sectors.

SECTION 4: What We Set Out to Accomplish

With support from the Lumina Foundation for a six-month planning process, our leadership team set out to accomplish several goals for the region during the planning period:

1. To build a plan for accelerating higher education attainment rates for the region by directly addressing the core readiness of our region's high school students for meeting the standards of our colleges and our employers.
2. To engage employers and educators (K-12 and higher education) as a team working jointly on key issues via our Strategic Planning Team structure – a process where employers and educators talk with each other not about each other.
3. To create a sustainable network for action in moving into the implementation phase.
4. To maintain alignment of the READY plan with the overall economic development goals of *One Region, One Vision;* for that reason the READY Core Team also operated as the Education Sub-Group of *One Region, One Vision.*

5. To continue to build bridges to state planning processes via active participation and collaboration with planning teams of the Department of Education, the Commission for Higher Education, and the Indiana Education Roundtable.
6. To define funding needs and targets for fund development to fully implement the plan, but to build strategies that can be implemented without additional funding while funds are sought.
7. To assess the types of diplomas currently granted to students graduating from our high schools to determine their relationship to college and employer requirements
8. To review dual credit and other early college credit attainment strategies in our high schools to determine relevance to employers' needs in the region.

> "*READY NWI has been a catalyst for change that has sparked the region to act like never before on how to educate a world class workforce. Collaboration through business and educational leaders has led to real solutions that will help students to be responsible, resilient, and personally successful in the rapidly changing 21st century through relevant assessments for college and career readiness, college credit classes in high school, and innovative high school models that deliver rigorous curriculums."* -Dr. Peggy Buffington, Superintendent, School City of Hobart

SECTION 5: Our Organizational Structure for Creating the Plan

A leadership and strategic planning structure was created to ensure that strategies were developed jointly by education and business leaders and that the work products were shared with and reviewed by economic development groups and business associations in the region. The organizational structure consisted of:

- A *Governing Board* that approved goals, monitored progress, and ensured connectedness to our broader economic development efforts;
- A *Core Planning Team* that defined tactics and structure for models of excellence to achieve our goals, and approved work products and recommendations from the Strategic Planning Teams;
- An *Assessment Team* that was charged with designing a common assessment standard for college and career readiness to be employed region-wide;
- A *Dual Credit Team* that was charged with creating strategies to increase attainment of college credits for high school students to shorten time for college degree completion and encourage college entry straight from high school;

- A *Student Intervention Team* that was charged with identifying current best practices for engaging students who don't meet standards and proposing common standards for region-wide implementation of practices that bring more students up to readiness levels by graduation; and
- A *School Models Team* that was charged with assessing current whole-school models of student engagement and identifying the common success elements that will be included in each or our region's K-12 school systems.

(Membership rosters are attached as Attachment 1)

Prior to creation of the READY planning and engagement process and organizational structure, the scenario for local business owners and CEOs who entered into education partnerships, while important, was limited to public endorsements to support school efforts, commitment of employees to special events, donations of products and services, and some cash donations to the schools. The schools subsequently picked up the "programs" with little direct input and collaboration with the business donors. These programs quickly became "school programs." The READY partnership changed the dynamics to joint ownership of the problems and the solutions. This has resulted in a new level of trust between employers and educators, a shared language for communication, and a deeper understanding of the issues as viewed from both a business and educator perspective. This work continues and forms the platform for implementation of our plan.

SECTION 6: Interim Accomplishments & Learning

The process leading to the creation of the plan of action detailed in this report has been an ongoing learning experience for all involved. Our plan of work, approved by the Lumina Foundation, set out to address a series of questions that shaped our process and our learning:

- How can we best support the region's economic growth via development of a job-ready workforce?
- What plan elements will be widely understood, supported, and implemented by employers, higher education, K-12, and regional and state policy leaders?
- What actions will result in all students graduating from our high schools demonstrating the skills and career decisions needed for both post-secondary education and job success in our labor market area?
- What is needed from our partners to build a regional network that moves us from "silo thinking" to the vision created under our *One Region, One Vision* economic development partnership?
- What high school success factors are considered essential by all partners in our process?

- Where are the successful models for student success in our region, and what do we need to learn from models in other regions?
- How do we find common ground on success factors across a complex region of urban, suburban, and rural communities?

The strength of the plan that emerged was the result of a strong commitment by our partners to stay at the table with a diverse group of members, addressing difficult issues in a process that often took each individual member out of his or her "comfort zone." As a result the process itself yielded benefits throughout the development of the final plan: increasing knowledge about other disciplines, finding a language for communicating complex ideas, forming stronger personal relationships for exploring new programs, and increasing the respect that each member has for day-to-day issues that must be dealt with by the other members. This section details some of the key interim successes, the issues and barriers that had to be addressed, and the steps that are being taken to help ensure success in the upcoming stages of implementation of our plan.

Section 6.A: Interim Successes

A large part of our success was a result of the structure we created: a Governing Board that focused on connections in the region at the highest levels of leadership; a Core Team that kept all processes accountable and aimed at the end result; and Strategic Planning Teams that fostered peer-to-peer conversations at an in-depth level leading to focused solutions on key issues that will drive success. Major successes that occurred during our planning process included:

- A broad coalition of regional leaders agreed to define success in terms of college and career readiness being inseparable and regional, including a working knowledge and support for the recommendations of the Partnership for Assessment of Readiness for College and Careers (PARCC);
- Quantification by our employers and educators of the gap we face on our planning horizon, as shown in the chart in Section 1;
- Recognition that "plugging the leaks" in our local student pipelines is necessary, but still not sufficient to meet all of the skills and education needs that are emerging – further development of the current workforce will also be needed;
- Recognition by all partners that a large percentage of our production of post-secondary credentials will come from our community colleges and our regional campuses – success will come from both tighter relationships between our colleges and K-12 systems, and from re-engaging adult workers in attainment of credentials;

- Increased knowledge by employers for methods of business/education connections at the ground level in high schools (such as employer judging of student portfolios as an expected “rite of passage” for high school seniors);
- Further exploration of desirability of “stackable” certificates where all post-secondary credentials can be a route to a next level, not an alternative for a higher educational attainment level;
- Increased understanding by business and higher education leaders of the external environment that K-12 leaders have to negotiate on a daily basis: legislation; administrative policy; funding cuts; changing economic conditions; “old economy” attitudes of students and parents;
- Broad-based understanding of the issues involved in increasing dual credit, early college, and advanced placement numbers, from both a secondary and post-secondary perspective; and
- Commitments from major employers in the region to further integrate their human resources practices with the schools to advance mentoring, career awareness, hiring, and promotion of credentials attainment – including assistance by providing “cover” for schools in the state and local political environment.

Section 6.B: Identification of Issues and Barriers

The planning process also served to clearly identify the issues that will need to be addressed in achieving our goals during the implementation phase, including some unexpected barriers:

- Rapidity of policy changes at the state and federal levels, making adherence to policies a moving target, including:
  - Decision to change the Ivy Tech admission test from Compass (an ACT product) to Accuplacer (an SAT product);
  - New state rules and standards for dual credit processes;
  - Changing expectations for high school and middle school participation in the national PARCC process; and
  - New metrics for “report cards” for individual schools, resulting in shifting of priorities of K-12 leaders to respond.
- Lack of reliable data for creating baselines in key areas of improvement and advancement: number and types of dual credits obtained (broken out by high school and college); number of students entering college in need of remediation (broken out by college and high school);
- Lack of standard high school transcript that captures a broader portfolio of a student’s accomplishments that translate to job and post-secondary readiness – valued by employers and post-secondary institutions as a primary indicator;

- Lack of an essential technology platform to share student data among high schools and colleges in the region – implementation would reduce costs and lag times;
- Misunderstanding among students and parents about the use of the term “dual credit” and about the academic and financial benefits of acquiring as many as possible – this has led some educators in the region to conclude that the term should be eliminated, replaced by use of the single term “college credit” to describe several options available to students;
- Community-based issues that continue to encourage parochialism to the detriment of regional collaborations; and
- Continuing perceptions of parents, educators, business leaders, and civic leaders that career/technical education, Ivy Tech Community College, Vincennes University, and other occupationally-specific or shorter-term education options are “lower status” than attending a 4-year college, even if the focused occupational training results in higher skills and higher wages.

Section 6.C: Steps to Bridge to Implementation

It is essential at this stage to maintain momentum for the enthusiastic and wide-ranging support we have generated during the planning phase. To ensure that we do so, a number of short-term activities will occur as we work with the Lumina Foundation, the Center of Excellence in Leadership of Learning (CELL), the Indiana Education Roundtable, and others on addressing longer-term needs, solutions, and funding:

- Meet in the Northwest Indiana region and in Indianapolis with state education and foundation leaders to review the READY plan and to offer our region as a site for showcasing both regional education planning and individual school excellence models;
- Work with our state’s educational leadership to find solutions to our data collection issues, and collect data regionally as needed to supplement statewide sources;
- Maintain the commitment of our core group of K-12 school systems for the pilot readiness assessment process, and seek support from the Indiana Superintendent of Public Instruction for the pilot;
- Reach region-wide agreement on a standardized, expanded transcript with higher value for colleges and employers in the region;
- Construct the specifications for the technology platform that is needed in order to set the stage for pricing and procurement of the platform; and
- Solidify the commitment of our region’s 44 public school systems on participation in the READY network, with each school system specifying the level of participation it commits to;

- Identify the core group of employers in the region who will sign a “compact” of commitment, specifying the roles they will play in support of the READY schools in the district.

SECTION 7: Values & Guiding Principles

During the course of the planning process and the input to the Core Team from the Strategic Planning Teams, the Core Team agreed on a set of principles for moving forward with the plan and the implementation phase:

1. Employers must actively participate in the process of defining readiness for jobs and continue to engage directly with students in monitoring progress as the students’ progress through the schools.

2. The current state-mandated testing structure is not sufficient for defining readiness; it is currently lacking relevance for both employers and educators.

3. Assessment results combined with real-time labor market, with guidance from school counselors and teachers, will be used immediately by students and their parents in making adjustments to students’ achievement plans.

4. Career planning and career readiness assessments are for <u>all</u> students, not just for non-college bound students.

5. All students will require post-secondary credentials in some form to qualify for most good jobs in the region; we must connect each graduating high school senior to their “13th year” of education as part of the normal graduation process.

6. There are many high-quality options for credentials beyond high school, ranging from industry certifications to college degrees; we must fairly present and promote all options to our students and parents.

7. All post-high school credentials should be “stackable” toward the next higher level of educational attainment; we must address college affordability issues by presenting multiple education pathways for ultimate college degree attainment.

8. We will need a critical mass of employers in the region to give “currency” to the assessment standards; our early stages of implementation must include an aggressive education and outreach effort aimed at our region’s employers.

9. We will need a critical mass of schools in the region committed to implementing the new assessment model at the beginning; participation will be voluntary and the door will remain open for those schools wishing to join and adopt the standards.

10. The urgency expressed by our employers demands that we act now; our efforts will put us “ahead of the curve” on implementation of standards from national college and career readiness coalitions; we can’t wait for national and state political decisions to determine our fate in the region.

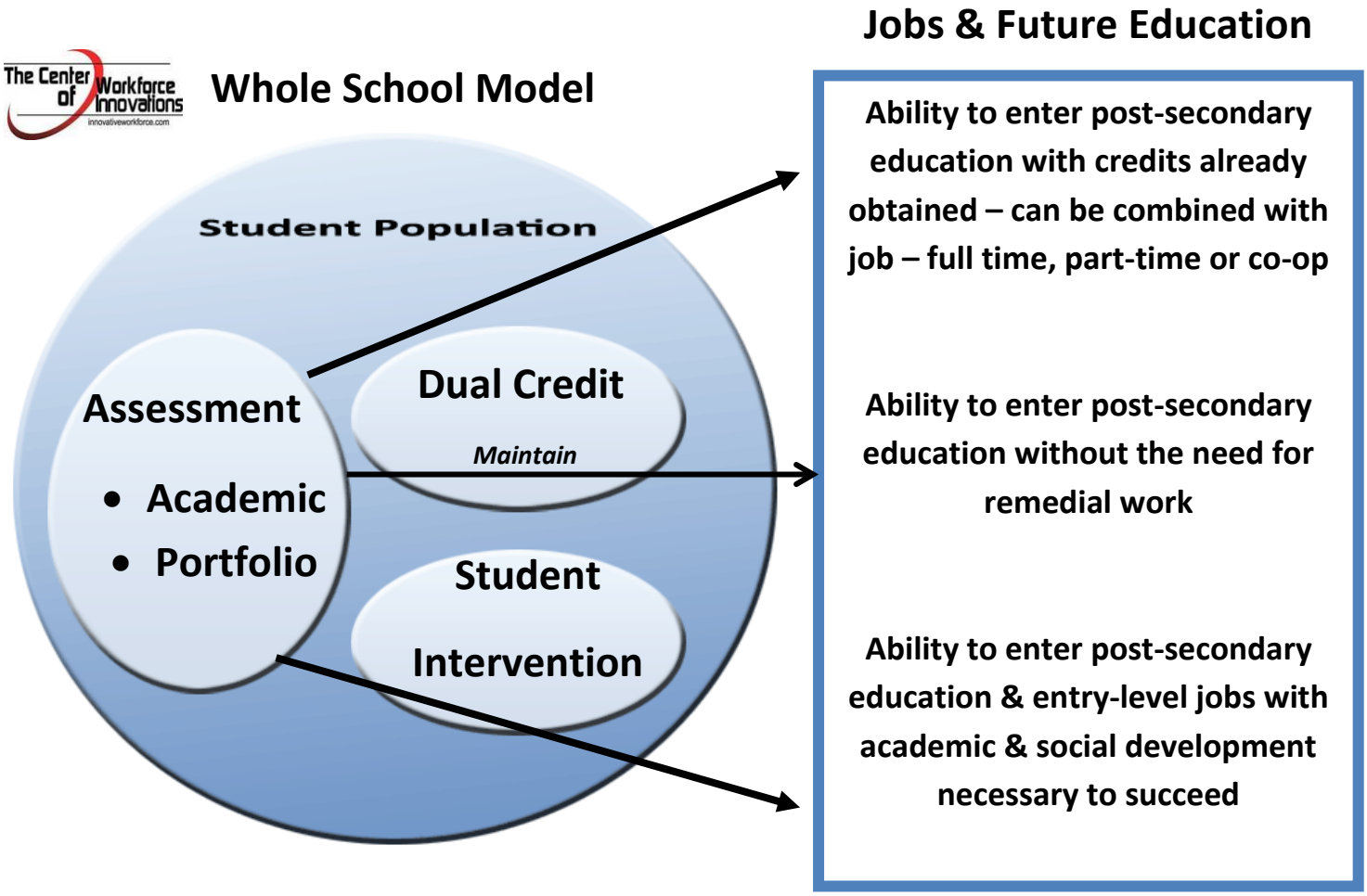
These principles continue to guide our efforts into the implementation phase.

SECTION 8: Proposed Action Plan

The graphic below illustrates the primary drivers of our action plan:

- Establish a **whole school model** for each school in our region to implement the critical student success factors;
- **Assess** students with grade-appropriate testing in grades 7 through 12, enabling real-time adjustments to their goals and achievement plans tied to the results;
- **Remediate** the students who are falling behind so that they regain the trajectory needed to graduate meeting college and career readiness standards;
- **Maintain** rigor for students who are on track but still need the coursework to achieve Core 40 standards to graduate and not require remediation to enter college and careers; and
- **Accelerate** the students who have already met the standards for taking college-level courses and assist them in maximizing the credits they can acquire to shorten the time they will need for college graduation.

Descriptions of our four-part action plan follow, with strategies developed by the Strategic Planning Teams and approved for inclusion in the plan by our READY Core Team.



SECTION 8.1: Action One: A New Student Assessment Structure

Background:

The Assessment Team met monthly during the planning process. In the early meetings, the team researched a number of components related to the team's charge of recommending an assessment process that is aimed at our overall goals of college and career readiness, including:

- Tests currently being administered by K-12 school systems in the 7-county regions;
- Tests required by the Indiana Department of Education and the uses made of the tests;

- Indiana's participation in the 24-state Partnership for Assessment of Readiness for College and Careers (PARCC) system and the timeline expected for implementation in middle and high schools;
- Ways that different schools systems are judging student readiness for work beyond academic testing, such as community service, extra-curricular activities, observed behavior on "soft skills" and other areas;
- Use of an expanded transcript to capture a more inclusive picture of a student's achievements; and
- Employers' descriptions of the characteristics they look for in hiring.

