

Master Plan

October 2021

Table of Contents

INTRODUCTION	2
Our Communities	2
Our Districts	3
Demographics and Districts' Data Profile	4
Workforce Needs and Opportunities	5
THE FOUNDATION	7
Challenges Facing the Region	7
Why Academies and Ford Next Generation Learning	7
Why Work Together as Four Districts – A Memorandum of Understanding	8
MASTER PLANNING PROCESS	9
Ford NGL Road Map	9
Phase 1 - Explore:	10
Phase 2 - Envision:	10
Phase 3 - Plan:	10
Portrait of a Graduate	11
Career Academies and Pathway Selection	11
ORGANIZATIONAL STRUCTURES & SYSTEMS	18
Community Convening Organization	18
Operating Board	18
Steering Committee	20
Strand and Tactical Teams	21
FRAMEWORK AND IMPLEMENTATION	22
Tactical Plans	22
Staging of Implementation	22
ASSESSMENT AND CONTINUOUS IMPROVEMENT	29
Monitoring Implementation Fidelity	29
Assessing Quality	29
Sustaining	29
APPENDICES	29
A. Memorandum of Understanding	29
B. Portrait of a Graduate	29
C. 17 Tactical Team Plans	29

INTRODUCTION

Residing at the heart of Arkansas, Pulaski County is the most populous county in the state, with 399,125 residents. Four independent public-school districts operate within the county. The Jacksonville North Pulaski, Little Rock, North Little Rock, and Pulaski County Special school districts combine to educate more than 45,000 students. This county is also home to seven colleges and universities including the University of Arkansas at Little Rock, University of Arkansas – Pulaski Technical College, and University of Arkansas for Medical Sciences.

Pulaski County has a diverse economy with career opportunities in a variety of growing industries including health care, government, manufacturing, aerospace, distribution and logistics, information technology, finance, energy technologies, retail and hospitality and tourism. The county also has a burgeoning innovation and entrepreneurship sector with support facilities such as the Tech Park, Innovation Hub and numerous accelerators for start-up businesses.

The Academies of Central Arkansas will utilize the Ford Next Generation Learning (NGL) model and will be implemented wall to wall within the four public school districts across the county. Each district, school, and community brings its own unique history and occupations to the county. With the implementation of Ford NGL, current students will be connected to these communities and the industries which contribute to their economic growth.

Our Communities

Little Rock

As the largest city and state capital of Arkansas, Little Rock is located at the center of the state and features many rich art, cultural, recreational and historical assets, such as the Clinton Presidential Library. The city is also the economic center for the county and is home to state and local government offices, several medical centers, the Little Rock Port industrial park that employs 7,500, and a vibrant downtown corporate office community. The city has a population of 202,591 and encompasses all of the Little Rock and half of the Pulaski County Special School Districts.

North Little Rock

Located immediately across the Arkansas River from Little Rock, the city of North Little Rock features the largest locomotive overhaul and maintenance facilities on the Union Pacific Railroad and in the world. This city demonstrates its diverse culture through its downtown Argenta Historic District, which includes restaurants, shops and historic housing. North Little Rock offers recreational outlets for its residents through one of the largest municipal parks in the United States, the River Trail, Dickey Stephens Park and the Simmons Bank Arena. Moreover, its nine industrial parks provide space for economic growth. The city of North Little Rock has a population of 64,591 and is home to the North Little Rock School District.

Jacksonville

Home of the Little Rock Air Force Base which supports the US Air Force's C-130 training program, Jacksonville, Arkansas resides in the northeastern part of Pulaski County and is within easy driving distance to Little Rock. Jacksonville contains 29,477 residents, with their highest employment deriving from the healthcare and military industries. Jacksonville is served by the Jacksonville North Pulaski School District.

Maumelle

Located in the western part of Pulaski County, Maumelle is a few miles from Little Rock off Interstate 40. The Big Dam Bridge, the second-longest pedestrian bridge in the nation, is located only a few miles from Maumelle along Highway 100. With a population of approximately 19,251 residents, Maumelle has over 30 miles of biking and walking trails, a community center and an aquatic center, plus the Center on the Lake, which caters to the "50+" community members. Maumelle boasts over 15 parks, two fishing lakes, and community sports facilities, including two 18-hole golf courses, baseball and softball fields, the Rolling Oaks soccer complex and coming soon a mini golf complex. In addition to thriving restaurants and stores, Maumelle houses a well-planned industrial park that is home to companies like Kimberly-Clark Corporation, Phillips-Medisize, (a Molex company), BEI Precision Systems and Space Division, and Dillard's Internet Fulfillment Center. Maumelle is part of the Pulaski County Special School District and is a Live, Play, Work community.

Sherwood

Sherwood is conveniently located off future Interstate 57 and Arkansas Highway 107, nestled between the Little Rock Air Force Base and Camp Robinson/Camp Pike. Sherwood's strategic location offers businesses easy transportation access without the heavy traffic of a larger city. Rated recently by the Wall Street Journal as one of the Ten Best Cities in the United States to live. Sherwood offers hometown atmosphere while being strategically located near the entertainment and amenities of a larger metropolitan area. Sherwood is close the action but far from the noise and is part of the Pulaski County Special School District

Our Districts

Little Rock School District (LRSD)

As one of four school districts in Pulaski County and the second largest in the state, the Little Rock School District provides a rigorous, engaging, and nurturing educational atmosphere to meet the needs of all students. The District is comprised of more than 22,000 students across 48 campuses, including 10 Pre-K locations, 4 specialized academies, 1 preparatory school, 23 elementary schools, 6 middle schools, 5 high schools, and 4 non-traditional campuses. The District's first new high school in 50 years, state-of-the-art Little Rock Southwest, opened in 2020, and the new Digital Ignite Academy for virtual learners opened in 2021. The District's mission is "to equip all students with the skills and knowledge to realize their aspirations, think critically and independently, learn continuously, and face the future as productive contributing citizens."

North Little Rock School District (NLRSD)

The North Little Rock School District has a vision of providing world class schools for world class students. Spanning 14 campuses with nearly 8,000 students, the North Little Rock School District includes 1 preschool, 9 elementary schools, 1 middle school, 1 high school campus (which includes a STEM-based charter school), and an alternative learning environment. The North Little Rock School District recently completed a \$265 million dollar capital improvement project that included a new modern High School and elementary schools, and upgrades at the middle school campus.

Pulaski County Special School District (PCSSD)

Pulaski County Special School District spans more than 600 square miles in central Arkansas and requires highly skilled and passionate personnel to adapt educational policies and personalization to 25 schools. Every school is accredited by the Arkansas State Board of Education. PCSSD has served schools across Pulaski County since July 1927. PCSSD is committed to creating a nationally recognized school district that assures that all students achieve at their maximum potential through collaborative, supportive and continuous efforts of all stakeholders.

Jacksonville North Pulaski School District (JNPSD)

The Jacksonville North Pulaski School District is a district where traditional values meet innovative programs. Jacksonville North Pulaski provides all of the amenities of a metropolitan area with the small town feel of a close-knit community. Jacksonville is home to the Little Rock Air Force Base. Currently, the district is made up of eight school campuses, all of which are accredited by the Arkansas Department of Education. The district serves approximately 4,100 scholars and provides a well-balanced curriculum to meet the needs of the district. JNPSD leaders believe great educators and curriculum are important cornerstones to scholar success. Our teachers are some of the best the state has to offer.

Demographics and Districts' Data Profile

Table 1 & 2: County Population Data

Population by Age Cohort				
Age Cohort	2021 Population	2031 Population	% Change	2021 % of Cohort
Under 5 years	25,061	24,576	(2%)	6.38%
5 to 9 years	25,543	23,677	(7%)	6.50%
10 to 14 years	25,027	22,579	(10%)	6.37%
15 to 19 years	22,868	22,568	(1%)	5.82%
20 to 24 years	25,259	24,674	(2%)	6.43%
25 to 29 years	28,493	26,595	(7%)	7.25%
30 to 34 years	28,480	25,507	(10%)	7.25%
35 to 39 years	25,957	24,285	(6%)	6.61%
40 to 44 years	24,407	24,025	(2%)	6.21%
45 to 49 years	22,908	23,289	2%	5.83%
50 to 54 years	22,674	22,275	(2%)	5.77%
55 to 59 years	24,069	20,817	(14%)	6.13%
60 to 64 years	25,060	20,655	(18%)	6.38%
65 to 69 years	22,533	21,118	(6%)	5.74%
70 to 74 years	18,258	20,309	11%	4.65%
75 to 79 years	11,267	16,687	48%	2.87%
80 to 84 years	7,322	12,037	64%	1.86%
85 years and over	7,569	9,777	29%	1.93%
Total	392,756	385,449	(2%)	100.00%
<i>Emsi Q3 2021 Data Set, Pulaski County, AR, 2021-2031 Projections</i>				

Population by Race/Ethnicity				
Race/Ethnicity	2021 Population	2031 Population	% Change	2021 % of Cohort
White, Non-Hispanic	198,550	177,486	(11%)	50.55%
Black, Non-Hispanic	150,119	159,191	6%	38.22%
White, Hispanic	22,250	25,068	13%	5.66%
Asian, Non-Hispanic	9,034	9,554	6%	2.30%
Two or More Races, Non-Hispanic	8,620	9,711	13%	2.19%
Black, Hispanic	1,428	1,619	13%	0.36%
American Indian or Alaskan Native, Non-Hispanic	1,165	1,150	(1%)	0.30%
Two or More Races, Hispanic	688	715	4%	0.18%
American Indian or Alaskan Native, Hispanic	591	524	(11%)	0.15%
Native Hawaiian or Pacific Islander, Hispanic	130	161	24%	0.03%
Asian, Hispanic	112	151	35%	0.03%
Native Hawaiian or Pacific Islander, Non-Hispanic	67	118	75%	0.02%
Total	392,756	385,449	(2%)	100.00%
<i>Emsi Q3 2021 Data Set, Pulaski County, AR, 2021-2031 Projections</i>				

Table 3: District Data

	Total Enrollment	High School Enrollment	Low Income	Special ED	ESL	Black	White	Hispanic	18-19 Grad Rate	College Going	18-19 ACT Comp	% Total HS Enrollment
JNPSD	4,014	1,084	57.0%	15.0%	3.0%	59.0%	32.0%	6.0%	76.3%	35.9%	16.77	8.7%
LRSD	21,472	5,109	74.8%	11.1%	14.2%	70.7%	20.1%	16.9%	91.3%	48.3%	19.05	41.0%
Central		2,430	49.0%	7.0%	5.0%	52.0%	32.0%	6.0%	89.6%	45.2%	21.46	
Hall		919	85.0%	12.0%	39.0%	53.0%	6.0%	39.0%	57.2%	22.2%	15.70	
Parkview		1,076	61.0%	6.0%	10.0%	66.0%	14.0%	16.0%	97.4%	56.0%	19.70	
JA Fair		684	85.0%	17.0%	9.0%	83.0%	3.0%	12.0%	70.6%	41.9%	15.46	
McClellan		709	86.0%	15.0%	11.0%	82.0%	3.0%	15.0%	60.5%	38.9%	15.71	
NLRSD	8,076	2,532	70.6%	9.5%	6.2%	59.6%	27.6%	9.6%	79.9%	40.7%	18.24	20.3%
COE		386	74.0%	7.0%	7.0%	63.0%	20.0%	13.0%	97.9%	41.1%	17.48	
NLRHS		2,146	70.0%	10.0%	6.0%	59.0%	29.0%	9.0%	76.7%	40.6%	18.39	
PCSSD	11,801	3,744	41.8%	11.4%	4.1%	46.1%	41.4%	8.2%	82.8%	48.7%	18.72	30.0%
Maumelle		991	36.0%	9.0%	2.0%	45.0%	44.0%	6.0%	84.8%	52.1%	18.86	
Mills		623	58.0%	11.0%	10.0%	62.0%	18.0%	17.0%	78.3%	33.6%	16.91	
Robinson		702	31.0%	12.0%	4.0%	36.0%	53.0%	8.0%	88.4%	51.9%	18.47	
Sylvian Hills		1,428	44.0%	13.0%	3.0%	45.0%	44.0%	6.0%	80.7%	51.3%	19.38	
Pulaski County Total	45,363	12,469	62.5%	11.2%	8.6%	60.0%	29.0%	11.9%	79.5%	43.8%	18.59	100.0%

Workforce Needs and Opportunities

Table 4: Projected Job Growth/Earnings by Industry

Projected Job Growth/Earnings by Industry						
NAICS	Description	2021 Jobs	2031 Jobs	2021 - 2031 Change	2021 - 2031 % Change	Avg. Earnings Per Job
11	Agriculture, Forestry, Fishing and Hunting	2,526	2,898	372	15%	\$41,015
21	Mining, Quarrying, and Oil and Gas Extraction	750	654	(97)	(13%)	\$91,284
22	Utilities	2,448	2,849	401	16%	\$147,919
23	Construction	20,009	20,087	78	0%	\$59,811
31	Manufacturing	19,943	19,459	(484)	(2%)	\$69,034
42	Wholesale Trade	13,359	12,462	(898)	(7%)	\$79,289
44	Retail Trade	38,455	38,816	361	1%	\$38,160
48	Transportation and Warehousing	15,217	15,994	776	5%	\$62,076
51	Information	4,784	4,786	2	0%	\$88,694
52	Finance and Insurance	19,620	21,438	1,818	9%	\$98,111
53	Real Estate and Rental and Leasing	5,620	5,526	(94)	(2%)	\$58,061
54	Professional, Scientific, and Technical Services	17,056	17,491	435	3%	\$81,283
55	Management of Companies and Enterprises	5,660	5,825	165	3%	\$93,014
56	Administrative and Support and Waste Management and Remediation Services	20,677	19,829	(848)	(4%)	\$43,448
61	Educational Services	6,701	7,534	833	12%	\$42,217
62	Health Care and Social Assistance	52,981	59,785	6,804	13%	\$63,592
71	Arts, Entertainment, and Recreation	3,108	3,681	572	18%	\$31,435
72	Accommodation and Food Services	27,716	31,013	3,297	12%	\$21,229
81	Other Services (except Public Administration)	22,636	24,285	1,649	7%	\$30,001
90	Government	71,282	68,712	(2,570)	(4%)	\$73,869
	Total	370,549	383,122	12,573	3%	\$60,269
Emsi Q3 2021 Data Set, Little Rock MSA, 2021-2031 Projections						

Table 5, 6 & 7: Top Ranked Occupations

Largest Occupations					
Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change	2020 Median Hourly Earnings
Office and Administrative Support Occupations	47,526	46,520	(1,007)	(2%)	\$17.19
Sales and Related Occupations	36,628	37,298	670	2%	\$13.97
Transportation and Material Moving Occupations	31,129	31,706	577	2%	\$14.92
Healthcare Practitioners and Technical Occupations	30,021	32,147	2,127	7%	\$29.38
Food Preparation and Serving Related Occupations	28,940	32,315	3,375	12%	\$10.58
Management Occupations	24,620	26,145	1,525	6%	\$37.85
Business and Financial Operations Occupations	22,093	22,795	702	3%	\$26.18
Educational Instruction and Library Occupations	17,255	17,974	719	4%	\$22.87
Installation, Maintenance, and Repair Occupations	17,069	16,997	(71)	(0%)	\$20.55
Healthcare Support Occupations	16,907	19,492	2,585	15%	\$12.57
Production Occupations	16,374	15,449	(925)	(6%)	\$16.48
Construction and Extraction Occupations	15,041	14,949	(93)	(1%)	\$18.26
Building and Grounds Cleaning and Maintenance Occupations	12,901	12,922	21	0%	\$11.76
Personal Care and Service Occupations	9,642	10,441	798	8%	\$11.83
Computer and Mathematical Occupations	8,997	9,827	830	9%	\$31.94
Protective Service Occupations	8,520	8,568	49	1%	\$18.15
Community and Social Service Occupations	6,599	7,527	928	14%	\$20.38
Arts, Design, Entertainment, Sports, and Media Occupations	4,997	5,066	69	1%	\$20.69
Architecture and Engineering Occupations	4,022	4,045	23	1%	\$34.07
Legal Occupations	3,513	3,434	(79)	(2%)	\$30.28
Life, Physical, and Social Science Occupations	3,272	3,280	7	0%	\$27.47
Military-only occupations	3,024	2,575	(449)	(15%)	\$18.99
Farming, Fishing, and Forestry Occupations	1,458	1,651	192	13%	\$15.08
Emsi Q3 2021 Data Set, Little Rock MSA, 2021-2031 Projections					

Highest Paying Occupations					
Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change	2020 Median Hourly Earnings
Management Occupations	24,620	26,145	1,525	6%	\$37.85
Architecture and Engineering Occupations	4,022	4,045	23	1%	\$34.07
Computer and Mathematical Occupations	8,997	9,827	830	9%	\$31.94
Legal Occupations	3,513	3,434	(79)	(2%)	\$30.28
Healthcare Practitioners and Technical Occupations	30,021	32,147	2,127	7%	\$29.38
Life, Physical, and Social Science Occupations	3,272	3,280	7	0%	\$27.47
Business and Financial Operations Occupations	22,093	22,795	702	3%	\$26.18
Educational Instruction and Library Occupations	17,255	17,974	719	4%	\$22.87
Arts, Design, Entertainment, Sports, and Media Occupations	4,997	5,066	69	1%	\$20.69
Installation, Maintenance, and Repair Occupations	17,069	16,997	(71)	(0%)	\$20.55
Emsi Q3 2021 Data Set, Little Rock MSA, 2021-2031 Projections					