As a first action, the team agreed that it was desirable to present an innovative proposal to the Indiana Department of Education for a comprehensive process which measures what each individual student has learned compared to what they need to know to graduate from high school ready for a career and for college. This comprehensive process will include ways in which teachers can support the student in interpreting assessments, doing "reality checks' on aspirations, and adjusting career and education plans accordingly. The proposal will be made by our READY partnership of educators, employers, and economic development leaders from the region to Indiana's educational policymakers beyond just the Department of Education, as there may be implications for legislation and administrative decisions in other departments, such as the Indiana Department of Workforce Development and the Indiana Commission for Higher Education.

The model we propose will include:

- Assessments that drive preparation for careers and colleges while increasing the level of learning (often called rigor) of the information;
- A "full spectrum" assessment that measures soft skills as well as hard skills to assess each student's readiness for college and careers as an integrated package, not as separate tracks with separate standards of achievement;
- Year-to-year measurement of each student's increase in learning using a system that shows the students what they need to accomplish over the four years of high school to graduate ready for careers and colleges they have targeted; and
- An individual plan that is maintained by each student and tied to specific information from the assessments, supplemented with counseling and labor market information, to strongly connect what is learned in high school with what is needed to succeed in a career and in college, particularly in the Northwest Indiana labor market.

Specifically, we will request:

- Recognition of our initiative as a demonstration pilot – one of several being sponsored by the Indiana Department of Education;
- Funding for career-oriented assessment instruments to bring both college readiness and labor market relevance to the assessments students receive; and
- Authority for schools in our region to implement an alternative school assessment structure, if they opt in.

The core elements of a letter of request have been submitted to the full READY Core Team and have been approved. The intent is to submit the request simultaneously with approval of the entire plan contained in this document.

As a second action the team identified the specific battery of tests to be used in the pilot in the 7th through 12th grades (see Attachment 2).

Finally, the team solicited schools that were willing to implement the pilot with the battery of tests as proposed. Thirteen schools initially agreed to participate in the pilot (see Attachment 3 for the list of schools and the total number of students to be assessed by grade level).

Cost Estimate:

The team worked closely with ACT to develop a detailed cost estimate for implementation tied to the number of students assumed for the pilot. The total cost for the 2012-2013 school years is **$1,492,353.50** (details of estimate shown in Attachment 4).

SECTION 8.2: Action Two: School Student Success Models in Each School System

Background:

The School Models/School Transformation Team also met monthly during the planning process. The team was charged with assessing current models of student engagement and identifying the common success elements that will be included in each or our region's K-12 school systems. Specific to this study is defining the model, the instructional delivery system, transitions from 8th grade to high school and high school to college opportunities. The team was also asked to address the unique features of the model, connections to ACT instruments, which components must be adhered to for fidelity and to get success, commonalities of the model, how they overlap, and what is a model versus a program. In addition, the Team was asked to look at the established outcomes.

The Team studied four innovative models and one program currently being implemented, or being considered, within the seven county region. These included Career Pathways, New Tech High, Small Learning Communities, Early College, and the ICAN initiative. The Team toured or heard presentations on the following dates:

Model/Program	Tour and/or Presentation	Date	Presenter(s)
New Tech High	Presentation	9/11/11	Lydia Dobins, President, Tim Presiado, and Paul Buck from the New Tech Network
New Tech High	Calumet High School	9/21/11	Principal Tim Pivarnik
Career Pathways	Hobart High School	10/7/11	Superintendent Peggy Buffington
ICAN Program	Crown Point High School	10/19/11	Principal Eric Ban
Small Learning Communities	Lowell High School	11/18/11	Team of Teachers led by Assistant Principal Mike Chelap
Early College	Presentation	11/18/11	Janet Boyle, Assistant Director, Center of Excellence in Leadership of Learning

The team asked questions and looked for evidence around 15 “Essential Dimensions of Successful Schools” by Dr. Willard Daggett of the International Center for Leadership in Education. These dimensions and their characteristics include:

Dimension	Characteristics
1. Culture	• Promotes creativity, innovation, and entrepreneurial spirit • High Expectations, accountability, continuous improvement • Collaboration • Engagement • Belief that all students can learn • Reflective • FIDELITY to the model at all grades
2. Curriculum	• Focused and Academically rigorous • Real-world connections and application • Stretched (dual college credits, credentialing) • Remediation • Focus on literacy • 21st Century skills application (personal skill development)
3. Data	• Identified measures and metrics

	• Progress monitoring, pacing for success, responsive • Milestones/benchmarks identified • Academic core • Information Technology Skills • 21st Century (skills, behaviors, attitudes) • College and Career Ready
4. Structure	• Variety of small learning communities • Career Academies • Professional Learning Communities • Alternative Scheduling • Integration of courses (including academic and CTE)
5. Engagement	• Relationships • Meaningful work • Physical setting • Grading system (includes 21st Century Skills) • Routines/procedures • Fundamental Skills • Collaboration, Working in Teams • Leadership opportunities
6. Instruction	• Student centered (teacher is facilitator) • Challenging, applied learning activities (PBL) • Differentiation • Connected to real-world situations including technology • Personalized
7. Involvement	• Parent and Community • Partnerships
8. Safe and Orderly Schools	• Free from violence, bullying, etc. • Safe to take academic risks • Standard routines, procedures, etc.
9. Technology	• Enhance instruction • Engage students – project creation • Access information meaningful and effectively • Understand moral, legal, and ethical issues • Create meaning from data • Globalization • On-line learning
10. Professional Development	• Focus and on-going
11. College Ready	• Habits of mind • Key academic content • Academic behavior • Contextual skills
12. Career Ready	• Application of skills and knowledge

	• Applied skills integrated with the core academic subjects • Technology integration • Reading at higher levels
13. Transitions	• 8th Grade: Connections to the high school with teachers and students and information • 9th grade: peer coaching, connection of instruction to interests and learning styles, parental calls, extended instruction for remediation or stretch learning
14. Stretch Learning	• Dual College Credits • Credentials and Certifications • Internships, Portfolio, Senior Project
15. Sp. Ed and ELL	• Focus on needs of this special population for acceleration

(*A summary of features and strengths of each model that was studied is shown in Attachment 5.)*

To supplement the work of the School Models Team, a separate Student Intervention Team was formed to study successful models currently in use in the region for engaging students and their parents in ways needed to re-orient the student toward achievement and academic rigor. The team conducted a survey among schools in the region across the dimensions of:

- Academic interventions
- Strategies to close achievement gaps
- Planning for college and careers
- Motivation and work ethic – at each grade level

The results of the survey were shared with the READY Core Team, along with recommendations for action and analysis of strategies that are working and others that are emerging and are worthy of further study as models.

Action Steps:

Following thorough review of each model that was studied in the region, the School Models Team identified the following action steps for working with all of our school districts in the region as guidance to them as each schools system adopts, adapts, or creates its individualized model:

1. **Clear college and career pathways** need to be identified for each student and should include dual college class offerings for post-secondary.

2. **Partnerships** should be developed with business, industry, trade unions, universities, community, and with neighboring school districts.

3. **Small learning environments should be developed to provide for student support in all the models**.

4. Focusing on **project-based instruction in a collaborative environment utilizing technology** will provide for increased student engagement.

5. Data analysis is imperative and leads to alignment and motivation. Utilize the ACT series of assessments for career planning and preparation, 21st Century Skill development, and finally student achievement**. Insert the ICAN program into any model adopted.**

6. Track student progress through data **analysis incorporating the 8 step process and providing a tiered system of student intervention.**

7. Provide for academic and career and technical **dual college credit and industry certification**.

8. All approaches take buy-in from faculty and community. Provide for clear, constant, consistent, and transparent **communication and input**.

9. Be sure the model incorporates the 15 Characteristics of Successful Schools.

The Student Intervention Team added the following recommendations and conclusions for action;

- Start with the end in mind: graduation, careers, college
- Stress Relationships (what are students' dreams and goals?), Relevance (how does work in school relate to the dreams and goals?), and Rigor (willingness to study hard to achieve the goals)
- Stress to students and parents that mastery of skills is essential for job success, and that students are limited only by their lack of effort not their lack of capacity
- Connect with the business community – form partnerships with employers to bring career information to life for the students
- Identify the specific procedures to obtain industry certificates, and explore ways for students to obtain all or parts of them while in high school
- Implement the assessment model pilot in the region so we can get clear information on students' progress related to college and career readiness
- Share success information in the region via a learning network of schools

- Improve our information technology in the region to make it easier to share information, connect schools to employers, and connect K-12 systems to higher education.

The team identified two cost items as critical for building relationships and skills in the region but is beyond the financial reach at present – WorkKeys and a comprehensive data platform for sharing.

The team also identified a number of new programs that deserve publicity and further study, including:

- Achieve 3000
- Fast ForWord – a program which accelerate learning for students of all ages. Based on 30 years of brain plasticity research
- Read 180 – a reading intervention software page to raise reading achievement
- Why Try – a program which focuses on dropout prevention
- Work Ethic Certification – an Indiana based strategy awarding youth with a certificate acknowledging 10 attributes most sought after by employers
- Fish – A step by step process that guides though essential conversations about workplace expectations
- New Prairie After School and Summer Camp Program – a locally developed program to focus on higher literacy attainment skills, keeping youth engaged and in school.
- Study Island – a web based instructional strategy which includes practice components, assessment and reporting built for Indiana's standards.
- 8 Step Process – Kotter's 8 step change model to help youth see they can make changes to be successful
- Reality Store – a financial simulation where students make decisions about their budgets and lifestyles

Cost Estimate:

While all schools are at different stages of development, a pool of funding is needed to assist each school system in analysis of current effort compared to the Critical Success Factors and to apply for competitive grants to move effort to a higher level. **$2 million to $3 million per year** over a three-year period of engagement and improvement is viewed as a level of effort needed for substantial and rapid movement toward the goals.

SECTION 8.3: Action Three: Acceleration of Early College Credits

Background:

The Dual Credit Team also met monthly and was charged with studying the attributes of dual credit and related college credit programs and with identifying what would be needed to complete the goal for an overall post-secondary attainment structure that dramatically increases the number of early college credits obtained by high school students in the region. The team as composed of all of the Northwest Indiana regional university campuses, the K-12 school districts represented on the READY Core Team, regional business representatives, and other regional stakeholders. A focus point for initial discussion was the innovative partnership among Crown Point High School, Purdue Calumet, and Indiana University Northwest to improve quality and access of dual credit to students at Crown Point. The school sought to expand its success (Crown Point in 2010-2011 provided 10% of all the dual credits in the state of Indiana) to other schools throughout the region by serving as a model for both the region and the state.

It was understood that Advanced Placement (AP) coursework in high schools has long been acknowledged as a quality standard for preparing students for college work. Thus, the committee wanted to know if dual credits could play a strategically important role in increasing the number of students transitioning from secondary to post-secondary education. The desired group of students would be those in “the middle” who traditionally had not taken AP.

As a further understanding of dual credit structures came about in committee discussions, it was decided that it be identified regionally as part of Northwest Indiana's solution for preparing students for college-level work. In reaching the targeted students (the middle) the committee emphasized the role that an aggressive dual credit structure can play in encouraging first-generation college-goers and their parents to view post-secondary enrollment as a viable course of action, and especially as means for affordability of post-secondary work.

The Team continually scanned the rapidly-changing state-level environment related to dual credit structures, and individual members of the group served on a variety of state planning committees and task forces. Major forces, specifically those from the Indiana Department of Education’s work to define a high school's “College Readiness Score”; The Commission for Higher Education's publishing of the “Priority Dual Credit and Career Prep Course” list; and the Education Roundtable's “Partnership for Indiana's Future” ultimately helped to shape the desired outcomes of this committee:

Indiana Department of Education
A school's college and career readiness score shall be based on the percentage of students who accomplished any of the following:
(1) Passed an AP exam with a score of 3, 4, or 5
(2) Passed an IB exam with a score of 4, 5, 6
(3) Earned three (3) college credits as defined in the legislation
(4) Obtained an industry certification.

Indiana Education Roundtable "Partnership for Indiana's Future: Regional Partnerships"
Completion of requirements for a Core 40 diploma should be evidence that a student does not need remedial post-secondary education or training. The high school instructional program for students who have demonstrated readiness for college and careers should include:
(1) Opportunities to complete a high school diploma by the end of the 11th grade and enroll in a post-secondary education program.
(2) High school-college dual credit courses that apply toward a baccalaureate degree (Up to 30 credit hours, aligned with a common college general education core curriculum).
(3) High school-college dual credit courses that apply toward an associate degree. (Up to 60 credit hours aligned with a common college general education core curriculum.
(4) High school-workforce certification dual credit courses that apply towards a nationally-recognized occupational certification.

Additional Factors

- Legislative changes in post-secondary curriculum (elimination of non-degree courses at baccalaureate degree institutions) - most of Northwest Indiana's regional baccalaureate degree-offering institutions offer remedial courses, particularly in math and composition;
- A common general education core curriculum (major potential impact with Ivy Tech's Early College);
- Common electronic transcript (high school and post-secondary) - Northwest Indiana had begun work with ICAN's model of a high school universal transcript to be used by ICAN network schools; and
- Legislation stipulating reimbursement costs to post-secondary institutions.

Committee accomplishments during the course of the planning process included:

- A primary recommendation to the READY Core Team for building a regional technology infrastructure with multiple dashboards to support the transfer of READY college and career data among institutions as well as with parents and students. The infrastructure needs to be a common interface with university systems such as Blackboard as well as with student and district data management systems. That common infrastructure would align dual credit, student data, and a common interface for all to understand and utilize.
- Identification of three core courses as the shared focus of high schools and

colleges in the region: Language Arts, Speech or Technical Writing and Math (college-level algebra).
- Identification of other strategically important dual credit courses - particularly career and technical aligned with future regional STEM-related workforce needs.
- Decision to support network schools' usage of ACT Explore in the 8th and 9th grade as an early indicator of interventions needed so that every student would be prepared to take dual credits.
- Decision to investigate "dual credit" pathways leading to certificates, certifications, associate degrees and applied baccalaureate degrees aligned with future employers' needs in the region.
- Decision to explore nontraditional offerings of "no cost" dual credit offered by MIT, Saul Khan and others to add to our regional mix and further help with affordability.
- Decision that maintaining high quality standards and increasing access are primary focus areas for 2012-2018.
- Decision to seek support for a summer institute for regional teachers and professors to enhance curriculum and instruction for teaching dual credit priority courses across the network.
- Beginning discussions on moving beyond "dual credit" coursework into a broader framework of college credit options for high school students, as the term "dual credit" is misunderstood by some students and parents and has not been marketed effectively.
- Shared concern about the student costs for post-secondary work and a collective commitment to address the general good above the parochial funding needs of their institutions.

Data on dual credit was collected for the first time in a systematic fashion at the state level for the 2010-2011 school year. An estimated 38% of the students in NWI schools did not have access to dual credit classes in that year. There were 5064 total enrollees (some of those students enrolled in multiple courses). All students with "C" or higher grade received credit from regional universities; however, only students who passed the COMPASS test at Ivy Tech eventually received credit. Most of the region's credits were awarded by regional university campuses. An estimated 15,000 credit hours were awarded. Reliable data collection and interpretation remains a major priority as we move into our next phase of work. The READY team plans to work closely with the Indiana Education Roundtable to address data collection issues and offer Northwest Indiana as a pilot for some of the efforts.

Action Steps:

The Team established the following priorities for action in our next stage of work:

- Find resources and implement a summer professional development institute for network high school teachers who are teaching dual credit courses from state's priority course list;

- Clarify learning outcomes across courses/institutions for courses that have a value to regional industry (English, College Algebra, STEM career pathways leading to associate degrees);
- Develop highly-visible 'energizing goal' to tackle on a regional basis to publicize the inter-connectedness of employers' skill needs, availability of skills pathways, and affordability of acquiring high-value skills via our schools in the region;
- Partner with Ivy Tech and Vincennes University to pilot giving COMPASS at 9th and 10th grade along with cut-off scores and remediation interventions (develop common post-secondary remediation needs);
- Partner with ICAN's network of schools to build an ACT-based pilot "formative test" structure as to predict post-secondary success;
- Begin conversations with regional leaders and the Lumina Foundation on use of the Degree Qualifications Profile as part of the seamless transition from high school to post-secondary education, aligned with regional workforce priorities; and
- Develop a model for a regional data warehouse and server system (technology infrastructure) to connect multiple entities in managing transitions, collecting data, analyzing data, and monitoring regional progress.