Fastest Growing Occupations					
Occupation	2021 Jobs	2031 Jobs	Change in Jobs (2021-2031)	% Change	2020 Median Hourly Earnings
Food Preparation and Serving Related Occupations	28,940	32,315	3,375	12%	\$10.58
Healthcare Support Occupations	16,907	19,492	2,585	15%	\$12.57
Healthcare Practitioners and Technical Occupations	30,021	32,147	2,127	7%	\$29.38
Management Occupations	24,620	26,145	1,525	6%	\$37.85
Community and Social Service Occupations	6,599	7,527	928	14%	\$20.38
Computer and Mathematical Occupations	8,997	9,827	830	9%	\$31.94
Personal Care and Service Occupations	9,642	10,441	798	8%	\$11.83
Educational Instruction and Library Occupations	17,255	17,974	719	4%	\$22.87
Business and Financial Operations Occupations	22,093	22,795	702	3%	\$26.18
Sales and Related Occupations	36,628	37,298	670	2%	\$13.97
Transportation and Material Moving Occupations	31,129	31,706	577	2%	\$14.92
Farming, Fishing, and Forestry Occupations	1,458	1,651	192	13%	\$15.08
Arts, Design, Entertainment, Sports, and Media Occupations	4,997	5,066	69	1%	\$20.69
Protective Service Occupations	8,520	8,568	49	1%	\$18.15
Architecture and Engineering Occupations	4,022	4,045	23	1%	\$34.07
Building and Grounds Cleaning and Maintenance Occupations	12,901	12,922	21	0%	\$11.76
Life, Physical, and Social Science Occupations	3,272	3,280	7	0%	\$27.47
Unclassified Occupation	0	0	0	0%	\$0.00
Installation, Maintenance, and Repair Occupations	17,069	16,997	(71)	(0%)	\$20.55
Legal Occupations	3,513	3,434	(79)	(2%)	\$30.28
Construction and Extraction Occupations	15,041	14,949	(93)	(1%)	\$18.26
Military-only occupations	3,024	2,575	(449)	(15%)	\$18.99
Production Occupations	16,374	15,449	(925)	(6%)	\$16.48
Office and Administrative Support Occupations	47,526	46,520	(1,007)	(2%)	\$17.19
<i>Emsi Q3 2021 Data Set, Little Rock MSA, 2021-2031 Projections</i>					

THE FOUNDATION

Challenges Facing the Region

For over three decades, public education results within Metro Little Rock have been ranked among the worst in the state, and the corresponding negative public response has caused net population migration to surrounding suburban counties. This trend, if left unchecked, will result in a hollowed out former metropolitan economy which is ultimately unable to sustain growth.

Pulaski County is home to the majority of the job opportunities within central Arkansas, and still represents the single largest economic growth region within the entire State. So, a threat to the future viability of Pulaski County has negative ramifications for not only central Arkansas but the state as a whole. Working to arrest population outmigration and growing the metropolitan core of the region will require world class public educational outcomes and a community-wide, inclusive transformation effort.

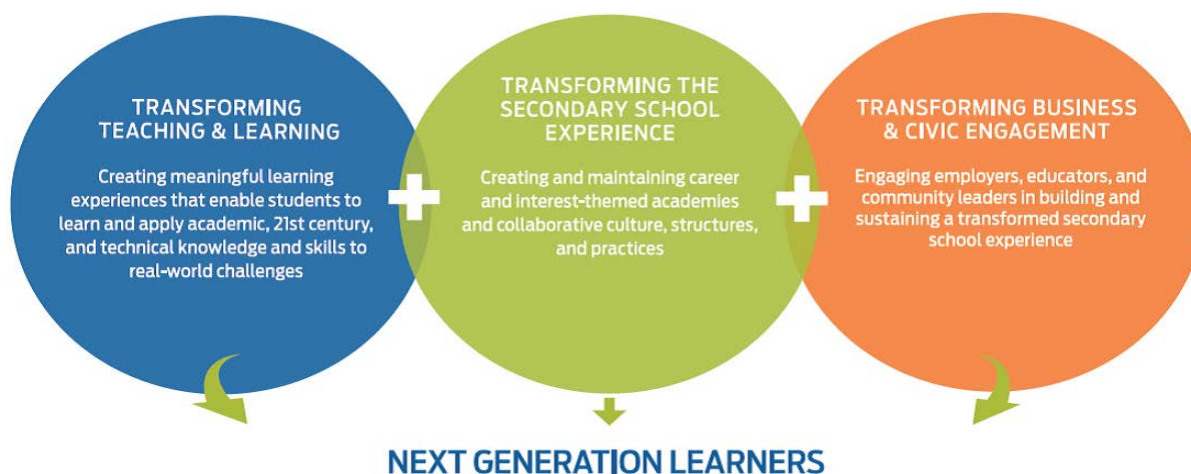
Why Academies and Ford Next Generation Learning

The Little Rock Regional Chamber and the four local chambers of commerce within Pulaski County have been working to improve outcomes for students within the four public school districts for many years. Despite best efforts to create programs within the schools that will improve core academic learning and better prepare students for college and career, results have not been realized at scale and improvements in student outcomes have been fragile and unstained. While the districts each graduate students at rates in the mid-80% range, the majority of those students are not truly career and/or college ready which is reflected in a regional workforce that struggles to find talent locally.

In 2018, the Little Rock Regional Chamber began to look beyond programs and refocused its efforts on transforming how students were being taught and how career relevance was being intertwined into their curriculum. The chamber also determined that working within a singular school district was not enough to provide a sufficient talent pipeline to employers. Therefore, the strategy expanded to include all four school districts within Pulaski County and narrowed in on the Ford Next Generation Learning model as a potential change framework for all high schools county-wide.

Ford Next Generation Learning (Ford NGL) is the philanthropic arm of the Ford Motor Company Fund that helps to guide schools through the process of planning and implementing a career- and post-secondary-centered educational model. Ford NGL specializes in community connected education reform and works with communities around the country. They provide models and expertise for engaging all stakeholders within a community to transform high school teaching and learning by converting high schools into career-themed academies to graduate students who will be prepared for both college and career and who will be lifelong learners prepared for life.

The Ford NGL model focuses on three major strands when consulting on community-connected education reform: 1) transforming teaching and learning, 2) transforming the secondary school experience, and 3) transforming business and civic engagement. By transforming these three strands, they are able to address positive long-term outcomes such as: increased community prosperity shared by all; a strengthened talent pipeline; young people prepared for college, careers, lifelong learning, and leadership; and educational equity and justice for all.



In September 2018, key leadership at each of the four districts attended a Study Visit to Nashville public schools to learn more about Nashville's career academies and the Ford NGL process. After the two-day visit, it was apparent to all four districts that career academies could solve several of the issues each district was facing: providing relevant learning at scale, providing equity in learning and improving academic performance for students, and intentionally and strategically engaging business and community leadership in the schools to provide real-world learning opportunities for students. Given everything that was learned in Nashville, the districts agreed to participate in a Phase I: Explore visit with the Ford NGL team to determine if the county was in a position to pursue career academies within the public high schools in Pulaski County.

Why Work Together as Four Districts – A Memorandum of Understanding

The four school districts in Pulaski County recognized the common challenges and perceptions they were each facing, and given they are the only districts in the state operating without a Co-Op, determined there was much to be gained by working together in the pursuit of transforming their high schools into career-themed academies. The districts participated in a visioning session around the issues of collaboration and outlined their reasons to work together to implement academies, a few of which are provided below. The full memorandum of understanding that was created by the districts and unanimously voted on by each school board is provided as Appendix A and provides greater detail around guiding principles and desired outcomes of the effort.