Cost Estimate:

To be determined. Some of the costs in this section merge with costs associated with Action Four related to building a technology platform, training teachers and administrators, and building an organization that is focused on shared learning in the region. Further work needs to be done to specifically address costs associated with granting early college credits to make it economically feasible for the region's colleges and universities to expand such programs.

SECTION 8.4: Action Four: Non-Profit Entity to Drive Changes

Background:

Following review of all of the recommendations from the Strategic Planning Teams, the READY Core Team concluded that a staff structure needs to be built in the region to drive implementation. This can be achieved in multiple ways – building a new non-profit organization, re-purposing an existing non-profit organization to include READY as a division of its work, contracting with an existing organization (national, state, or regional) to staff READY in the region. Any of the options will require funding, which may be a mix of additional grants, local dues, employer contributions, and using funds differently in budgets of existing organizations.

An outline of proposed functions for the desired organization has been drafted and is described in the Action Steps below.

Action Steps:

The following are key functions to be performed by the READY organization's staff:

- **Leadership Development & Capacity Building** - developing and maintaining the vision, talent, and tools for leadership including
- **Expanded Transcript** - continuously defining the world class workforce standards through a portfolio of student performance captured in an expanded student transcript used region-wide and validated by our employers – including test scores and work-relevant achievements
- **Summer Institute** – engagement of regional administrators and teachers in an intensive learning environment to build the culture, planning tools, and success measures to drive success
- **College Acceleration Network (Education)** – building and maintaining the learning network to implement the key components of:
  - Assessment (planning, implementation, goal setting, school improvement, data coaching)
  - Instruction (instructional coaching through formative assessment)
  - Intervention (research-based math and reading programs)
  - Acceleration (post-secondary programs delivered to high school students)
  - Personalization (whole school models that ensure the success of every student)
- **Career Acceleration Network (Industry) –** building and maintaining the partnerships with employers to pursue:
  - Expansion of jobs and career pathways (intense focus on career pathway marketing and development of tools related to industries in NWI)
  - Relevant programs (industry-defined and co-developed degree programs)
  - Personalization of talent attraction and retention (recruitment and support strategies that keep the best talent in NWI)

Activities for each of these key functions are further broken out below:

<u>Leadership Development & Capacity Building Activities</u>**:**

- Facilitate and maintain mission, vision, values, & goals for project

- Develop communication plan and tools
- Develop the Northwest Indiana college and workforce high school transcript (portfolio of performances)
- Develop regional IT/data infrastructure
- Launch and support the college acceleration network (high school and postsecondary partnership schools)
- Launch and support the career acceleration network (industry partnerships)
- Develop and maintain cross functional relationships of K-12, post-secondary, industry, community, & political leaders for Northwest Indiana

<u>Expanded Transcript</u>

- Define the clear and measurable outcomes valued by K-12, post-secondary, industry
- Work across student information systems to develop common reporting
- Work at state level to advocate for READY transcript adoption
- Develop system for colleges and employers to access data for hiring and college admissions

<u>Summer Institute</u>

- Launch, plan and run the 3-day READY summer leadership institute
    - Day 1: Moral Purpose – Presentation of the big goal yearly progress needed to achieve it – progress in filling the education gaps with an array of post-host school certification, including but not limited to 2-year and 4-year degrees. Powerful international speakers + a ceremony like the Oscars for employers, schools, colleges, students, etc.
    - Days 2 & 3: Planning groups and focused teams run by facilitators to set goals, select metrics, and plan strategies to measurably hit goals to revitalize the regional economy

- Develop long-term sustainability plan – secure sponsors

- Develop marketing plan - conference website for marketing, registration, management

- College Acceleration (high school / postsecondary / industry) and Career Acceleration (high school / postsecondary / industry) are both featured with equal focus

College Acceleration Network (Education)

Selection of high school planning teams (leaders in each of the following areas):

- Assessment (Planning, implementation, goal setting, school improvement, data coaching)

- Instruction (instructional coaching through formative assessment) - two lead teachers from each of the following areas (Biology, English 9, Geometry)

- Intervention (research-based math and reading programs)

- Acceleration (post-secondary programs delivered to high school students)

- Personalization (whole school models that ensure the success of every student)

- Ongoing support – face to face meetings each semester with online shared workspace tools

- IT / Infrastructure development – data reporting, college registration and transcription, and communication

Career Acceleration Network (Industry)

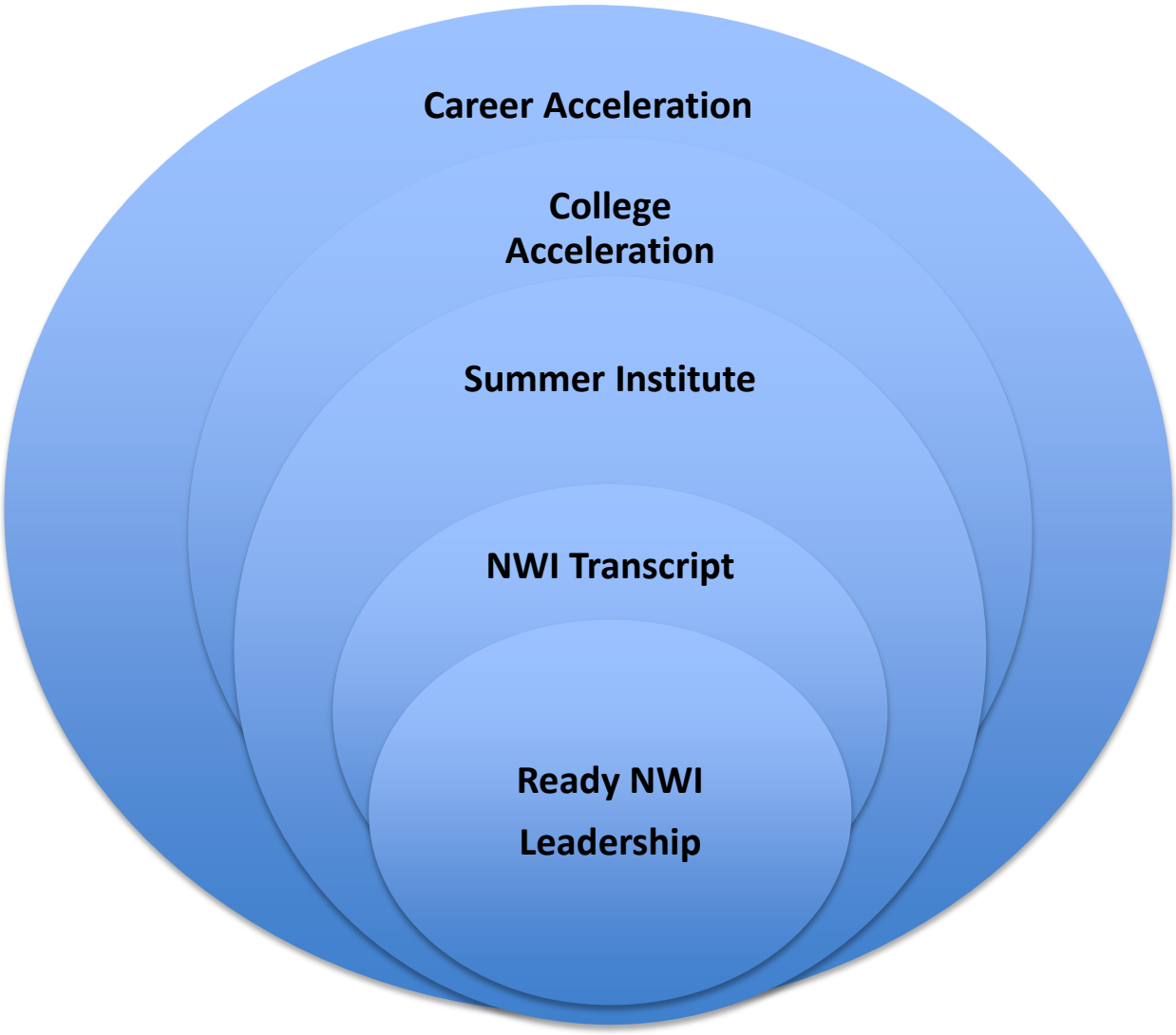
- Intense focus on data driven job creation and career pathway marketing including developing tools needed related to industries in NWI

- Programs (Industry defined and co-developed degree programs)

- Personalization (maintaining real time information and relationships with business community to keep the best talent in NWI)

- Career Professional/Social Network Development (videos, mentors, career resources, events)

READY NWI Implementation Alignment



Cost Estimate:

The following budget estimate was created for the Year-One launch:

Leadership	500,000
Transcript	250,000
Summer Institute	150,000
College Acceleration Network	1,500,000
Career Acceleration Network	1,000,000
	3,400,000

SECTION 9: Logic Model Framework for Planned Actions

A Logic Model Framework for Our Plan

We have employed a logic model framework as a guide toward our desired outcomes for the four primary initiative areas. Logic models are quickly becoming a preferred method for program planning in government and non-profit organizations, as planners and program managers are forced to look at proposed activities in the light of desired outcomes. In essence, a logic model sets up an experimental process where a hypothesis is created that says that certain program activities are expected to result in certain outputs leading to a set of outcomes or impacts. Measurement systems can then be set up to judge whether the program interventions are working as planned or not.

A logic model for a program or initiative usually follows a sequence of:

- What is the current situation?
- What inputs and resources will go into our project?
- What activities will be implemented to impact our current situation?
- What outputs will come from our activities?
- What ultimate outcomes (desired situation) should occur if we are successful?

We have chosen to use a separate logic model flow for each of our core strategies for implementation. However, as you will note, the tracks converge on the long-term

outcomes, as all of our core strategies are aimed at the ultimate impact of drastically increasing the post-secondary education attainment level of our region while we accelerate the movement of students in our educational pipelines toward that attainment. We are driven toward that goal by the employers in the region who report skills deficits now and expect skill levels for their jobs to continue on an upward slope.

While we state long-term quantitative goals for student readiness and for the overall post-secondary attainment rate, we know that achieving these goals requires changing the culture of our region in several ways:

- Broader recognition by the general public that academic achievement, both in high school and a credential beyond high school, are now necessary for entry into self-sufficiency level jobs;
- Recognition by workers in the workforce that ongoing learning is part of the job requirements;
- Recognition by educators that a wide array of post-secondary options can all lead to high skills and high wages – from industry certifications in information technology to post-graduate degrees; and
- An understanding by students, parents, and educators that manufacturing is still a very viable and exciting career option for those who equip themselves with science, technology, engineering, and math skills.

INITIATIVE #1: Implement New Student Assessment Structure Aimed at College and Career Readiness

GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short-Term	Medium-Term	Long-Term
Design & test an approach to student assessment that aims at employers' needs & allows for real-time adjustments in students' success plans (formative assessments)	Indiana Department of Education's mandated assessments for K-12 Indiana's work with PARCC for creation of assessments of readiness nationwide ACT, SAT, & other existing products aimed at readiness of students Regional employers' expectations for specific skills – including "soft skills" Schools in region experienced in applying wide range of test Authorization & funding to run pilot assessment process (expected) Existing work in region on expanded transcript & portfolio development	Create pilot of 12-14 K-12 school systems in applying a new model for student assessments from grades 7-12 Work with ACT to design & price the sequence of products desired: Explore, Engage, Plan, WorkKeys Design & implement demonstration portfolio template for use by students Engage employers in process to review & assess quality of student portfolios Create standards of excellence to be used by pilot schools to use assessments to make real-time adjustments to students' plans Develop engagement process for parents to engage with students & school in career planning	Formative assessment process in each pilot school Grade-appropriate assessment results for all students in pilot schools Updates to student plans based on assessments Demonstration portfolio structure for each student in pilot schools Completion of portfolios by each high school senior with presentation judged by employers or educators All graduating seniors have identified next step for post-secondary work – with applications made whenever possible	Greater engagement by students & their parents in career pathways skill building Higher percentage of high school students on track to meet "Core 40" standards Greater number of students with well-defined career and post-secondary education plans Increased number of students with portfolios reviewed & approved by employer review panels as meeting standards of readiness to enter workplaces in the region	Increased percentage of high school graduates going directly to post-secondary education & training Reduction in remediation needed by high school graduates as they enter post-secondary courses Employers reporting higher levels of readiness for young adult job applicants in the region	60% of adult population possessing post-high school credential valued by employers Improved results for "stacking" credentials – higher levels of articulation from one level to next

INITIATIVE #2: Implement "Whole School Success Models" Region-wide

GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short-Term	Medium-Term	Long-Term
Implement an agreed-upon set of core student success strategies in all school systems in the region – focused on meeting college and career readiness standards	School Models Team analysis of success factors in currently used models in region (New Tech HS, Small Learning Communities, Career Pathways, Early College, ICAN) Student Intervention Team's review of programs in the region currently showing success with engaging students & parents State & national success frameworks & research Expectations expressed by employers in the region for critical success factors in their current workplaces	Distribute success model framework to all K-12 systems in the7-county region Create a template for progress that shows each school system's status in incorporating the success factors Create a learning network of all K-12 systems in the region to share resources available to aid in adopting or adapting a current model for each system Engage READY employers in working with each school system to define a success model that incorporates all success factors – each school system will have an employer champion	A plan & timeline for each or the region's school systems to incorporate the student success factors into a well-defined model for the system Baseline metrics created for each school system in standard format that enables tracking consistency in the region All school systems in the region actively engaged in READY via the web site, the learning network, and periodic learning and strategic sessions Funding needs identified for full implementation across the region	Quantified baseline and benchmarks for student readiness for each school system Identified point of contact in each school system for tracking READY goals and progress Identified business champion connected to each school system Active participation by each school system in the READY network Key elements of success model launched in each system with existing resources Identification of cross-system issues for inclusion in the READY advocacy agenda for state and national attention	Additional funding acquired for accelerating implementation in key need areas identified by each school system Results are documented for each system in key outcome areas: % of students exiting high school meeting readiness standards; % of exiting students going directly to post-secondary training/education; % of exiting students with college credits obtained Students in each school system exit with readiness assessment, demonstration portfolio, and plan for 13th year education and training	90% of exiting high school students meeting readiness standards 60% of adults in region possessing post-secondary credential directly tied to regional employer needs

INITIATIVE #3: Accelerate Number of High School Students Obtaining Early College Credits

GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short-Term	Medium-Term	Long-Term
Increase the number and percentage of high school students who obtain early college credits via dual credit, AP, early graduation, and other means	Dual Credit Team's analysis of current efforts: quality control; core courses in transfer library; state standards; barriers to larger scale implementation State revisions to mandates related to dual credits, teacher standards, required school participation, AP relationship Student and parent input on perceptions on engagement in "dual credit" Current stats on dual credit usage in region Initiatives at state level to increase dual credit attainment as a key strategy for increasing higher education attainment levels and decreasing time to complete college degrees	Develop a baseline for the region on current number of dual credits and partici-pating students – identify high schools, courses, credit granting college, transfer implications Engage region's employers in analysis of dual credit courses and relationship to their skill needs – do gap analysis Set specific year-to-year goals for increases in early college credit in the region Incorporate credit achievement goals into student success plans tied to pilot assessment implementation Work with Lumina Foundation to incorporate Degree Profile Qualifications into student/parent planning	Analysis of current dual credit relationship to employers' needs with plan of action to address gaps Re-designed promotion to students and their parents for early college credit attainment (dropping label of "dual credit" in promotion Region-wide quality control structure for dual credit process – adjustments made to incorporate new state guidelines Priority and alignment plan for dual credit offerings in region that connects to Core Transfer Library and assures transfer for students who acquire early credits	Access to dual credit courses expanded to all schools in the region Doubling of number of students in high school obtaining early college credit in some form (goal of 25% of all students) Changing mix of early college credits obtained to mirror employer needs Agreement among schools in region to focus early college credits on courses that maximize transferability Define the record-keeping compatibility among schools that will be needed to create a regional technology platform	Additional funding to address barriers to expansion of early college credits in the region Creation of technology platform to solve multiple issues: tracking, quality control, articulation, on-line learning 35+% of exiting high school students with early college credits	90% of exiting high school students meeting readiness standards Shortening of average length of time for college completion due to impact of early credit attainment 60% of adults in region possessing post-secondary credential directly tied to regional employer needs

INITIATIVE #4: Create Leadership Staffing Structure for READY

GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Short-Term	Medium-Term	Long-Term
Create a staffing structure to implement the READY plan and sustain the ongoing advancement goals in the region	READY plan in place with commitment of region's leadership to move forward with action steps Indiana Education Roundtable grant approved to maintain momentum in next stages and create broader funding base Region connected to other leading implementers via ICAN Interim staff support currently at Center of Workforce Innovations (CWI) READY Core Team approved adoption of staff component for sustained presence and connections to regional economic development	Provide start-up staffing structure within CWI non-profit structure Create budget for desired early initiatives Develop revenue plan as mix of grants, business support, fees, and subscriptions Develop regional communication plan and tools Develop IT infrastructure to support dual credit Support exchange of school success models via learning network, training, and support Develop and maintain clearinghouse of best practices and alerts	READY website maintained with constantly updated content and efforts to drive traffic to the site Coordination of implementation of formative assessment solution with pilot schools Expanded uniform transcript for region's schools – combines career-focus, academics, and demonstration portfolio Metrics structure for collection and reporting of progress data Presentations and meetings needed for expanded connections – school-to-school and schools to business community and economic development	Cross-training of administrative staff and teachers across region Summer training institute to engage educators in READY goals, processes, planning, and tools Stabilized funding base needed for sustainability Connection of READY office to national networks of organizations focused on college and career readiness Serve as model program for Indiana Education Roundtable to replicate in other regions of state Visibility in region for promotion of emerging jobs and education pathways to acquire them	Partnerships with region's major employers – two-way accountability commitments Broad recognition of the initiative among educators and employers in the region – high levels of participation by both sides Changing attitudes or students, parents, and the general public to connect academic achievement with economic success Region recognized nationally as model for co-existence of educational attainment in a manufacturing-focused region Success in implementing pilot assessment model which serves as new standard for state's education leaders	90% of exiting high school students meeting readiness standards 60% of adults in region possessing post-secondary credential directly tied to regional employer needs Culture change in the region to a culture of education and innovation

SECTION 10: Metrics & Phase II Planning

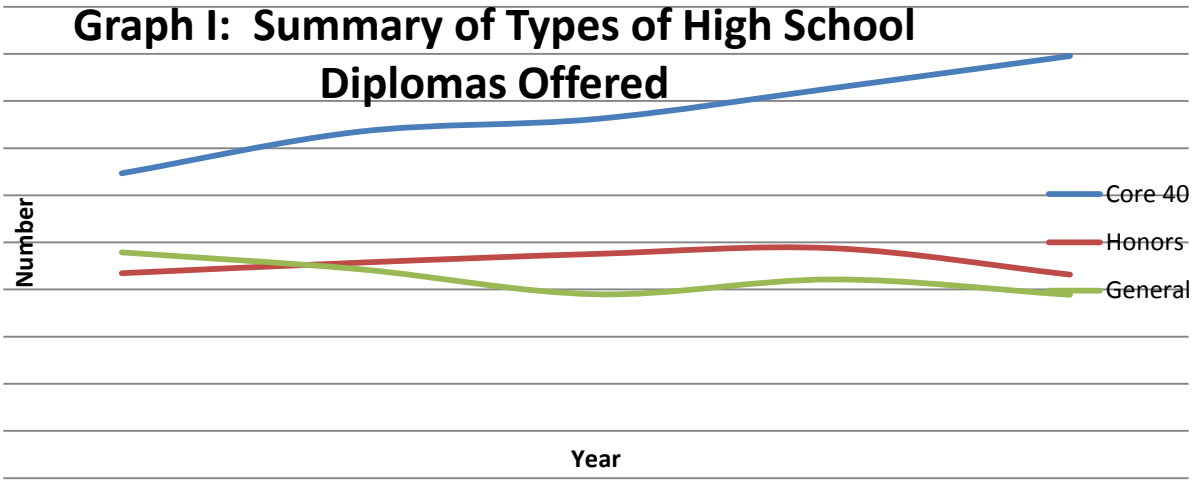
A key issue to be addressed in the upcoming implementation phase is the creation of baseline data on key metrics:

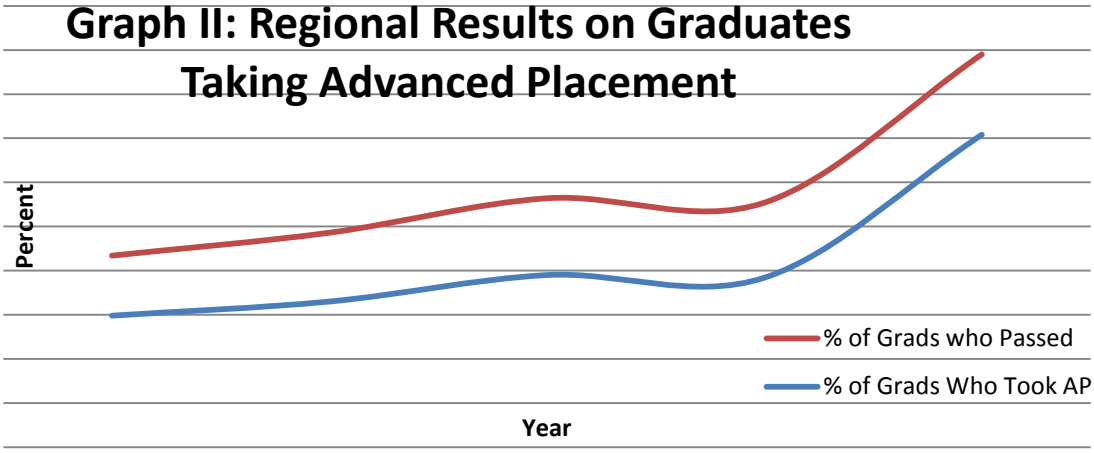
- Current activity level in region for early college credit attainment (dual credit, AP, and other means;
- Types of courses for which early college credits are obtained (and relationship to employers' needs);
- Current level of students from the region's high schools entering regional colleges but needing remedial/developmental work;
- Current types of high school diplomas of graduating seniors from our region's high schools (Core 40, general, academic honors, technical honors)
- Degree completion percentages from region's colleges and universities;
- Speed of completion at region's colleges and universities;
- Refinement of data in the "some college but not completed" data category to capture valuable certifications, licenses, and credentials that have currency with employers in the labor market.

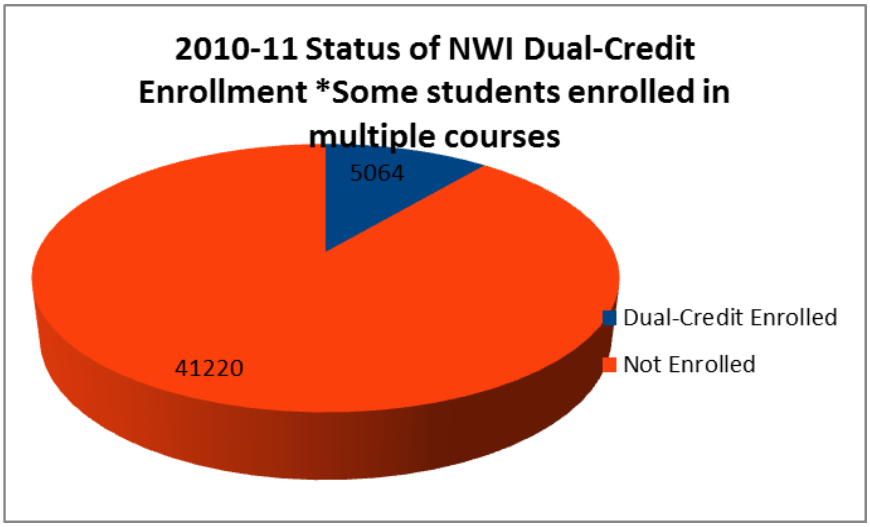
We will be working closely with the Indiana Education Roundtable to define the means for consistency in the region and statewide for collecting this data. The Roundtable has included READY in a planning grant to work with several other regions of the state on that issue. In cases where statewide data collection will not meet our regional needs in a timely fashion, we will devise methods for collection at the regional level.

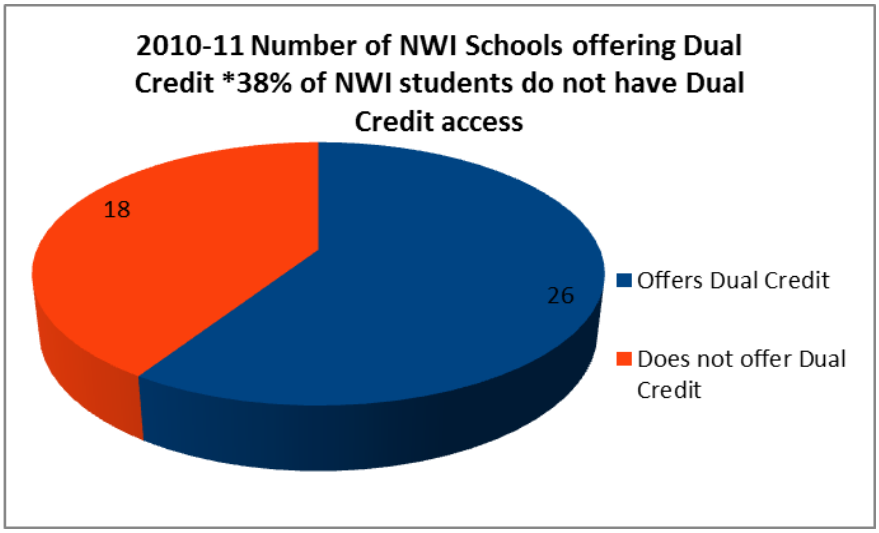
Armed with the baseline data, we will track our year-to-year progress in hitting the benchmarks shown on the chart in Section 1. Our goal is to reach alignment of jobs requiring post-secondary credentials (approximately 80% of jobs) with a population having such credentials (60% of the adult population) at a projected level of approximately 364,000 employed and credentialed employees in the workforce.

Displayed below is some of the data we are using to begin our process for determining our approaches to further refinements with our state-level partners and the identification of areas where we will need to collect our own data in the region.

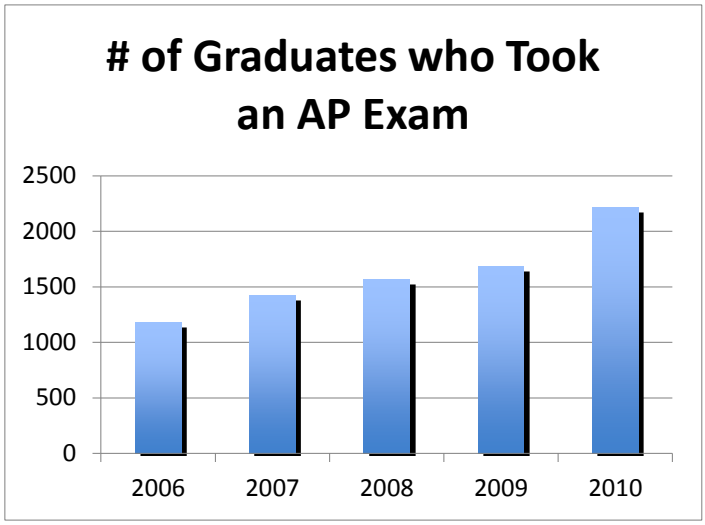

Graph I: Summary of Types of High School Diplomas Offered
Number
Year
Core 40
Honors
General

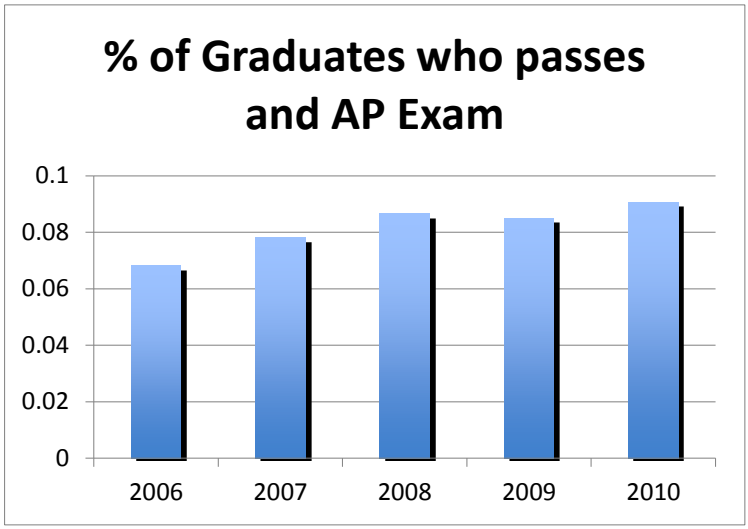

Graph II: Regional Results on Graduates Taking Advanced Placement
Percent
Year
% of Grads who Passed
% of Grads Who Took AP

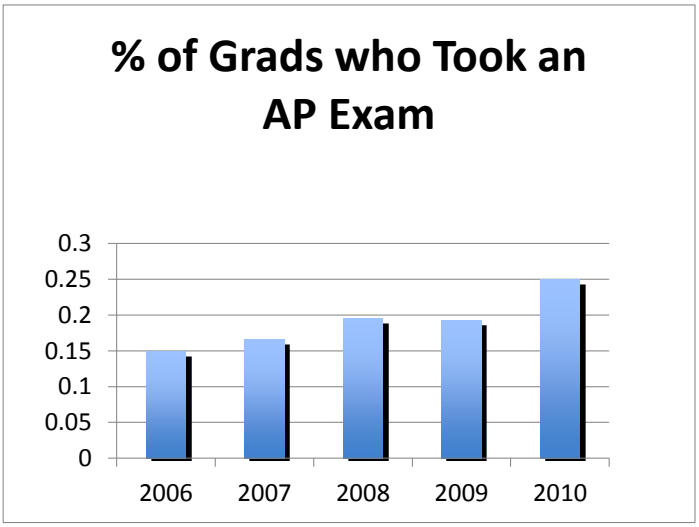

2010-11 Status of NWI Dual-Credit Enrollment *Some students enrolled in multiple courses
5064
41220
Dual-Credit Enrolled
Not Enrolled


2010-11 Number of NWI Schools offering Dual Credit *38% of NWI students do not have Dual Credit access
18
26
Offers Dual Credit
Does not offer Dual Credit