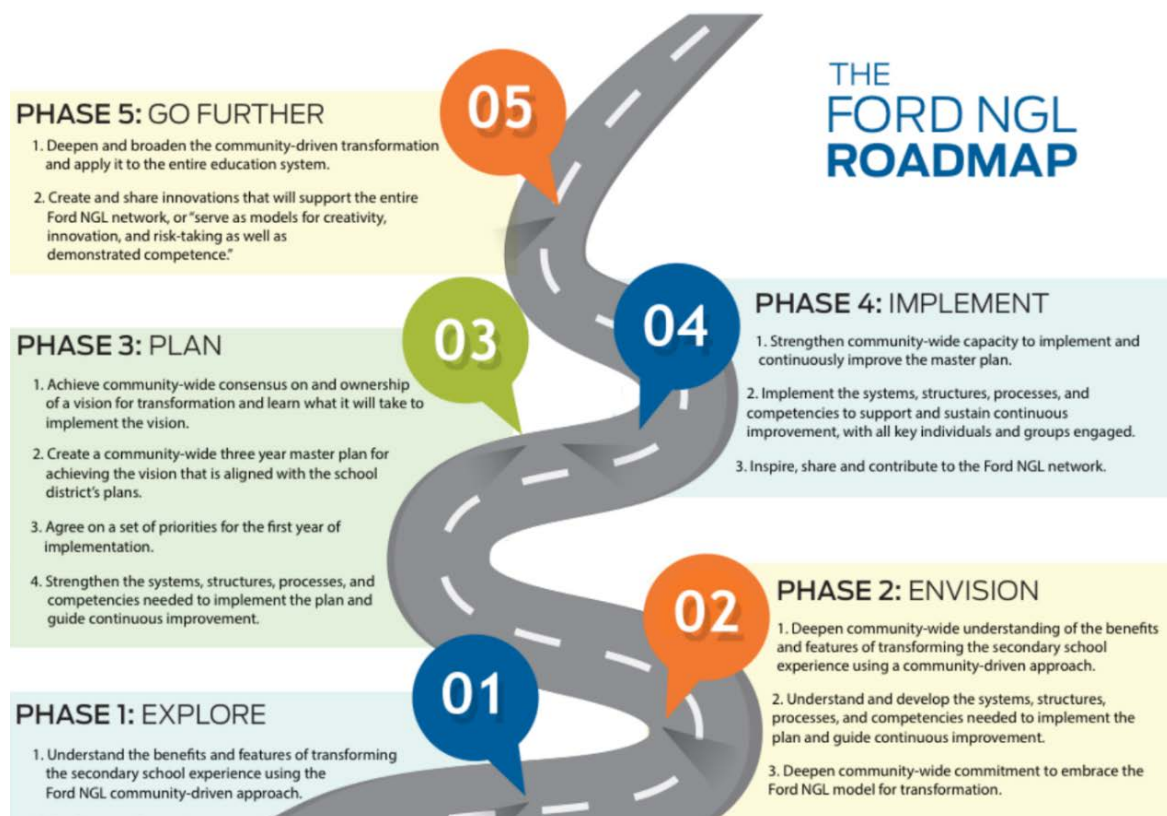
Table 5: MOU Sample – Reasons for Collaboration

1. All four public school districts in Pulaski County face common challenges, and it is recognized that all four districts have common assets that can be leveraged to overcome these challenges
2. Students need to be provided with awareness and opportunities for both career and college
3. Collaboration will create an economy of scale that each of the districts may enjoy
4. Working together will allow for faster and more uniform implementation
5. A county-wide approach broadens the access and equity of business engagement within each district
6. Pulaski County is a community with high student mobility; and common, standardized experiences will benefit student and family experience from one school to the next
7. The school districts within Pulaski County draw strength not from competition, but from collaboration and common purpose to strengthen all programs for student success
8. Academy selection for the four districts should be done at one time for all schools, informed by industry demand and with a bias towards equity of opportunity and access for all students
9. All four districts have invested in existing career and technical education programs that are benefiting a limited number of students and are interested in scaling those efforts
10. Leadership in all four districts share a common vision and sense of opportunity for high school transformation through a career-themed academy model

MASTER PLANNING PROCESS

Ford NGL Road Map

Once consensus was reached to pursue career academies, the districts and the community followed the Ford Next Generation Learning Roadmap, pictured below.



Phase 1 - Explore: *Understand the main benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach*

In phase 1, the Little Rock Regional Chamber took district leadership to attend site visits in Nashville, Tennessee to learn more about the Career Academy model as demonstrated through the Academies of Nashville. Upon returning from that trip, Ford Next Generation Learning was invited to conduct its initial Explore visit of Pulaski County, the four districts, and the ten high schools.

September, 2018 – Superintendents of LRSD, NLRSD, JNPSD and Deputy Superintendents of PCSSD attended the Academies of Nashville site visit.

January, 2019 – Eight coaches from Ford NGL visited Pulaski County and held meetings and focus groups with district leadership, community leaders, business leaders, elected officials. Additionally, Ford NGL toured each of the 10 high schools and met with their leadership, students, parents and alumni.

March, 2019 – Each school district sent additional members of their leadership teams to Nashville to attend another site visit.

Phase 2 - Envision: *Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach. Understand and identify the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.*

In Phase 2, the Academies of Central Arkansas brought the community together to educate them on the Career Academies transformation model and how it would impact high schools in Central Arkansas.

September 12, 2019 – Academies of Central Arkansas hosted a community-wide visioning session with more than 130 area businesses, community organizations, higher education institutions, city officials, teachers, district staff, board members, students, and parents to develop the content needed to create the profile of a graduate, which is the central focus of the career academy model.

Phase 3 - Plan: *Achieve community-wide consensus on and ownership of a vision for transformation and learn what it will take to implement the vision. Create community-wide master plan for achieving the vision that is aligned with the school division's plans. Agree on a set of priorities for the first-year implementation. Strengthen the systems, structures, processes and competencies needed to implement the plan and guide continuous improvement.*

In Phase 3, Academies of Central Arkansas hosted three Master Planning sessions.

November 14, 2019 – Academies of Central Arkansas hosted Master Planning Session #1 with area businesses, community organizations, higher education institutions, city officials, teachers, district staff, board members, students, and parents. The session reviewed the Ford NGL model, governance structures, academies and workforce data. Additionally, the session reviewed the state of the Profile of a Graduate that was envisioned in the September session. And finally, the three strands and 17 tactics were introduced and attendees were broken up into their groups to begin their work of crafting the tactical plans.

November 2019 – January 2020 – Tactical teams met independently to write their individual tactical plans. The combined 17 teams met approximately 105 times over those three months.

January 23, 2020 – Academies of Central Arkansas hosted Master Planning Session #2 with area businesses, community organizations, higher education institutions, city officials, teachers, district staff, board members, students, and parents. During this second session, each tactical team presented their portions of the master plan for implementation.

March 12, 2020 – Academies of Central Arkansas hosted Master Planning Session #3 with area businesses, community organizations, higher education institutions, city officials, teachers, district staff, board members, students, and parents. During this final session, each of the four districts presented their proposals for academies within each high school and their estimated timeline for implementation.

Portrait of a Graduate

During the visioning session discussed above, the community identified traits and characteristics that a graduate from any of the 10 high schools would possess when they walk across the stage at graduation after completing four years in a career-themed academy. Those traits are detailed below and the final Portrait of a Graduate document is provided as Appendix B.

- Academies of Central Arkansas students will graduate with the ability to **communicate, collaborate and lead**
 - Learn from and work collaboratively with others
 - Understand and respect diverse cultures, religions and lifestyles
 - Communicate in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Academies of Central Arkansas students will graduate with a **personal resilience and awareness** necessary for success in life after high school
 - Exhibit work ethic and understand the role of perseverance in one's chosen endeavors
 - Understand the importance of making appropriate personal financial decisions and understand the economy's role in society
 - Emerge academically prepared for college and/or career with college credits and/or industry-related certifications
- Academies of Central Arkansas students will demonstrate the ability to **work effectively and respectfully in diverse teams**, articulating clear thoughts and ideas using a variety of communication skills
 - Build relationships within teams
 - Demonstrate the ability to make necessary compromises to attain goals
 - Assume shared responsibility for collaborative work
- Academies of Central Arkansas students will have the **ability to solve a variety of problems** in both conventional and innovative ways, including systems thinking
 - Ask significant questions that clarify various points of view
 - Think critically and use various forms of reasoning in a variety of situations
 - Analyze and evaluate evidence, arguments, claims and beliefs

Career Academies and Pathway Selection

In the spring and summer of 2020, each school and district went through an internal inventory and exploration process to identify at a high level, their desired academies, and potential pathways. This work was heavily informed by area job demand data and balanced both the desire to maintain and deepen some existing programs as well as the desire of certain schools to add programs within the feasibility of their physical building space. Consideration was also given to equity of access within the network of schools across the region with the goal that no student be more than one school away from any program that might be of interest to them.

Both the Little Rock Southwest High School and the Jacksonville High School were new buildings under construction during the initial planning phases of this work. Their status as new buildings gave them access to additional resources which allowed them to more quickly invest in new laboratory space. Each school and district will continue to develop and refine the pathway mix within their academies, especially as new business partners come online and help to build out the educational offerings in a just-in-time format as the current freshman class matriculates over their four-year high school experience.

Each school's proposed academies are provided below:

Jacksonville High School: Academies & Pathways

Beginning 2020-2021 School Year

Academy of Health and Safety

- Certified Nursing Assistant
- First Responders
- Medical Professions
- Law Enforcement Services
- Criminal Justice
- Cyber Security

Academy of Service, Sales & Marketing

- Marketing Management
- Entrepreneurship
- Culinary
- Baking
- Teaching

Academy of Building, Automotive & Design

- HVAC
- Welding
- Automotive Service
- Construction Technology (under construction)
- Architecture Construction



Southwest High School: Academies & Pathways

Beginning 2021-2022 School Year

Academy of Aerospace & Medical Sciences

- Aerospace Engineering
- Biomedical Sciences
- Health & Nutrition
- Sports Medicine
- Drafting & Design
- Drone Technology

Academy of Leadership & Public Service

- Law & Leadership
- Human and Social Services
- Pre-Educator
- A/V Technology

Academy of Business & Computer Science

- Accounting/Banking
- Computer Science & Mobile App Development
- Medical Office Administration
- Business Marketing & Design



Hall High School: Academies & Pathways

Beginning 2021-2022 School Year

Academy of Engineering

- Computer Science Software Development
- Pre-Engineering and Integrated Manufacturing

Academy of Health Sciences

- Biomedical Science



Parkview High School: Academies & Pathways

Beginning 2022-2023 School Year

Academy of University Sciences

- Medical Sciences
- Scientific Research & Technical Writing
- Environmental & Ecological Sciences

Academy of Arts & Applied Design

- Music Performance & Production
- Theatre Arts & Filmmaking
- Dance & Human Kinetics
- Visual Arts & Applied Design



Central High School: Academies & Pathways

In Development

Academy TBD

- Pathways TBD

Academy TBD

- Pathways TBD

Academy TBD

- Pathways TBD



Little Rock West: Academies & Pathways

Beginning 2022-2023 School Year

Academy of Agriculture Business and Innovation

- Veterinary Science
- Horticulture Technology
- Logistics and Supply Chain Management
- Digital Marketing



North Little Rock COE: Academies & Pathways

Beginning 2021-2022 School Year

Academy of Engineering Technology and Computer Science

- Advanced Manufacturing
- Computer Science
- Engineering / CAD
- Pre-Engineering / Robotics

Academy of Health Professions

- Medical Professional
- Nursing
- PLTW Biomedical



North Little Rock High School: Academies & Pathways

Exploring for 2022-2023 School Year

Academy of Leadership, Justice and Teaching

- Army ROTC
- Law, Public Safety & Criminal Justice
- Teaching & Childcare Guidance and Management

Business Management & Communications

- Journalism
- Business Finance & Accounting



Maumelle High School: Academies & Pathways

Beginning 2022-2023 School Year

Academy of Business, Technology & Social Services

- FinTech Entrepreneurship
- Computer Programming / AP Computer Science
- Education & Training
- Banking

Academy of Science & Construction

- Pre-Engineering (Civil/Architecture)
- Nutrition & Dietetics / AP Health Science
- Construction (2023-2024)



Mills High School: Academies & Pathways

Beginning 2022-2023 School Year

Academy of Digital Communications & Fine Arts

- Hospitality & Tourism
- A/V Technology & Film
- Advertising & Graphic Design

Academy of Leadership & Social Services

- JROTC
- Nutrition & Dietetics
- Law & Public Service (2023-2024)



Robinson High School: Academies & Pathways

Beginning 2022-2023 School Year

Academy of Science & Technology

- Industrial Technology
- Computer Programming / AP Computer Science
- Entergy Lineman (2023-2024)

Service, Sales & Marketing

- Entrepreneurship
- Business Finance
- Fashion & Interior Design
- Nutrition & Dietetics



Sylvan Hills High School: Academies & Pathways

Beginning 2022-2023 School Year

Academy of Engineering, Aerospace, & Design

- Pre-Engineering-Civil/Architecture
- Pre-Engineering-Aerospace
- Commercial Art Design

Academy of Business, Product Marketing & Cosmetology

- Entrepreneurship
- Travel & Tourism
- Cosmetology

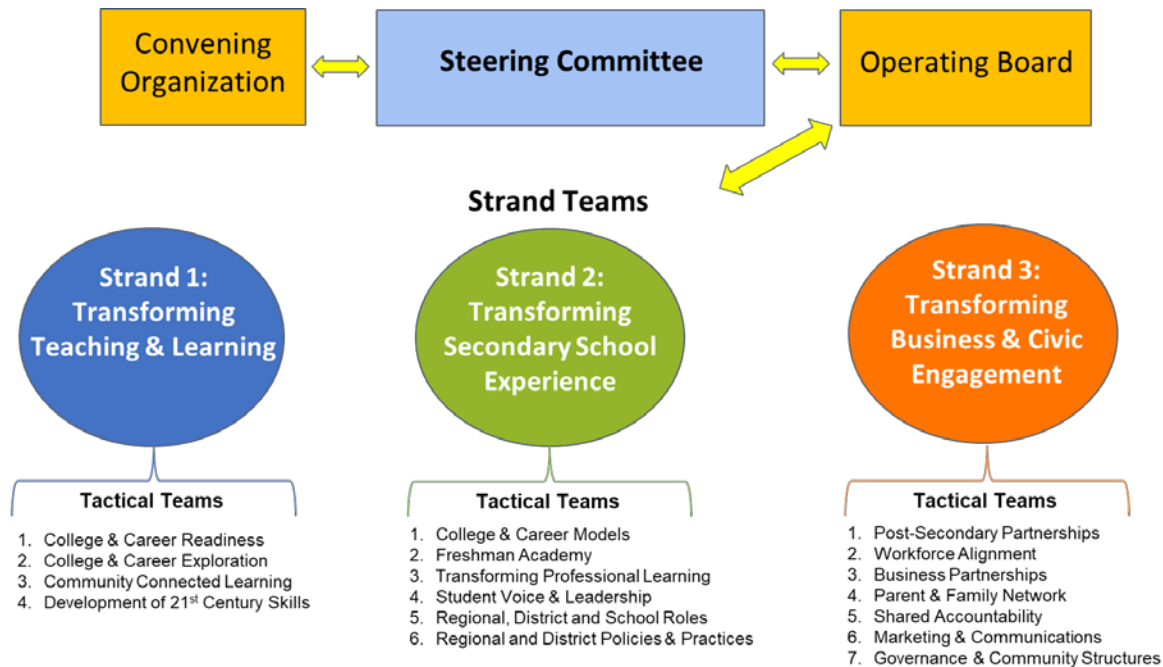
Academy of Medical Science & Human Services

- Biomedical Sciences-Biotechnology
- Nutrition & Dietetics
- Professions in Teaching
- Sports Medicine



ORGANIZATIONAL STRUCTURES & SYSTEMS

There were several committees and teams that were organized for the purpose of creating the plan for the Academies of Central Arkansas. Several of them served as short-period task forces for the sole purpose of writing the plan, however some of the organizing structures will remain throughout the implementation and for the duration of academies within the districts and high schools. Provided below is a chart of the organizational structure that took place throughout the planning process.



Community Convening Organization

The purpose and responsibilities of the Community Convening Organization are to:

1. Provide leadership for the transformation and planning process within the community
2. Coordinate the planning and implementation throughout the Ford NGL Roadmap phases
3. Establish and maintain collaboration among all four school districts
4. Provide credibility to the transformation effort
5. Designate a business leader to serve on the Steering Committee
6. Provide labor market data for academy selection
7. Coordinate marketing for the Academies of Central Arkansas
8. Coordinate professional development and curriculum procurement on behalf of all four school districts
9. Establish a business partnership pairing process and identify partners for schools

The Little Rock Regional Chamber has and will continue to serve as the Convening Organization for the first three years (at least) of the planning and implementation process until such time as a third-party organization can be identified or created to take over these functions. The Little Rock Regional Chamber will allocate two staff members toward the Ford NGL transformation: James Reddish, Executive Vice President and Kristi Barr, Director of Workforce Development and Education.