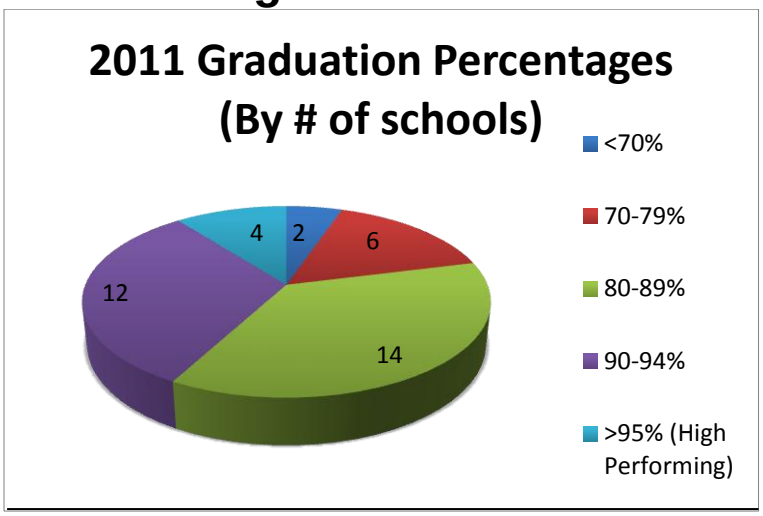
AP takers NW IN 2012

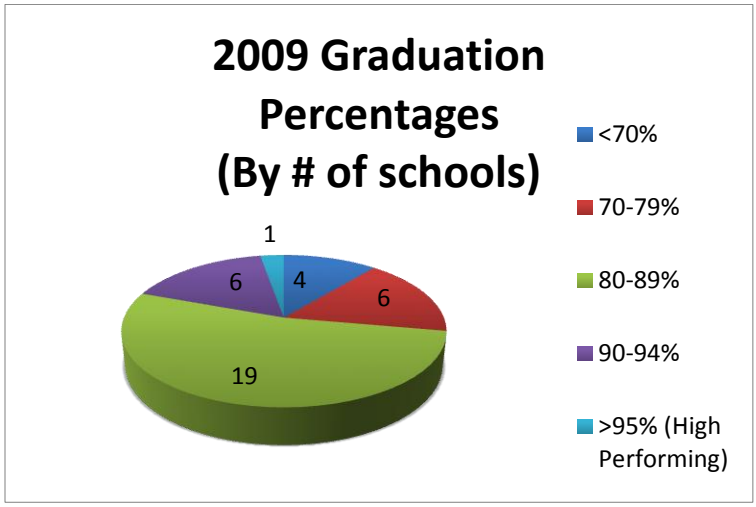


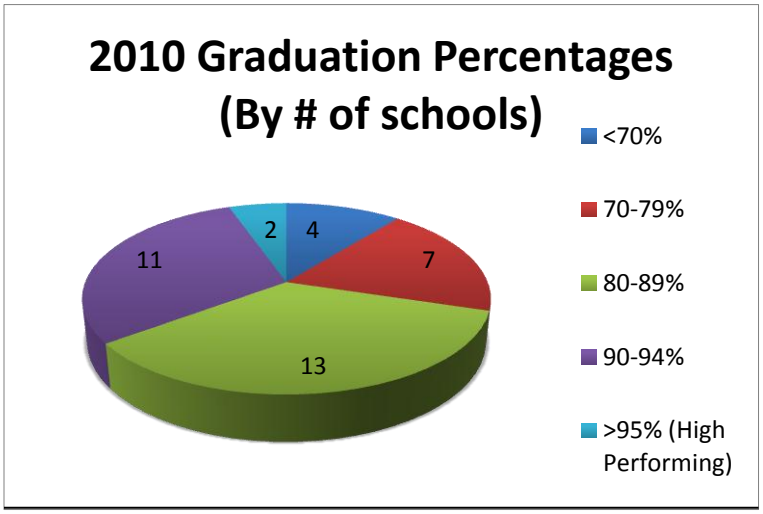




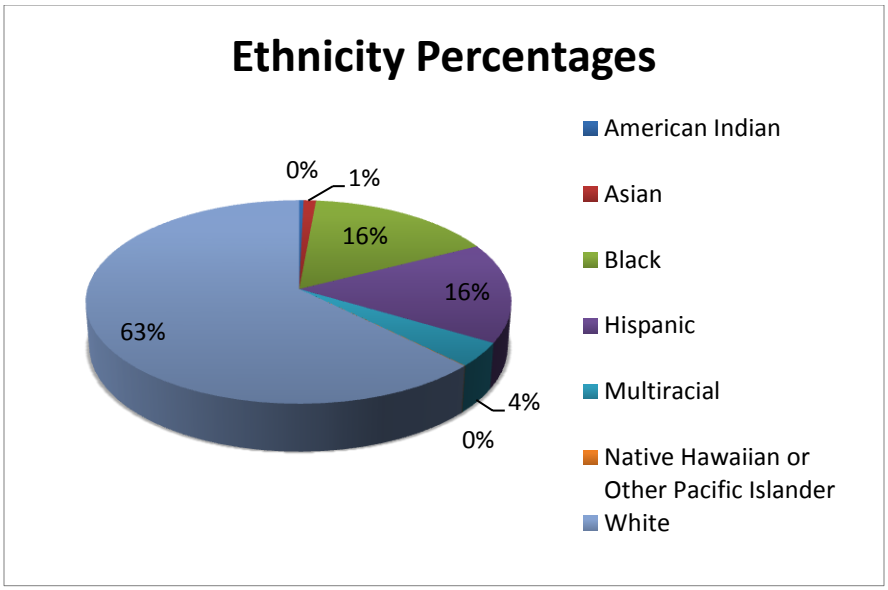
NW IN HS graduation rates 2012

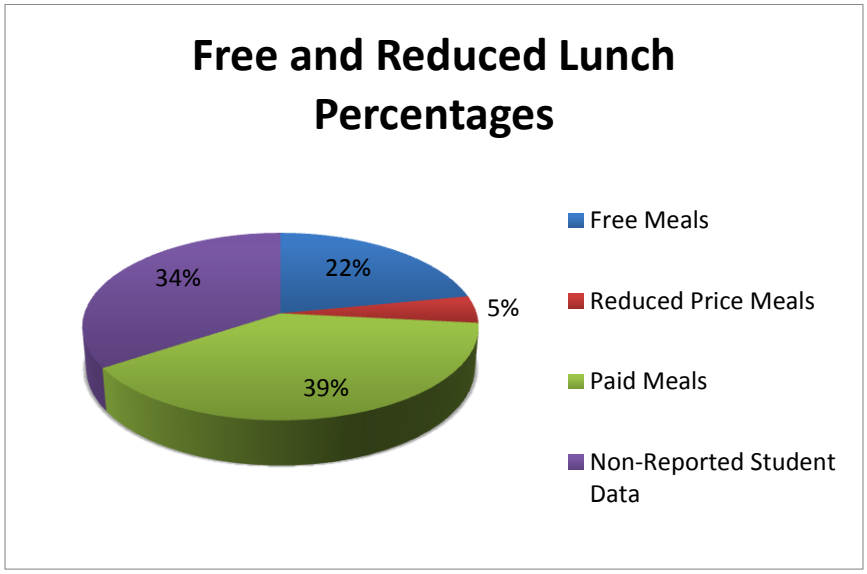




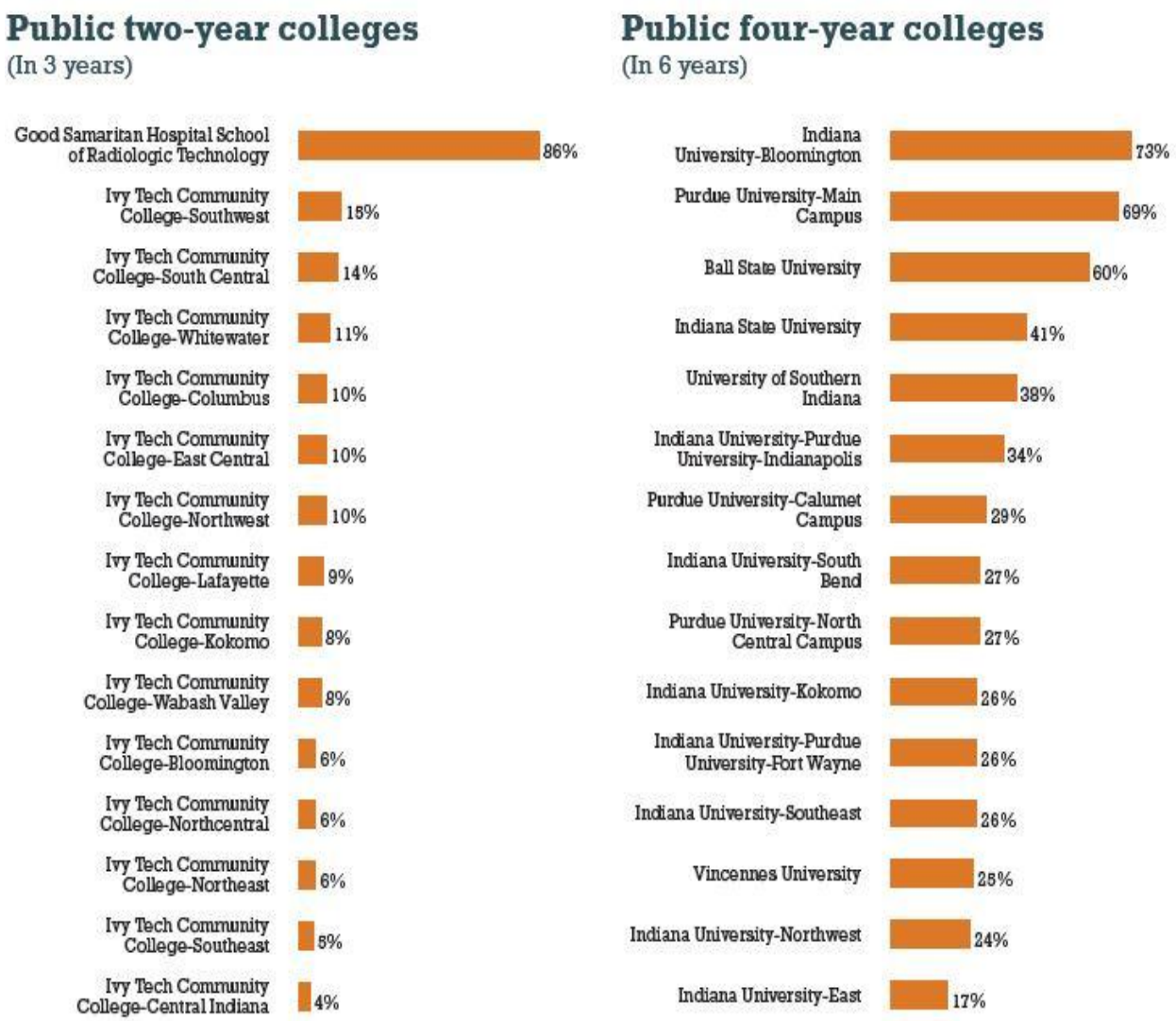


Ethnicity & Free Lunch % 2012





College Completion



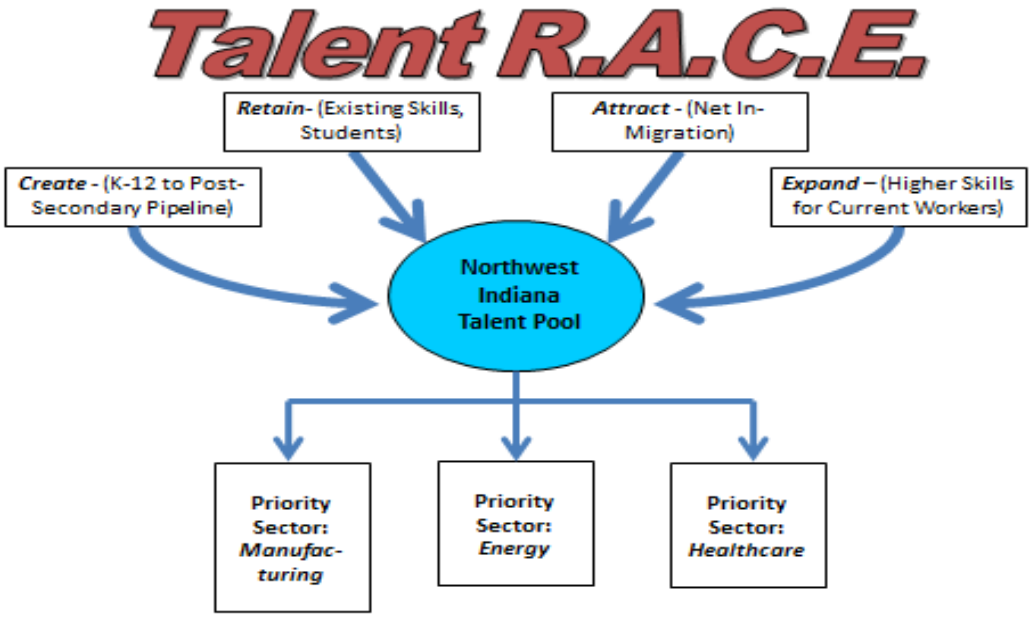
SECTION 11: Organizational Structure & Implementation Plan

READY will move seamlessly into implementation as a result of three primary drivers;

1. The READY Core Team and Strategic Planning Teams will be transformed into Implementation Teams for the key action items. In doing so, the teams will be re-purposed for the new tasks and re-populated with members who are critical to success of the tasks.
2. The Center of Workforce Innovations (CWI) will continue to serve as the organizational host and staff support for the initiative. Staff will continue to be available for administrative tasks, marketing, communications, relationship building, and further fund development in the short term. CWI will also provide a website for initial networking and publicizing of the effort while longer-term organizational strategies are being finalized. CWI will also carry the career information and business relationship component of this work which aligns with its mission and that of the Northwest Indiana Workforce Board.
3. We will continue to be assisted by the other organizations in the state:
    - The Indiana Education Roundtable will provide a small planning grant to us for continuing to build our regional planning and action infrastructure, which will include networking with several other regions of the state for further work on best practices. The Roundtable will also work closely with us and the other partnering regions to resolve some of the previously mentioned data issues:
    - The Center of Excellence in Leadership of Learning (CELL) of the University of Indianapolis will continue to work with us on our strategies and on connections to best practices in the state and nationally;
    - We will ensure that we connect to the Indiana University Public Institute's just-released "Policy Choices for Indiana's Future" which contains major goals for education and the workforce that are highly-compatible with our plan.

We know that our region is involved in a talent race, not just within the United States, but worldwide. To succeed we must not only build better educational pipelines within our region, but also have the ability to retain talent, attract talent, and re-skill workers who are already in the workforce here in the region. The READY initiative is focused primarily on one of the pipelines shown in the diagram below, the "creation" of talent via our regional pipelines of K-12 through colleges and universities. We know that it fits into a bigger picture of talent pool enrichment, and we have organizations committed to working on the entire picture:

- The Center of Workforce Innovations continues to focus on upgrading the skills of the existing workforce in addition to the work on READY. The two efforts intertwine as the precision that is being articulated by our employers serves as a target for both the emerging and current workforce.
- The leadership of One Region, One Vision is combining efforts with the regional Quality of Life Council to address key issues related to the region's other two pipelines. Through this merger of efforts, we will ensure that the region increases its attractiveness on multiple fronts, enabling us to both retain the talent we have and attract key skills we need.



Further descriptions of the types of activities that we will explore in the four pipelines are shown in Attachment 6.

SECTION 12: Closing

Embedded in all of our plans for implementation is the idea that data will be used extensively to monitor progress and make real-time adjustments based on interpretation and analysis. Data will be used at two levels:

- At the student level at all stages of high school to measure progress, both academically and socially, to enable real-time adjustments to occupational and coursework plans;
- At the regional planning level to constantly re-calibrate our sights toward the needs of our employers for specific skills and the needs of our residents for higher-wage jobs.

As we noted earlier in this plan, manufacturing has been a dominant influence in our regional economy and on the attitudes of our regional residents. We will need to use the data to increase knowledge, change attitudes, and ultimately change behaviors as we change the overall culture of the region to a culture of lifelong learning and one that values education.

In moving our region toward a stronger emphasis on education, we will do so by playing to our strengths in the manufacturing sector. An analysis was recently completed using the O*NET database of the U.S. Department of Labor to ascertain strengths and weaknesses in our workforce across the dimensions of skills and knowledge. Not surprisingly our region compared favorably to other manufacturing regions of the nation, but showed weaknesses when compared to all regions nationally. The charts below show key strengths and weaknesses in skills and knowledge that give us a picture of key needs to be addressed via education and training.