Operating Board

Since the Academies of Central Arkansas represents four school districts rather than a single district which has been the norm within the Ford NGL model, it was necessary to form an Operating Board to coordinate the planning and implementation across four districts. The Operating Board consists of the following:

1. The Superintendent from each district
2. An additional designated “district lead” for each of the four school districts
3. Communication Directors from each district
4. Principal from each high school
5. Staff representative from each of the five Chambers of Commerce
6. Representative from University of Arkansas – Pulaski Technical College

The purpose and responsibilities of the Operating Board are as follows:

1. Maintain the spirit of collaboration and establish the initial guiding principles within the MOU for the Academies of Central Arkansas
2. Provide direction to the convening organization and establish priorities of the implementation phase-in process ensuring fidelity to the Master Plan
3. Coordinate communication and education of Ford NGL throughout each participating community including elected officials and parents
4. Coordinate communication and education of Ford NGL throughout each district – including communication to teachers, parents and students

Members of the Operating Board are as follows:

1. Mike Poore, LRSD Superintendent
2. Shameka Montgomery, LRSD Lead
3. Pam Smith, LRSD Communication Director
4. Marvin Burton, LRSD Principal
5. Nancy Rosseau, LRSD Principal
6. James Castleberry, LRSD Principal (initially), Philicia Bell (currently)
7. Mark Roberts, LRSD Principal (initially), Amy Cooper (currently)
8. Shanda Macon, LRSD Academy Coach
9. Joel Hall, LRSD Academy Coach
10. Brittany Crayton, LRSD Academy Coach
11. Lisa Huff, LRSD
12. Bobby Acklin, NLRSD Superintendent (initially), Greg Pilewski, NLRSD Superintendent (currently)
13. Karli Saracini, NLRSD Lead (initially), Keith McGee, NLRSD Lead (interim)
14. Dustin Barnes, NLRSD Communication Director
15. Karla Whisnant, NLRSD Principal
16. Scott Jennings, NLRSD Principal (initially), Nadia Saint-Louis (currently)
17. Patrick Bruce, NLRSD Academy Coach and Lead
18. Bryan Duffie, JNPSD Superintendent (initially), Jeremy Owoh (currently)
19. Tiffany Bone, JNPSD Lead (initially)
20. Cheesa Williams, JNPSD Communication Director
21. LaGail Biggs, JNPSD Principal
22. Jennifer Jamison, JNPSD Academy Coach and Lead
23. Charles McNulty, PCSSD Superintendent
24. Yolaundra Williams, PCSSD Lead
25. Alesia Smith, PCSSD
26. Darnell Bell, PCSSD
27. Pam Black, PCSSD
28. Jessica Duff, PCSSD Communication Director
29. Jeff Senn, PCSSD Principal (initially), Jason Young (currently)
30. Tracy Allen, PCSSD Principal
31. Duane Clayton, PCSSD Principal
32. Mary Bailey, PCSSD Principal (initially), Jay Pickering (currently)
33. Kristin Herring, PCSSD Academy Coach
34. James Reddish, Little Rock Regional Chamber
35. Kristi Barr, Little Rock Regional Chamber
36. Robert Birch, City of North Little Rock
37. John Owen, North Little Rock Chamber
38. Alicia Gillen, Maumelle Chamber (initially), Vacant (currently)
39. Judy Keller, City of Maumelle
40. Courtney Dunn, Jacksonville Chamber
41. Kellie Wall, Sherwood Chamber
42. Bentley Wallace, UA-PTC (initially), Sharon Cantrell, UA-PTC (currently)

Steering Committee

The Steering Committee will be a permanent committee with the role of serving as the community's oversight of the Academies of Central Arkansas with the following identified objectives:

1. *Advocate*: Champion support for scaling and sustaining business engagement with Academies of Central Arkansas; ensure staff and resource support for Business Engagement (and advisory boards, if applicable)
2. *Advise*: Advise Academies in workforce needs; ensure equitable distribution of resources; support local employer involvement; analyze Academy performance data
3. *Assist*: Help find resources for unmet needs (equipment, human resources, curriculum, projects); support experiential learning opportunities to align with skills students need
4. *Hold Accountable*: Monitor agreed-upon metrics and promote successes throughout the industry and communities; assist with strategies and plans to obtain desired long-term outcomes; and communicate annually on progress with the community

Core responsibilities include:

1. Ensure the Master Plan is implemented with fidelity
2. Approve academy selections for each high school with an eye toward equity
3. Monitor labor demand to ensure academy offerings remain relevant
4. Establish and monitor performance metrics for determining success
5. Continually educate the community on the Academies of Central Arkansas
6. Transparently report and share data on community outcomes

The Steering Committee consists of the following designations:

1. Superintendent from each district
2. UA-Little Rock Chancellor
3. UA-UAPTC Chancellor
4. Business designee from each district
5. Business designee from each chamber
6. Business designee from the convening organization
7. Four at-large business designees

The original Steering Committee was convened with following individuals:

1. Bryan Duffie, JNPSD Superintendent (initially), Jeremy Owoh (currently)
2. Mike Poore, LRSD Superintendent
3. Keith McGee, NLRSD Superintendent (initially), Greg Pilewski, NLRSD Superintendent (currently)
4. Charles McNulty, PCSSD Superintendent
5. Margaret Ellibee, UA-PTC Chancellor
6. Christy Drale, UA-Little Rock Chancellor
7. Mike Traylor, Lomanco, JNPSD Appointee
8. Marcy Doderer, Arkansas Children's, LRSD Appointee
9. Scott Beardsley, Crews & Associates, NLRSD Appointee
10. Bobby Gosser, Baldwin & Shell, PCSSD Appointee
11. Larry Wilson, First Arkansas Bank & Trust, Jacksonville Appointee
12. Jim Cargill, Arvest Bank, Little Rock Appointee
13. Laura Landreaux, Entergy Arkansas, LLC, Maumelle Appointee
14. Chris Johnson, Dillard's, North Little Rock Appointee
15. Wade Radke, Galley Support Innovations, Sherwood Appointee
16. Ronnie Dedman, AT&T Arkansas, Convening Organization Appointee
17. Vacant, At-Large Appointee
18. Vacant, At-Large Appointee
19. Vacant, At-Large Appointee
20. Vacant, At-Large Appointee

Strand and Tactical Teams

As part of the Ford NGL transformational process during the planning phase, community members collaborate with representatives from the districts and the schools to write the community's implementation plan. That implementation plan is divided into the three strands identified earlier and then broken up into a total of 17 tactical plans.

As part of the planning for the Academies of Central Arkansas there were both strand leaders and tactical team leaders to coordinate those planning discussions within those respective teams.

The **strand leaders** had the following core responsibilities:

1. Monitor the progress of each of the tactical teams within that strand
2. Identify gaps or redundancies within the team plans
3. Present the strand introduction at Master Planning #2

The strand leaders were as follows:

Strand One: Transforming Teaching and Learning

1. Hugh McDonald
2. Tagel Muqtasid, LRSD

Strand Two: Transforming the Secondary School Experience

1. Donald Wood, Just Communities of Arkansas
2. Amy Langston, Belflex Staffing
3. Darnell Bell, PCSSD

Strand Three: Transforming Business and Civic Engagement

1. Danny Games, Entergy Arkansas
2. Laveta Willis-Hale, The Arkansas Out of School Network
3. Patrick Bruce, NLRSD

There were 17 tactical teams that convened more than 105 times under the direction of the strand leaders. Those 17 teams each had a **tactical team leader** to guide the work for that team with the following responsibilities:

1. Convene initial meeting and assign duties to team members
2. Guide and direct the conversations during each team meeting
3. Ensure tactical team plan was a reflection of the conversations and was consistent with the Ford NGL process and guiding principles
4. Present the team plan at Master Planning #2

Tactical Teams and their Leaders were as follows:

Strand One: Transforming Teaching and Learning

Tactic One: College & Career Readiness

1. Erin Finzer, UA-Little Rock
2. Zach Lamb, MHC Truck Leasing

Tactic Two: College & Career Exploration

1. Tina McCord, Zuni Learning Tree

Tactic Three: Community Connected Learning

1. Brian Kutsch, Little Rock Zoo

Tactic Four: Development of 21st Century Skills & Knowledge

1. Laura Stanley, Polk Stanley Wilcox Architects

Strand Two: Transforming the Secondary School Experience

Tactic One: College & Career Models

1. Sarah Bennings, Polk Stanley Wilcox Architects
2. Angie Pennington, JTS Financial

Tactic Two: Freshman Academy

1. Michael Considine, Entergy Arkansas

Tactic Three: Transforming Professional Learning

1. Paul Gower, Lunamark

Tactic Four: Student Voice & Leadership

1. Kay Kay DeRossette, Central Arkansas Library System

Tactic Five: Regional, District and School Roles

1. Jonathan Opitz, AMR Architects

Tactic Six: Transforming Regional and District Policies & Practices

1. Yolaundra Williams, PCSSD

Strand Three: Transforming Business and Civic Engagement

Tactic One: Post-Secondary Partnerships

1. Mitch Walton, Harding University-NLR

Tactic Two: Workforce Alignment

1. Cristen Sullivan, Fairfield by Marriott North Little Rock

Tactic Three: Business Partnerships

1. Bill Rector, Renaissance Properties
2. Susanna Creed, UA-Little Rock

Tactic Four: Parent & Family Network

1. Sarah Riffle, Arkansas Food Bank

Tactic Five: Shared Accountability

1. Danny Games, Entergy Arkansas

Tactic Six: Marketing & Communications

1. Michele Beasley, Telcoe Federal Credit Union

Tactic Seven: Governance & Community Structures

1. Hillis Schild, Arvest Bank

FRAMEWORK AND IMPLEMENTATION

Tactical Plans

After two months of work, each of the 17 tactical teams produced, reviewed, revised and finalized their plans for implementation for their section of work. Since the Academies of Central Arkansas represents four independent and unique school districts, the community tactical plans are presented at the regional level with the understanding that each district and each school will dive further into each team plan to add specificity pertaining to their district and school.