The Top Skills Strengths and Weaknesses of ERG 1's Workforce

Top Strengths

Rank	Strength	TQI
1	Repairing	102.5
2	Equipment Maintenance	102.0
3	Operation Monitoring	100.0

Top Ten Weaknesses

Rank	Weakness	TQI
35	Management of Financial Resources	87
34	Programming	88
33	Negotiation	92
32	Judgment and Decision Making	92
31	Complex Problem Solving	92
30	Systems Evaluation	93
29	Operations Analysis	93
28	Management of Material Resources	93
27	Persuasion	93
26	Service Orientation	93

The Top Knowledge Strengths and Weaknesses of ERG 1's Workforce

Top Strengths

Rank	Strength	TQI
1	Building and Construction	106.4
2	Mechanical	105.7
3	Chemistry	103.8
4	Physics	103.4
5	Food Production	101.9
6	Biology	101.0

Top Ten Weaknesses

Rank	Weakness	TQI
33	Economics and Accounting	89.1
32	Sales and Marketing	90.0
31	Telecommunications	90.1
30	Clerical	90.4
29	Computers and Electronics	91.5
28	Law and Government	92.7
27	Communications and Media	93.2
26	Administration and Management	93.6
25	Customer and Personal Service	93.8
24	Personnel and Human Resources	93.9

Recent employer surveys in the region point toward our employers' emphasis on many of these skills – problem solving, judgment in making decisions, and persuasion/oral communications. We will leverage the fact that our manufacturers, in moving rapidly toward high-tech applications in their workplaces, are seeking the same skills that enable us to meet the needs of a wide range of sectors. STEM skills must be developed

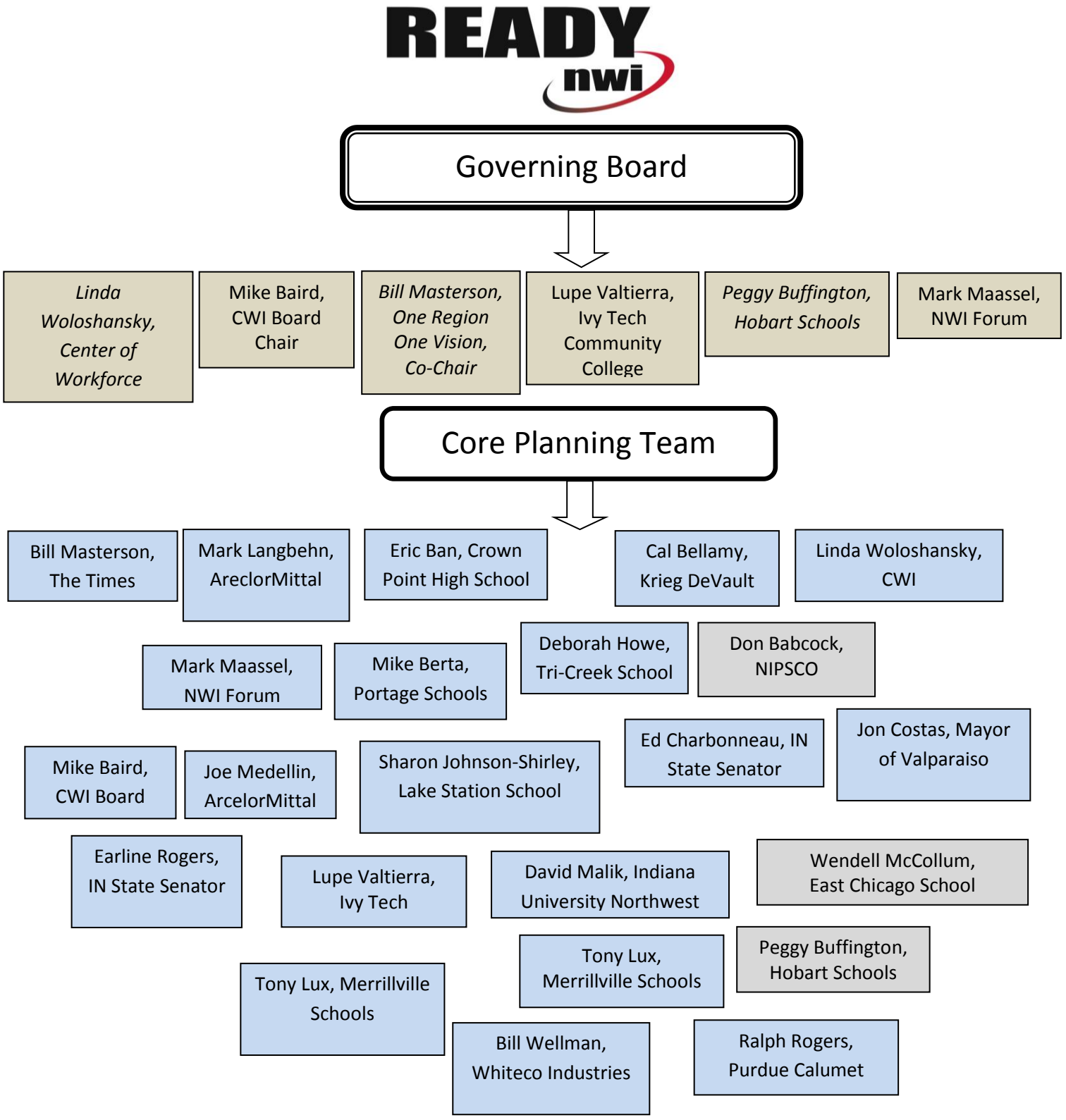
early in our middle and high schools, with students transitioning smoothly to post-secondary education and training. Any region must build STEM from its roots, and our roots are manufacturing.

As we like to say in Northwest Indiana, we are READY to seize the opportunities of the new economy and to take the necessary steps that enable us to do so. We are very appreciative of the resources provided by the Lumina Foundation that have allowed and encouraged us to produce this plan of action. We look forward to working with the Lumina Foundation and others as key partners and advisors for our implementation success.

"Education is the foundational piece of a healthy economy. We are excited to be a part of the READY team which brings education together with business, industry, and economic development to identify strategies to increase student proficiencies and opportunities in college and careers. The research conducted has already benefited Tri-Creek School Corporation as it was used as part of our study in the development of the district strategic plan. The regional focus, combined with local strategies, provides strong support for students and a bright future for the region. We are pleased to be a part of this focus group." -Dr. Debra Howe, Superintendent

APPENDIX

Attachment 1: Membership Rosters



Strategic Planning Teams

Assessment

Peggy Buffington & Mike Baird – Co-Chairs

-Adrienne Beamon, DOE
-Andrew Melin, Valparaiso Schools
-Carrie Cates Clements, Lanair Group
-Cheryl Schiano, ACT
-Damian Rico, NWI Times
-Eric Ban, Crown Point High School
-George Letz, Hebron Schools
-Juanita Lyons, Gary Schools
-Joe Medellin, ArcelorMittal
-Margaret Semmer, Ivy Tech
-Tony Lux, Merrillville Schools
-Angela Patrick, Hobart
-Bonnie Ewing, Hobart
-Brent Martinson, Hobart
-Christopher King, Hobart
-Jon Groth, Valparaiso
-Gregory Crouch, Hobart
-Ric Frattacia, Portage
-Phillip Daniel, ACT
-Myrtle Campbell, Gary
-Nancy Smith, Hobart
-P. Muniz

Intervention

Tony Lux & Cal Bellamy – Co-Chairs

-Andrew Kyres, First Financial Bank
-Anne Thompson
-Chuck Hughes, Gary Chamber
-Clara Clark, New Prairie Schools
-Dan DeHaven
-Ed Schoenfelt
-Harry VandeVelde, Legacy Foundation
-Jon Groth, Valparaiso
-Melvyn Harding, Purdue Calumet
-Sandra Martinez, Whiting Schools
-Terry Mucha, Highland
-Tim Pivarnik, Lake Ridge Schools
-William Fekete, Portage

Dual Credit

Eric Ban, Ralph Rogers & Don Babcock – Co-Chairs

-Andrew Melin, Valparaiso Schools
-Barb Young, Porter County Community Foundation
-Bert Cook, Greater LaPorte Economic Development Corporation
-Peggy Buffington, Hobart
-Eric Ban, Crown Point
-George Letz, Hebron
-Joanna Blount, Ancilla College
-Jon Arrendo, Ivy Tech
-Leigh Morris, Indiana Economic Development Corporation
-Lisa Goodnight, Purdue Calumet
-Lynn Johnson, North Judson Schools
-Mark Sperling,
-Mary Spiess, Purdue University North Central
-Paul McGuinness, Purdue University North Central
-Nancy Sutton, CELL
-Pat Weil, Highland Schools
-Ralph Ayres
-Ron May, Ancilla
-Tony Lux, Merrillville
-Steven Disney
-Shaunna Finley

Whole School Model

Mark Langbehn & Deb Howe – Co-Chairs

-Adrian Riche, Tri-Creek Schools
-Vanessa Allen
-Bernard Carter
-Douglas Ward
-Ed Schoenfelt
-James Huddleston, Lake Ridge
-Jon Groth, Valparaiso
-Karen Robbins, Hobart
-Keith Kirkpatrick, LNI
-Lynn Johnson, North Judson
-Mark Langbehn, Arcelor
-Margaret Semmer, Ivy Tech
-Peter Villarreal
-Shelley Fisher
-Theresa Mayerik

Ad Hoc Committees As Needed ----------→

Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team	Ad-Hoc Team

Attachment 2: Assessment Pilot Components by Grade Level

Grade	Reading Level	College Readiness/ Career Interest	Workforce Soft Skills	Workforce	Transcript	Formative Assessments	Longitude Assessments	State Assessment
6th								
7th	Lexile Baseline	ACT Explore Baseline	ACT Engage					
8th	Lexile	ACT Explore	ACT Engage					
9th	Lexile	ACT Plan	ACT Talent Baseline, Portfolio and Work Ethic, Certificate Baseline	ACT, WorkKeys Baseline	21st Century	Quality Core		
10th	Lexile	ACT Plan			21st Century	Quality Core		
11th	Lexile	ACT			21st Century	Quality Core		
12th			ACT Talent, Portfolio, and Work Ethic Certificate	ACT WorkKeys	21st Century			

Attachment 3: List of Schools & the Total Number of Students to be Assessed

Grade Level	Crown Point	Gary	Hanover	Hebron	Hobart	Lake Central	Lake Ridge	Merrillville	Munster	Tri-Creek	Valparaiso	Whiting	PC Career & Te	TOTAL
7th	602	566	174	83	301	786	160	533	336	301	461	81	-	**4,384**
8th	651	612	178	85	324	776	155	538	320	284	488	82	-	**4,493**
9th	674	634	143	86	369	833	169	530	302	278	569	96	-	**4,683**
10th	678	696	171	86	310	802	159	603	411	319	539	103	-	**4,877**
11th	634	671	149	83	306	825	146	583	412	327	543	101	-	**4,780**
12th	638	567	149	84	324	794	115	635	389	319	509	85	500	**5,108**
TOTAL	**3,877**	**3,746**	**964**	**507**	**1,934**	**4,816**	**904**	**3,422**	**2,170**	**1,828**	**3,109**	**548**	**500**	**28,325**

Attachment 4: Details of Cost Estimate for Assessment

Northwestern Indiana Initiative Pricing for 2011-2012 School Year

Grade	Assessment	Cost per student	Student n-count	sub total
7	Explore	$ 8.00	4,384	$35,072.00
	Engage	$ 2.50	4,384	$10,960.00
Grade 7 total				$46,032.00
8	Explore	$ 8.00	4,493	$35,944.00
	Engage	$ 2.50	4,493	$11,232.50
Grade 8 total				$47,176.50
9	Plan	$ 10.50	4,683	$49,171.50
	Quality Core*	$ 57.00	4,683	$266,931.00
	WK NCRC+**	$ 25.00	4,683	$117,075.00
Grade 9 total				$433,177.50
10	Plan	$ 10.50	4,877	$51,208.50
	Quality Core*	$ 57.00	4,877	$277,989.00
Grade 10 total				$329,197.50
11	ACT w/writing	$ 49.50	4,780	$236,610.00
	Quality Core*	$ 57.00	4,780	$272,460.00
Grade 11 total				$509,070.00
12	WK NCRC+*	$ 24.00	5,208	$124,992.00
Grade 12 total				$124,992.00
Total ACT assessment grades 7 through 12				$1,489,645.50

*Quality Core quote includes the three core class assessments English, Mathematics, Science

** WorkKeys National Career Readiness Certificate plus Talent

Attachment 5: School Model Descriptions

CAREER PATHWAYS

Description:

A CAREER PATHWAY (Program of Study) is an aligned sequence of secondary and, in most cases, postsecondary courses that leads to an industry-recognized credential or technical certification, or an associates or baccalaureate degree at an accredited postsecondary institution, or a registered apprenticeship in:

- An occupation labeled as High Wage and Moderate/High Demand in Indiana, or
- An occupation within the eight emerging career areas identified in the Indiana Strategic Skills Initiative, or
- An occupation approved by the Indiana Commission on Career & Technical Education.

Unique Features:

The focus of the career pathways model is to prepare students to be college and career ready with the emphasis on careers. Courses of study are aligned from grade 9 through grade 12 and into college. Aligned courses are identified to provide students the opportunity to earn an industry-recognized credential or technical certification and college credits to be applied toward an associate's degree or baccalaureate degree at a postsecondary institution. The model provides for a variety of career pathways to meet the various interests of the students in the school as well as to meet the needs of business and industry.

The instructional model is hands on, applied learning that keeps students actively engaged in their education. Students are engaged in experiences that prepare them to enter the workforce or postsecondary opportunities immediately after high school and are equipped, having been involved in real-world simulations. Instructors/teachers who have actual experience and expertise in the workforce teach in their area of expertise.

In addition to the academic and career skills, students acquire the employability or 21st Century Skills needed in the workforce such as collaboration, communication, and problem solving. Students are introduced to career awareness beginning in grade school and have the opportunity to learn about their career of interest prior to leaving high school, thus more able to make informed decisions about their future.

Students are expected to keep a skills portfolio and engage in professional career internships. Students are assessed with ACT Work Keys. This model provides the opportunity for students to earn a CORE 40 with Technical Honors diploma.

Considerable partnerships and collaboration with business and community are necessary for this instructional approach. The entire community, businesses, industry,

government, colleges, and neighboring school districts are unique partners in this approach.

Commonalities:

The Career Pathways model is similar to other models in that all expect students to earn dual credit opportunities and each provide for a rigorous curriculum. While all the models studied have features to prepare students to be college and career ready, Career Pathways has a strong focus on that outcome and a student's course of study is specifically laid out in that framework. The models utilize the latest technology and include partnerships with businesses and community. The Career Pathways model, by design, relies heavily on the partnerships. Data analysis and decision making are inherent in making sure students are successful. Career Pathways is one example of a small learning community, designed to afford relationship building with students.

Strengths:

The strength of the model is the emphasis on alignment of courses toward college and careers. The course of study is specifically outlined with required and elective courses, including dual college credit opportunities to help students move toward their career of interest. Dual college credits allow the opportunity for students to enter college, not only well prepared, but with courses toward specific majors. Exposure to a career pathway helps students determine whether or not they are truly interested in a specific career area. All of this saves parents considerable time and expense as students leave high school knowing what they like and do not like in various careers.

Career and technical courses are often expensive due to the equipment needed in various careers. Additional per pupil count money is available for a number of the career and technical classes.

Data on student achievement:

Hobart High School began implementation of the Career Pathways during the 2005-2006 school years. The noticeable improvement according to the data is in the area of graduation. In 2006, the graduation rate was 83.2%. It dropped to 78.9% in 2007. However, since 2007, it has steadily risen with the graduation rate being 88.6% in 2010. As far as ECA and GQE data, there wasn't enough noticeable improvement to contribute it to career pathways. However, the increase in CORE 40 diplomas was significant.

Questions:

Several questions arose through the investigation of Career Pathways. These questions should be considered whenever a school district considers this model:

- In what way are the core academic subjects related to the Career Pathway model?
- What happens if a student becomes disengaged part way through a career pathway?
- Does a student have to enter a specific career pathway or can a student explore in many?
- Can this model be paired with another model, i.e., small learning communities, Early College and/or New Tech? If so, which model lends it to being the most compatible with this model?
- Can a small school do career pathways?
- How do the new graduation requirements fit into career pathways?
- What if a student is interested in one of the state career pathways and his/her school does not have the courses to do the pathway?
- Who is the state contact for Career Pathways now that Matt Fleck is leaving the IDOE?