Team plans are provided as Appendix C.

Staging of Implementation

During the third Master Planning session, each school district presented their estimated timelines for implementation phase-in. All 12 high schools offered the freshman seminar course in the 2020/2021 school year. Further, Jacksonville and Little Rock Southwest were able to offer Freshman Academy that same year with Jacksonville additionally offering sophomore-level academies in addition to Freshman Academy. For the 2021/2022 school year all schools will have mandatory freshman seminar with the goal that the school year 21/22 freshman class will be the first wall-to-wall, county-wide graduating class from the complete Academies of Central Arkansas.

Each school's adjusted proposed implementation timeline is provided below:

JNPSD

Jacksonville High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

	Year 0 2019 - 2020	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023-2024
Freshman Academy	100% of Freshmen				
Professional Development	Freshman Academy Freshman Seminar	Master Scheduling Teacher Teaming			
Academies & Pathways		3 Academies 11 Pathways			
Academy Staffing		Academy Coach Academy Principals	Academy Counselors		
Student Cohort Scheduling	90% of Freshmen	90% of Freshmen and Sophomores	90% of Freshmen, Sophomores & Juniors	90% all grades	
Professional Learning Teams	Freshman Academy Teams	All Academies Team & Content			

LRSD

Southwest High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	100% of Freshmen				
Professional Development	Freshman Academy Freshman Seminar Teacher Teaming Team Lead Academy Coach Master Scheduling Project-Based Learning Distributive Leadership				
Academies & Pathways	Career Focus 10-12 th	3 Academies 11 Pathways			
Academy Staffing	Academy Coach Freshman Academy APs Freshman Academy Counselors	Career Academy APs Career Academy Counselors Freshman Academy Transitional Coach			
Student Cohort Scheduling	100% Freshmen	100% Freshmen & Sophomores	100% of Freshmen, Sophomores & Juniors	100% all grades	
Professional Learning Teams	Cohort Teams				

**LRSD
Hall High School**

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	100% of Freshmen				
Professional Development	Freshman Academy Freshman Seminar Teacher Teaming Academy Coach Master Scheduling Project-Based Learning				
Academies & Pathways	3 Academies 4 Pathways				
Academy Staffing	Academy Coach Academy AP Academy Counselor				
Student Cohort Scheduling		Freshman	Sophomore	Juniors	Seniors
Professional Learning Teams	Cohort Teams				

**LRSD
Parkview High School**

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	One Semester Freshman Seminar	Year Long Freshman Seminar			
Professional Development	Attend Nashville Study Visit	Freshman Seminar Master Scheduling Distributed Leadership			
Academies & Pathways	Develop Academies	2 Academies TBD Pathways			
Academy Staffing	TBD	Academy Coach Freshman Counselor	Freshman Academy AP	Academy APs Academy Counselors	
Student Cohort Scheduling			Freshman	Sophomores	Juniors
Professional Learning Teams			Freshman Cohort	Cohort Teams	

LRSD
Central High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Freshman Seminar				
Professional Development	Attend Nashville Study Visit				
Academies & Pathways	Develop Academies				
Academy Staffing	TBD				
Student Cohort Scheduling	TBD				
Professional Learning Teams	TBD				

LRSD
LR West School of Innovation

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Freshman Seminar				
Professional Development					
Academies & Pathways					
Academy Staffing		Academy Coach			
Student Cohort Scheduling					
Professional Learning Teams					

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	100% of Freshmen				
Professional Development	Freshman Seminar	Master Scheduling Teacher Teaming			
Academies & Pathways	4 Academies 12 Pathways	Same as Year 1	Add 1 Academy Pathways TBD		
Academy Staffing	Academy Principal Academy Counselor	Academy Coach			
Student Cohort Scheduling	100% of Freshmen	100% Freshmen & X% Sophomores	100% Freshmen, X% Sophomores & Juniors	100% Freshmen X% All Other Grades	
Professional Learning Teams					

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community

Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	45% of Freshmen				
Professional Development	Freshman Seminar				
Academies & Pathways	TBD				
Academy Staffing	Freshman Seminar Teachers				
Student Cohort Scheduling	100% of Freshmen				
Professional Learning Teams					

PCSSD

Maumelle High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community



Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Elective course	100% of Freshmen			
Professional Development		Freshman Seminar Academy Coach Master Schedule			
Academies & Pathways			2 Academies 6 Pathways	3 Academies 7 Pathways	
Academy Staffing		PCSSD Academy Coach	Academy Coach Principal(s) & Counselor(s)		
Student Cohort Scheduling		Freshman	90% of Freshmen & Sophomores	90% of Freshmen, Sophomores, & Juniors	90% of Freshmen, Sophomores, Juniors, Seniors
Professional Learning Teams		Freshman teachers	Academy teachers		

PCSSD

Mills High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community



Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Elective course	100% of Freshmen			
Professional Development	Freshman Academy Freshman Seminar	Freshman Seminar Academy Coach Master Schedule			
Academies & Pathways			2 Academies 5 Pathways	2 Academies 6 Pathways	
Academy Staffing		PCSSD Academy Coach	Academy Coach Principal(s) & Counselor(s)		
Student Cohort Scheduling		Freshmen	90% of Freshmen & Sophomores	90% of Freshmen, Sophomores, and Juniors	90% of Freshmen, Sophomores, Juniors & Seniors
Professional Learning Teams		Freshman Teachers	Academy Teachers		

Robinson High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community



Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Elective course	100% of Freshmen			
Professional Development	Freshman Academy Freshman Seminar	Freshman Seminar Academy Coach Master Scheduling			
Academies & Pathways			2 Academies 6 Pathways	2 Academies 7 Pathways	
Academy Staffing		PCSSD Academy Coach	Academy Coach Principal(s) & Counselor(s)		
Student Cohort Scheduling		Freshman	90% of Freshmen & Sophomores	90% of Freshmen, Sophomores, Juniors, & Seniors	90% of Freshmen, Sophomores, Juniors, & Seniors
Professional Learning Teams		Freshman Teachers	Academy Teachers		

Sylvan Hills High School

Academy Structure: An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community



Milestone (s)	Year 1 2020 - 2021	Year 2 2021 - 2022	Year 3 2022 - 2023	Year 4 2023 - 2024	Year 5 2024-2025
Freshman Academy	Elective course	100% of Freshmen			
Professional Development	Freshman Academy Freshman Seminar	Freshman Seminar Academy Coach Master Schedule			
Academies & Pathways			3 Academies 10 Pathways		
Academy Staffing		PCSSD Academy Coach	Academy Coach Principal(s) & Counselor(s)		
Student Cohort Scheduling		Freshmen	90% of Freshmen & Sophomores	90% of Freshmen, Sophomores, & Juniors	90% of Freshmen, Sophomores, Juniors, & Seniors
Professional Learning Teams		Freshman Teachers	Academy Teachers		

ASSESSMENT AND CONTINUOUS IMPROVEMENT

Monitoring Implementation Fidelity

Implementing the Academies of Central Arkansas with fidelity to the spirit of the Master Plan and the precepts of the Ford NGL model is imperative to ensure we produce the anticipated outcomes and graduate students who reflect our Portrait of a Graduate (Appendix B). While all stakeholders share responsibility for implementing the plan with fidelity, there is a structure we intend to work within.

The convening organization, in connection with the Operating Board and Steering Committee, will be responsible for the fidelity of implementation of the Master Plan for the Academies of Central Arkansas. The Operating Board will monitor progress in the implementation of the tactics identified by the tactical teams and provide timely, regular updates to the Steering Committee. The tactical plans provide specific action steps and a detailed timeline.

The districts and convening organization will report to the Operating Board the progress on the identified action steps. The Operating Board will provide the Steering Committee quarterly implementation reports and progress updates. The Steering Committee will assess the results for adequate progress toward the measurable outcomes proposed by the Shared Accountability tactical plan (Appendix C) in addition to evaluating the equity of programs, pathways, academies and business partnerships across the region.

Assessing Quality

As the Academies of Central Arkansas move from design to implementation to successful sustainability, the framework must support achieving the desired outcomes. Assessing student achievement and academic rigor, reporting and communicating outcomes and ensuring academies and pathways align with local and regional workforce development needs will remain a critical part of the process with the oversight of the Steering Committee. The Steering Committee will monitor progress toward the performance indicators proposed in the Shared Accountability tactical plan.