Issues to be addressed:

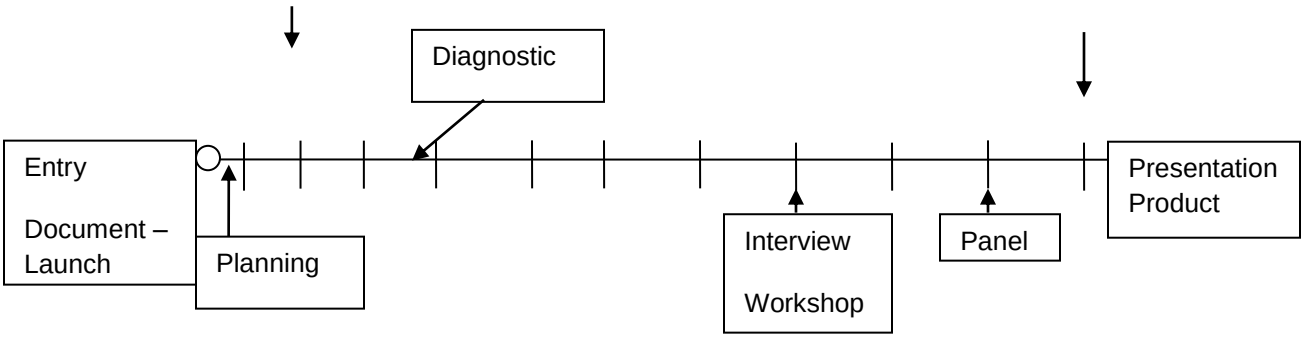
Specific issues surrounding this model should be considered prior to implementation. Facility space is considerable to house the various career and technical programs. Equipment and sustainability of the equipment is considerable. Additional staff with industry certification is required. Sufficient enrollment for upper level and capstone classes will need to be addressed as these courses will be expensive if there are few students enrolled. Partnerships with the community, business, industry, trades, colleges, and other school districts are necessary to provide a full continuum of experiences for these students. Additionally there must be constant review and revision of pathways to align with high demand and high wage careers.

Description:

The New Tech High Approach is a system of learning that utilizes project based learning (PBL) in a collaborative and high tech environment. The teacher becomes a facilitator or coach as students construct their learning of the state standards, student outcomes, which include employability or 21st Century Skills, and content through the study of a relevant or authentic issue. The classes are often taught in an integrated format by combining two or more courses together so learning takes place in context. PBL is: (*next page*)

Writing Activity

PBL:



The New Tech model is built on the premise of a Culture that Empowers, teaching that Engages, and Technology that Enables. This is accomplished through transparency and collaboration. Tools are built around a rigorous curriculum, integrated courses, college dual credit, senior projects, professional digital portfolios, and internships and community service. Student outcomes include not only content, but the 21st Century Skills of collaboration and team work, presentation, oral and written communication, critical thinking, work ethic, time management, project management, and technology.

Unique Features:

Central to the New Tech model is the Project Based Learning approach within integrated courses of study. Two or more courses are integrated providing a context for learning so students understand and retain content and skills. Real time learning occurs as students must learn standards and skills at particular points in the project in order to complete the project. Thus the question of "Why do we need to know this?" or "When will we ever use this?" is not asked as it is apparent in the learning process. Projects are developed so they are complex enough so that students must work together to complete them. The hands-on, applied learning approach is different than learning the content and skills and at the end working on a project. Instead, the project is introduced at the beginning of the unit, the students determine what they know and will need to know to complete the project, and then they begin their study. When they need to have additional knowledge and skills, the team of teachers provide "on time" learning experiences so students will be able to apply them to continue on to the next part of their project.

As students work with their teams toward the completion of the project, they are also working on the 21st Century outcomes. Students are continuously assessed on content and the 21st Century Skills with rubrics, and the information is integrated into the grade book and technology based learning system called ECHO. This learning system is inherent to the model. When students enter a class, they immediately connect to the

system and the "Briefcase" to see the learning activities and expectations for the day, much as a worker would when they begin their work day. There is no need to wait for the teacher to start the class. Thus the student begins to take ownership of their learning.

Culture is a major part of this model. Students are expected to become leaders, project managers, and thinkers. The teacher becomes a facilitator and coach as they help the student learn through the completion of the project. The student and the teacher become partners in the learning process. Thus there is a more trusting and collaborative environment in the classroom. There are no bells and there is increased student responsibility.

Differentiation of learning in inherent in this model as students must utilize each other's strengths to complete the project. Literacy 2.0 is a unique feature as students must understand how to read, research, interpret, and determine validity of sources with the use of technology. There is a 1:1 ratio of students to computers as learning with and through technology is a major part of this model for individual and group learning as well as presentations. Therefore students do become familiar with and proficient in the use of various technology tools.

Partnerships are a big piece of the model as projects are to be real-world in that students may be studying and working to solve real-world and real work issues. Business, industry, and community partners also sit on panels to judge the student project presentations. It is an expectation that students will engage in community service, professional internships, and acquire dual college credits. The model emphasizes integration of academic and career technical courses, thus providing opportunities for students to leave high school with a CORE 40 Academic Honors diploma, Technical Honors diploma, or both as well as industry certification and ultimately 12 or more college credits.

The New Tech approach can be inserted as the instructional model within any learning framework and can be aligned and implemented K-12. It is also a flexible model as 40% of the New Tech Schools are stand-alone schools, 17% are school conversions, and 43% are located on shared campuses. In addition 25% are located in rural communities, 37% in urban and 38% in suburban. Small learning communities are represented in 40% of the New Techs nation-wide. There are currently 19 New Tech High Schools, three New Tech Middle Schools, and one New Tech Elementary in Indiana. The New Tech Network supports 86 schools nationwide.

Unique from the other models, New Tech is supported by the New Tech Network that is underwritten by the Knowledge Works Foundation, a national educational philanthropic organization. The New Tech Network provides extensive and on-going professional

development in all aspects of the model. Coaches are available 24/7 and there is a network of teachers to collaborate with. New Tech has become the fastest growing model in the country and is used for Turn Around Schools.

The New Tech Network is currently piloting a College Work Readiness Assessment for comparing students last year of high school and first year of college. The New Tech Network has benchmarks in PBL Implementation (teacher, course, and project indicators), establishing a positive school culture, and establishing a professional learning community.

Commonalities:

New Tech is similar to the other models in that is utilizes the small learning communities approach to provide constant support to students as well as development of relationships. It was first developed as a small learning community to provide for more intimate instruction in larger schools. While the project-based instructional approach is unique to the New Tech model, it is similar to the other models in that it utilizes real-world projects with local businesses, a hands-on approach, engages and prepares students for college and careers, and there is an expectation of a rigorous and relevant curriculum with dual college credit opportunities. All the models utilize technology, but in the New Tech model, the use of technology to drive instruction and focus with the use of ECHO is unique. Data analysis and decision making is inherent in this model as well as the others.

Strengths:

The New Tech model's strength is in student engagement and empowerment. Multiple aspects of this model come to provide a unique culture of student engagement and ownership. The 21st Century Skills is paramount in the model. Dual credits in high school save students and parents money on college education and provide the opportunity for students to be a step ahead. The integration of courses, specifically the integration of academic and career and technical courses is a unique opportunity to learn in context as well as an opportunity to take advantage of funding through the Perkins funds.

Data on student achievement:

Calumet High School began implementation of the New Tech approach during the 2009-10 school years. The noticeable improvement according to the data is that the school went from a takeover school to one that was off probation in one year. In 2009 the graduation rate was 68% and the graduation rate in 2010 was 72.2%. The projected graduation rate for 2011 is 84.4%. According to PL221 Calumet New Tech High School had an 11% growth on ECA scores overall. In 2010, Calumet New Tech High school only met 2/17 AYP categories. After one year of the New Tech

implementation, Calumet New Tech High School met 16/19 AYP categories. Although Calumet new Tech High School made gains in all academic achievement and graduation areas, attendance decreased in 2010 from 95.35% in 2009 to 94.35% in 2010.

Other comparison Data Nationally as provided by the New Tech Network:

Subject	Percentage passing NTN Demo Site	Percentage passing NTN Non Demo Site
ELA	77%	75%
Math	71%	47%
Science	74%	60%

Questions:

Questions that should be addressed prior to the implementation of the model include:

- Can this model be paired with another model, i.e., small learning communities, Early College and/or Career Pathways? If so, which model lends it to being the most compatible with this model?
- Can a small school do New Tech?
- Where will funds be located to refresh the technology, provide professional development, and continued support of software and support fees?
- How do you set up a system for internships, parent and community partnerships, and business partnerships for student presentations?
- How do you integrate dual college credit courses within the program?
- How do you include remediation courses and career and technical courses?
- How do you balance technology, on-line courses, with face to face experience?
- How do you balance individual and group work and grades?
- What would be the correct balance without “tipping” the teachers into overload?

Issues to be addressed:

As with the other models, the issues that will need to be addressed prior to the consideration of the New Tech model include cost considerations. These include facility space for integrated courses, and whether additional staffing is necessary. Should there be a focus on STEM courses, themes, or will a general comprehensive curriculum continue? Funding for equipment would include technology, infrastructure, software, learning system, and professional development. How might other programs and initiatives fit with New Tech ie: 8-Step Process? Finally, is our community ready for such a change and how do we secure community buy-in?

ICAN

Description:

The Indiana College Acceleration Network (ICAN) is a program that incorporates advanced placement courses (AP) and/or dual credit opportunities for high school students. This opportunity permits student and their parents the opportunity for cost savings toward their college experience. The model encourages the engagement of 8th graders and freshman students with systems to provide acclimation to the rigor of a dual credit class and college entry exams through methods such as student mentors and teacher teams.

In addition, the program heavily relies on the regular collection, analysis and strategic shifts in instructional and curricular delivery based data to address any deficits. Data is not only collection on academic learning but also on the aptitude and/or engagement in the process of learning such as school attendance, vocational interests and aptitudes, involvement in extracurricular activities, and discipline. Whereas many of the other models referenced were *instructional* models and framework for how to provide instruction, ICAN is a program that can be inserted into any instruction model so that the instructional model is effective in its delivery to producing results with student learning. Goals are set for the school based on the data and articulated for staff and students. One aspect of the data collection and goal setting is the utilization of development of a freshman plan for course of study. The regular collection of data is review and made transparent to staff, students and parents so that adjustments and/or interventions can be developed made prior to end of grading periods.

Another feature is credit recovery to ensure students are meeting their goals toward high school diploma. A final feature is the reliance upon technology for data collection, data computations, and student learning (21st century learning skills).

Unique Features:

One of the key features is the data driven process and its heavy emphasis on data. More important, is the “real time” use of data to make adjustments in instruction through frequent assessment processes.

Another key feature is the parent engagement. The overall philosophy is that each needs an individual attention of an educational broker. That educational broker assists the student in reviewing the data about themselves and coaches them to make better choices for themselves. Related to this feature is frequent parent communication and updates about the school, the school’s goals, and about their child. Further assisting in shifting parent’s understanding about being informed and assisting students toward goals is the use of transcripts with information that extends beyond grades instead of report cards.

Commonality:

The commonality of the program is with its emphasis on freshman course of study. There is a component of assessment for college and career readiness.

Strengths of Program:

The strength of the program is its use of data and its ability to be integrated into any instructional model.

Issues to be addressed:

The data collection system requires use of assessments and software. Thus, the cost would need to be addressed. Also, the strength of this program is that is could be used universally with all schools. Thus, it would provide a common language of data particularly as the mobility of student between schools increases. For this reason, support from the Indiana Department of Education through endorsement as well as support for further funding to make readily available to all schools is needed.

SMALL LEARNING COMMUNITIES

Description:

A Small Learning Community is any separately defined, individualized learning unit within a larger school setting. Students and teachers are scheduled together and frequently have a common area of the school in which to hold most or all of their classes (Sammon, 2000). The objective of the SLC model is to advance high school education by crafting small, individualized learning environments within a large school, more manageable self-sufficient units of teachers, students, and administrators. The SLC model moves away from the traditional classroom environment, wherein teachers' objectives are limited to merely imparting knowledge to students based on their age. Some commonalities with the New Tech, Career Pathways, and Early College/ICAN models include career planning, teacher professional development opportunities, 21st Century Skills and personal skill development, learner engagement, more rigorous and relevant learning through stretch learning opportunities, core academic learning, and student resource time.

SLC's incorporate interdisciplinary learning and teaching teams that are fundamental and organized around the students' common goals. The benefit to team members is allowing them time to collaborate on program design, troubleshoot students' progress, and lead learning activities. Keeping the student groups small by design helps students get to know other students as well as their teachers. SLC teaching teams also stay with students for more than a year, hence building a close interrelationship between them. For the freshmen particularly, achievement and success becomes attainable by providing extra support services.

A smaller learning community offers a student-centered approach aimed at reducing the achievement gap that usually exists among students of different educational, social, and

cultural backgrounds. A more flexible curriculum relevant to all areas of study helps in attaining the general performance for the smaller learning communities. Through the SLC model, students have increased opportunities to be experiential or hands-on when it comes to their learning. Because of this hands-on opportunity, the student goals are to achieve higher on standardized state tests and graduate at higher rates because they are able to use both community experiences and classroom knowledge, instead of just relying on textual reference learning.

SLC teams include educational experts, use time and resources flexibly, utilize the RTI model and teacher advocates, collaborate with students' parents, and tailor instructions that meet all students' needs for mastering challenging curricula. For Lowell High School to improve the level of achievement of its students it must create an educational environment where all students are engaged in relationships and the work is rigorous and relevant. This will systematically improve the quality of education at Lowell High School and also improve its overall academic performance.

Unique Features:

Unique to the Small Learning Community approach is the "Bridges" Program for struggling 8th graders prior to the start of their Freshman year in which they are given the opportunity to earn elective credits in Algebra I and English. This program was put in place as a means of support and transition between middle and high school. The idea of the Freshman Academy is to provide the support in a grade in which students begin their decline in high school. Interdisciplinary teams servicing the same groups of students provide for a close relationship and high levels of support. Weekly teacher collaboration meetings focus on program design, learning activities, and student needs and progress. Modification of the instructional process is imperative to the success of the program. Response to Instruction is provided through a tiered system of interventions. Students are identified through a variety of methods which include credit acquisition and whether or not a student is on track for graduation, the opportunity for credit recovery, and continuation of learning in an alternative setting if needed.

Additionally Student Resource Time is part of the schedule to provide students with extra instruction and support as needed. Another layer of support is the peer mentor program. A career counselor targeted at the 9th grade provides the opportunity to guide students and develop career pathways, career planning, and course alignment.

Instruction is focused on increasing student engagement around real-world issues, integration of subjects, and critical thinking. Student learning is stretched beyond the content to include a focus on 21st Century Skills. These employability skills, along with real-world learning are assessed using common rubrics. Student progress is gauged through student skill portfolios and a senior exhibition project.

Commonalities:

The focus on real-world projects, career planning, project based learning, dual credit opportunities, and partnerships make this model similar to the other models in preparing students for college and careers. Data analysis and decision making is inherent in all the models. Providing dual credit opportunities in a rigorous curriculum set in a small community for relationship building and support, while inherent in this model is also a piece of the other models.

Strengths:

Small Learning Communities are unique in that they can be placed within any of the other models. Their strength is in teacher and student empowerment through relationships and collaboration. Emphasis is on the transition to and from high school provides the support needed for student success.

Data on student achievement:

Lowell High School began implementation of the Small Learning Community approach during the 2009-2010 school years. In 2009, the graduation rate was 84.1% and the graduation rate in 2010 was 80.4%. Attendance decreased by 1.5% from 96.59% in 2009 to 95.1 in 2010. Other comparison data include:

- Peer Mentors: 29 student peer mentors in 2009-10 grew to 43 in 2010-11. Tutors assisted for319.6 hours in 2010-11.
- Tracking of students “on track” to graduate: 2010 Freshman had 95% on track to graduate and as 2011 Sophomores they had 90% on track
- Discipline Violations: IN 2006, Lowell High School Freshman had 191 discipline violations and in 2011-12 there were only 74 in the first quarter.
- Course Failures: In the first quarter of 2006-07, Lowell High School Freshmen had 107 course failures and in 2010-11 that number had dropped to 73.
- Freshman Attendance rose from 96.9% in the first quarter of 2006 to 97.76% in the same time frame in 2011-12.
- Overall attendance rose from 94.89% in 2006 to 95.8% in 2011.
- ISTEP Algebra I dropped from 79% passing in 2006 to 76.62% passing in ECA 2011.
- ISTEP English 10 dropped from 74% passing in 2006 to 69.8% passing ECA in 2011.

- The percent passing both Algebra I and English 10 rose from N/A in 2006 to 69.8% in 2011.

- Graduation rate rose from 76% in 2006 to 81.4% in 2010.

Questions:

Questions that should be addressed prior to the implementation of the model include:

- Can this model be paired with another model, i.e., New Tech High, Early College and/or Career Pathways? If so, which model lends it to being the most compatible with this model?
- Where will funds be located to refresh the technology, provide professional development, and continued support of software and support fees?
- How do you set up a system for internships, parent and community partnerships, and business partnerships for student presentations?
- How do you integrate dual college credit courses within the program?
- How do you include remediation courses and career and technical courses?
- How do you balance technology, on-line courses, with face to face experience?
- How do you balance individual and group work and grades?
- What would be the correct balance without "tipping" the teachers into overload?
- How do you provide for agility in the program for the Student Response Time?

Issues to be addressed:

Issues to be addressed include space and funding. Space is needed to enable interdisciplinary courses and funding for equipment, technology, infrastructure, software, learning system, professional development, and staff. The Small Learning Community is a model in which other initiatives can fit. What might those initiatives be? How do you structure Freshman and Sophomore Academies to provide more support? How do you structure these so as to provide for increasing independence? The Junior and Senior Houses need additional structures to provide more focus as juniors and seniors take more electives. Perhaps career pathways in grades 11-12 can provide more focus for this age group. How might these be incorporated?

EARLY COLLEGE

Description:

The Early College High School model gives students a head start college. These small schools allow students to earn both a high school diploma and an associate degree, or up to two years of credit toward a bachelor's degree. While open to all students, the model specifically serves low-income young people, first-generation college students, English language learners, and students of color, all of whom are statistically

underrepresented in higher education and for whom society often has low aspirations for academic achievement.

Early College removes many of the barriers—academic, financial, and psychological—that prevents students from advancing to college. Students receive enhanced supports to help them excel both academically and personally. Since students earn college credit while in high school, the time it takes to complete a college degree is condensed. Students and families also benefit from reduced or free tuition costs. Ultimately, Early College High School turns obstacles into opportunities for student success.

Early College High School combats low expectations by helping students see themselves as both high school and college graduates. By aligning the high school and higher education curricula, students participate in rigorous coursework that instills in them the skills, knowledge and behaviors necessary to be successful in college. More students pursue a college degree and less students drop out of high school. Most importantly, students set new goals for themselves and become inspired to graduate and pursue postsecondary education.

Indiana currently has 18 Early College High Schools in existence. Some schools others might want to visit include Ben Davis University High School and Center Grove High School, both partnering with Vincennes University, Charles A. Tindley Accelerated School partnering with Anderson University, and Stonegate Early College High School and Connersville High School partnering with Ivy Tech Community College.

Unique Features:

Every Early College adheres to five Core Principles that serve as a framework for the planning and implementation of this school model. These principles ensure that each school maintains the highest academic standards while providing enhanced support to promote student achievement.

Core Principal 1
Early College schools are committed to serving students underrepresented in higher education.

Core Principal 2
Early College schools are created and sustained by a local higher education agency, a higher education institution, and the community, all of who are jointly accountable for student success.

Core Principal 3

Early College schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two year of transferable college credit leading to college completion.

Core Principal 4
Early College schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

Core Principal 5
Early College schools and their higher education and community partner work with intermediaries to create conditions and advocate for supportive practices that advance the Early College movement.

Students know that college is in their future and they are being actively supported toward that goal. These support systems address the academic, financial, and psychological barriers students may have that prevent success in college. High school teachers and higher education faculty collaborate to meet academic standards while providing extra support.

Commonalities:

The Early College Model shares the characteristic of being a small learning community with the other models. In addition, strong partnerships must be developed, primarily with the universities. Dual college credit and pathways to college are developed to assist students. Data drives the program for a rigorous curriculum. The culture is small and motivation for student engagement is provided through rigorous coursework and small group support. Technology plays a role specifically with the advent of on-line courses. High School faculty collaborates with university faculty to provide college level coursework. The entire model provides stretch learning for students.

Strengths:

Many Early College High Schools sit on university campuses so that students are immersed in the college culture. High school students often take courses with college faculty using advanced textbooks and working alongside traditional college students. High school teachers and higher education faculty collaborate to meet academic standards while providing extra support. To ensure that distance does not prohibit participation, students can access college coursework online and often participate in summer sessions in which they take classes on campus. While students may walk in to an Early College as just another high school student, they leave as mature, motivated individuals equipped with a college mentality for lifelong success. Early College may be a separate standalone facility or it may be immersed within a high school as another

small learning community. The strength of the program resides in the support level of the university and the commitment of the high school faculty.

Data on Student Achievement:

Data listed on the CELL (Center of Excellence in Leadership of Learning) at the University of Indianapolis, shows on average higher percentage of students achieving college credit than in a traditional high school setting.

- On average, Early College students score proficient on state assessments at higher rates than students at other high schools in surrounding districts.
- Grade-to-grade promotion rates in Early College schools exceed 90 percent.
- High levels of student engagement and commitment are reflected through an above 90 percent average attendance rate at Early College schools.
- On average, 85 percent of Early College students earn at least one semester of transferable college credit with 10 percent earning two years of college credit or an associate degree.
- 100 percent of Indiana's Early College graduates have been accepted to two- or four-year postsecondary institutions.
- A research study by the SERVE Center at the University of North Carolina at Greensboro reveals that strong benefits are indeed associated with the Early College High School model. Specifically, preliminary results show that Early College High Schools have a higher number of students on pathways to postsecondary success, as well as smaller achievement gaps among minority, low-income, and first-generation students. Furthermore, the study found that Early College High school students had fewer suspensions and absences and higher levels of motivation than their high school counterparts.

Questions:

Questions that should be addressed prior to the implementation of the model include:

- How are students recruited for Early College?
- What is the first step to bring Early College to a high school?
- Will credits be transferrable?
- What support structures should be in place for students?
- What support structures will remain in place one the students transition to college?
- Who assumes the cost and fees associated with college courses?
- Are students automatically enrolled in the college for which they have an articulation agreement?
- Are students able to participate in extra-curricular activities?
- How are pathways a part of this model?

- How are students assessed and remediated in this model?

Issues:

There is a population of students that are ready to earn college credits in high school, and graduating with college credits up to an associate's degree will benefit that small population. The bigger concern is the majority of high school students that are not prepared to enter college after 12/13 years of public education. How do we address the needs of the total population? What is the full cost of transitioning to an Early College model?

Attachment 6: Talent RACE Expansion

How do we make it difficult for key talent to leave our region?

Talent maximizing for this pipeline occurs through:

- Aggressive marketing of the benefits and job opportunities in our region to our own residents
- Internships, both at the high school and college levels, that promote opportunities with employers and the advantages of our communities – connections are made to young professionals' organizations
- Exit information gathered from talent leaving our region to find our reasons for leaving and to find out how to stay in touch to recruit back
- Financial incentives provided to students in targeted skills areas - in the form of student loan forgiveness, tax breaks, or other means – to retain the talent in the region
- Flexible benefits packages adopted by employers, allowing employees to design customized packages best suited to needs at different stages of life
- Clusters of employers, through their trade associations of other means, demonstrating career "lattices" to the workforce, showing the growth advantages of the region over other areas of the country
- Older worker skills (retiring baby boomers) retention through retirement learning communities attached to universities
- Internships or pooled talent arrangements for mid-career and older workers to explore new career options and/or have flexible working arrangements
- Employers offering phased exit strategies for retiring workers rather than "drop off the cliff" retirements – can combine with contract work after formal retirement from company
- An interactive web site that includes self-assessment and referral steps for workers to connect to education and training related to career goals

How do we make it easy for talent we need to move to our region?

Talent maximizing for this pipeline occurs through:

- Targeting of key skills through national databases such as Monster and CareerBuilder to identify profiles of talent likely to move here (or back here) and push information to them about opportunities
- Obtaining information from newcomers on reasons they were attracted to the region and utilizing insights to attract others
- Identifying primary talent gaps of the region and offering subsidies, bonuses, or other incentives to re-locate to our region
- Targeting and recruitment of immigrants tied to specific skills shortages of the region
- Aggressive branding and promotion of the region to other markets – promote as fun, exciting place to be, with message refined to meet the desires of different target populations
- Ambassador programs sent to other geographic regions for recruitment purposes, with skills targets pre-screened to maximize investment
- Providing in-state tuition rates for out-of-state students in skill shortage areas
- An interactive web site that includes self-assessment & referral steps
- Promotion of prior learning assessments (PLAs) to give incoming workers post-secondary credit for work-based learning – the start of a fast track to new credentials at schools in the region

How to we obtain higher levels of readiness for college and careers?

Talent maximizing for this pipeline occurs through:

- Early interventions to correct student educational deficiencies (early elementary school)
- Surrounding K-12 students with age-appropriate career awareness of exciting jobs in region – school counselors' efforts are supplemented by industry representatives and outside intermediary organizations
- Promotion of higher-order STEM (science, technology, engineering, math) course selections through programs such as Dream It Do It, Project Lead the Way, robotics competition, career-specific clubs, and other means
- Magnet schools for career-specific education and occupational awareness
- Creation of schools-within-a-school to ensure student attachment to a "family" within the school setting – small learning communities
- Mentoring programs that emphasize career awareness in addition to social development
- Dual-credit programs with local colleges & universities to give students a head start with (and an attachment to) area educational institutions
- Required internships and community service programs to from bonds with local employers and to promote civic engagement
- Offering scholarships for core technical skills acquisition through two years of post-secondary training – subsidies can be used in multiple venues: community college, adult learning centers, proprietary schools, one-stop workforce centers
- Well-crafted and promoted articulation agreements among area colleges & universities, allowing ease of transfer among educational institutions
- Inclusion of "soft skills" training in all education and training programs, emphasizing the real-life work situations where the skills will be applied

How do we embed a culture of learning into our workplaces?

Talent maximizing for this pipeline occurs through:

- Extension of college internships to full-time employment to membership in young professionals' associations, and later into community leadership programs
- Offering credit for work experience as an incentive to pursue additional credentials and degrees – prior learning assessments (PLAs)
- Employers building career advancement and skill-building ladders into their ongoing HR practices
- Employers creating "employer universities" on-site, engaging local college faculty and others as instructors
- Schools forming partnerships with employers for on-site employee training programs
- Extensive use of tuition reimbursement programs and employer-supplied training
- Identification of career paths for laid-off workers, with customized training provided by colleges and universities leading to most efficient movement to jobs that take advantage of skills they already have
- Involvement of parents of students in career awareness programs, with special counseling on "new economy" skills and educational programs for adults – promote assistance available to parents as they work with career plans of their children

Attachment 7: News Article

One Region, One Vision approach has many facets

Times staff report | Posted: Sunday, February 19, 2012 12:00 am

The One Region, One Vision movement is picking up speed, with a number of high-profile projects in 2011 and some behind the scenes as well.
A national spotlight has been put on the region as a result of the One Region, One Vision Education Summit held Feb. 23 at Hobart High School. U.S. Education Secretary Martha Kanter, the keynote speaker, was so impressed with the Northwest Indiana education innovations she learned about here that she has mentioned them in subsequent speeches across the nation.

A One Region, One Vision luncheon in Merrillville on Sept. 8 brought U.S. Education Secretary Arne Duncan, Kanter and Indiana Superintendent of Public Instruction Tony Bennett to speak on education reform. Jay Williams, executive director of the Office of Recovery for Auto Communities and Workers, spoke about the economic turnaround strategy in Youngstown, Ohio, where he had been mayor, and in other communities similar to Northwest Indiana's urban core.

The Gary and Region Investment Project's Urban Exchange series continued as well, with Williams and Audrey Russo, president and CEO of the Pittsburgh Technology Council, speaking at separate events on revitalization efforts elsewhere and what Northwest Indiana might consider.

Since 2009, The Times Media Co. and the Chicago-based Metropolitan Planning Council have been working together on the Gary and Region Investment Project. GRIP is a multiyear effort aimed forming partnerships with various community, state and federal groups and residents to develop an investment strategy to revitalize Northwest Indiana's urban core.

Other One Region, One Vision efforts have brought people across the region together to unite the region on other topics as well.

Attachment 8: READY Partners

NAME	TITLE	COMPANY
Bill Masterson	Publisher	The Times
Bill Wellman	Sr. V.P.	Whiteco Industries
Cal Bellamy	Partner	Kreig DeVault
Christopher Craig	Entrepreneur	
Deborah Howe	Superintendent	Tri-Creek Schools
Mike Baird	Retired Banker	BMO Harris Bank
Lupe Valtierra	Chancellor	Ivy Tech
Dr. Peggy Buffington	Superintendent	School City of Hobart
Mark Maassel	President and CEO	Northwest Indiana Forum
Eric Ban	Principal	Crown Point High School
Don Babcock	Director – Eco. Devo.	NIPSCO
Mark Langbehn	Mgr. – Employee Training	ArcelorMittal
Joe Medellin	Personnel Mgr.	ArcelorMittal
Mike Berta	Superintendent	PortageTwp. Schools
Tony Lux	Superintendent	Merrillville Community Schools
Ed Charbonneau	Senator	State of Indiana
Jon Costas	Mayor	City of Valparaiso
Dr. Ralph Rogers	Vice Chancellor –Academic Affairs	Purdue Calumet
Earline Rogers	Senator	State of Indiana
Dr. David Malik	Interim Vice Chancellor	IUN
Wendell McCollum	Principal	East Chicago High School

Dr. Sharon Shirley	Superintendent	Lake Ridge Schools
Ric Frataccia	Asst. Superintendent	Portage Twp. Schools
Margaret Semmer	Vice Chancellor – Academic Affiars	Ivy Tech
Andrew Melin	Superintendent	Valparaiso Community Schools
Barb Young	President	Porter County Community Found.
Bert Cook	Executive Director	Greater LaPorte Economic Develop.
Bruce Bush	Principal	Edison Jr./Sr. High School
Cecile Petro	Director	Highland Redevelopment
Deborah McGlashan	Admin. Asst.	PUC – Office of Academic Affairs
George Letz	Superintendent	MSD Boone Twp. Schools
Leigh Morris	Chair	Regional Development Authority
Lynn Johnson	Superintendent	North Judson/San Pierre Schools
Mark Sperling	Asst. Superintendent	Merrillville Community Schools
Paul McGuinness	Vice Chancellor	Purdue North Central
Nancy Sutton	School Transformation Liaison	University of Indianapolis - CELL
Pat Weil	Principal	Highland High School
Ralph Ayres	Retired Representative	State of Indiana
Ron May	President	Ancilla College
Shaunna Finley	Adult Ed Coordinator	School City of East Chicago
Dr. Steven Disney	Superintendent	Oregon Davis Schools
Adrian Richie	Principal	Tri-Creek Schools
Vanessa Allen	President/CEO	Urban League of NWI
Bernard Carter	Prosecutor	Lake County

Douglas Ward	Fiscal/Contract Manager	Geminus – Circle Around Families
Ed Schoenfelt	Exec. Director	NWI Education Service Center
James Huddleston	Business Manager	Lake Ridge Schools
Jon Groth	Director	Porter County Career Center
Karen Robbins	Board Member	School City of Hobart
Keith Kirkpatrick	Owner	KPM Group
Monica Conrad	Attorney	Hodges & Davis
Peter Villarreal	First Asst. Deputy Prosecutor	Lake County Prosecutor's Office
Theresa Mayerik	Administrator	Hammond Schools
Andrew Kyres	V.P.	First Financial Bank
Anne Thompson	President	Drexel Foundation
Chuck Hughes	Executive Director	Gary Chamber of Commerce
Clara Clark	Principal	New Prairie High School
Dan DeHaven	Superintendent	Lake Station Community Schools
Harry VandeVelde	Executive Director	Legacy Foundation
Melvyn Harding	Dir. –Edu. Talent Search	Purdue Calumet
Sandra Martinez	Superintendent	School City of Whiting
Terry Mucha	Principal	Highland Middle School
Tim Pivarnik	Principal	Calumet High School
William Fekete	Board of School Trustees	Portage Twp. Schools
Adrienne Beamon	Legislative Assistant	IGA – IN State Democratic Caucus
Angela Patrick	Asst. Principal	Hobart Township Schools
Bonnie Ewing	H.S. Food Service Mgr.	Hobart Township Schools
Brent Martinson	Asst. Superintendent	Hobart Township Schools

Carrie Cates-Clements	Manager – Client Engagement	Lanair Group
Cheryl Schiano	Program Manager	ACT
Christopher King	Director of Techn.	Hobart Township Schools
Damien Rico	Comm. Coordinator	The Times
Gregory Crouch	Computer Technician	Hobart Township Schools
Juanita Lyons	Director	Gary Community Schools
Dr. Myrtle Campbell	Superintendent	Gary Community Schools