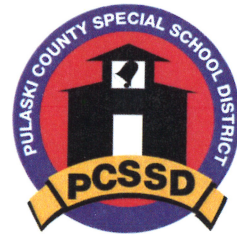
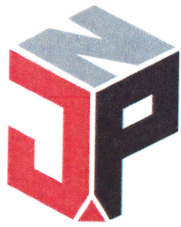
A data dashboard will be created to communicate the progress in key indicators and updates will be provided during the Steering Committee meetings. The Steering Committee will identify the key indicators and will reevaluate them annually.

Sustaining

The sustainability of the Academies of Central Arkansas is aided by the intentionally inclusive process we undertook during the envisioning and planning phases. By involving all community stakeholders, the Academies of Central Arkansas represent the vision of our community to turn the tide on the region's education and talent pipeline challenges. Since the Academies are supported by the community at large, not just by each school district, we can ensure continued support of the model.

APPENDICES

- A. Memorandum of Understanding
- B. Portrait of a Graduate
- C. 17 Tactical Team Plans



MEMORANDUM OF UNDERSTANDING

WHEREAS, all four public school districts in Pulaski County face common challenges, and it is recognized that all four districts have common assets that can be leveraged to overcome these challenges;

WHEREAS, a growing urban core requires excellent public education delivery;

WHEREAS, students need to be provided with awareness and opportunities for both career and college;

WHEREAS, students need to feel empowered and equipped to make decisions about their futures and their families;

WHEREAS, collaboration will create an economy of scale that each of the districts may enjoy;

WHEREAS, working together will allow for faster and more uniform implementation;

WHEREAS, cooperation among diverse team members from across the four districts will encourage innovation and provide for mutual support;

WHEREAS, a county-wide approach broadens the access and equity of business engagement within each district;

WHEREAS, Pulaski County is a community with high student mobility; and common, standardized experiences will benefit student and family experience from one school to the next;

WHEREAS, the school districts within Pulaski County draw strength not from competition, but from collaboration and common purpose to strengthen all programs for student success;

WHEREAS, leadership from the four districts has studied the results achieved by the Ford NGL model across the country and have found them to be transformational, particularly in urban communities, through the implementation of small learning communities, relevant instruction, and professional learning communities for teachers;

WHEREAS, the Phase I assessment, conducted by consultants from Ford NGL, indicated that Pulaski County and the four public school districts are well positioned for transformation;

WHEREAS, construction of several new facilities is planned for the next 18 months, providing opportunities for expedited implementation;

WHEREAS, under the Ford NGL model, individual districts will retain their autonomy and boundaries;

WHEREAS, academy selection for the four districts should be done at one time for all schools, informed by industry demand and with a bias towards equity of opportunity and access for all students;

WHEREAS, all four districts have invested in existing career and technical education programs that are benefiting a limited number of students and are interested in scaling those efforts; and

WHEREAS, leadership in all four districts share a common vision and sense of opportunity for high school transformation through a career-themed academy model.

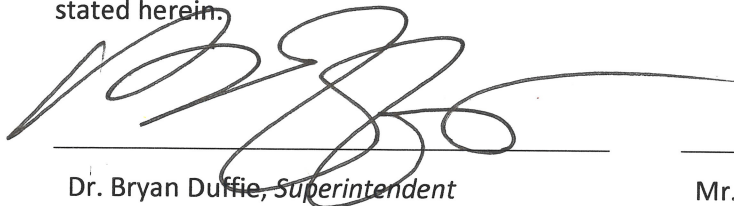
NOW, THEREFORE, in consideration of the mutual agreements contained herein, we, Jacksonville North Pulaski School District, Little Rock School District, North Little Rock School District and Pulaski County Special School District, do hereby agree to the following:

1. To work together toward the following common purposes:
 - a. That all four districts experience improved enrollment and academic performance.
 - b. That every student graduates from high school with college credit, industry recognized learning and stronger core academic achievement.
 - c. That students gain awareness, exposure and access to high-wage, high-demand career pathways within Metro Little Rock.
 - d. That deeper and more meaningful engagement opportunities are created for business through streamlined and coordinated academy matching processes.
 - e. That equity of access to improved learning exists for all high school students in all districts.
 - f. That a strong, mutually-reinforcing academy brand is created and maintained across all four districts.
 - g. That all students will have equitable access to career themes regardless of residency within the county.
 - h. That teachers will feel empowered and have a sense of ownership over this new model.
 - i. That existing career and technical education programming will be leveraged and scaled to align with the new academy focus within each school.
2. To abide by the following common principles:
 - a. An inclusive process of stakeholder engagement (including teachers, parents, students, etc.) to leverage the strength and individuality of each district and the communities in which they reside.
 - b. Increased and intentional communication across the districts.
 - c. Coordinated and aligned planning, scheduling, and teacher professional development.
 - d. A belief that the success of one district is not at the expense of another, we all win together.
 - e. Realized cost savings where possible through the joint purchasing of curriculum, training, equipment, etc.
 - f. Standardized academy structure, including freshman academy, staffing, and student experiences.
 - g. Integrated common academy sub-brand into each existing high school brand.
 - h. Equitable access for all students across all four districts.

3. To move forward in good faith to achieve the following objectives:

- a. Pursue Phases II through V of the Ford NGL roadmap.
- b. Form a representative academy leadership council to facilitate the planning and implementation of the academies.
- c. Create a broader community compact with teachers, business leaders, elected officials, faith-based leaders, chambers of commerce, and non-profits as part of master planning.
- d. Develop and track a set of common performance metrics.
- e. Work in good faith with leadership across districts including role-alike meetings.
- f. Fully staff high schools and district administration at the levels required for full implementation of the academy model.
- g. Redirect funding to align with priorities and staffing required for implementation.
- h. Work to sustainably fund, through business partnerships or otherwise, academy infrastructure.
- i. Coordinate communications around academy transformation.
- j. Create a trusted, impartial, and data-driven process for the selection of career academies in which each school has the opportunity to express preference for academy placement at their school.

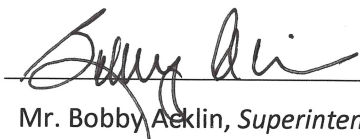
We, the undersigned, do hereby declare we are committed to transforming our public high schools through the Ford NGL model and do hereby agree on the common purposes, principles and objectives stated herein.



Dr. Bryan Duffie, *Superintendent*
Jacksonville North Pulaski School District



Mr. Mike Poore, *Superintendent*
Little Rock School District

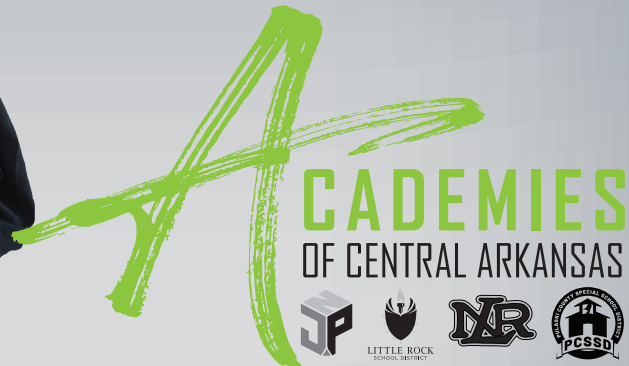


Mr. Bobby Acklin, *Superintendent*
North Little Rock School District



Dr. Charles McNulty, *Superintendent*
Pulaski County Special School District

PORTRAIT OF A GRADUATE



Communication, Collaboration & Leadership

Academies of Central Arkansas students will graduate with the ability to communicate, collaborate and lead.



Career Ready & College Ready

Academies of Central Arkansas students will graduate with a personal resilience and awareness necessary for success in life after high school.



Interpersonal Skills

Academies of Central Arkansas students will demonstrate the ability to work effectively and respectfully in diverse teams, articulating clear thoughts and ideas using a variety of communication skills.



Creative Problem Solving & Conflict Resolution

Academies of Central Arkansas students will have the ability to solve a variety of problems in both conventional and innovative ways, including systems thinking.



PORTRAIT OF A GRADUATE



Communication, Collaboration & Leadership

Academies of Central Arkansas students will graduate with the ability to communicate, collaborate and lead.

- Learn from and work collaboratively with others
- Understand and respect diverse cultures, religions and lifestyles
- Communicate in a spirit of mutual respect and open dialogue in personal, work and community contexts



Career Ready & College Ready

Academies of Central Arkansas students will graduate with a personal resilience and awareness necessary for success in life after high school.

- Exhibit work ethic and understand the role of perseverance in one's chosen endeavors
- Understand the importance of making appropriate personal financial decisions and understand the economy's role in society
- Emerge academically prepared for college and/or career with college credits and/or industry-related certifications



Interpersonal Skills

Academies of Central Arkansas students will demonstrate the ability to work effectively and respectfully in diverse teams, articulating clear thoughts and ideas using a variety of communication skills.

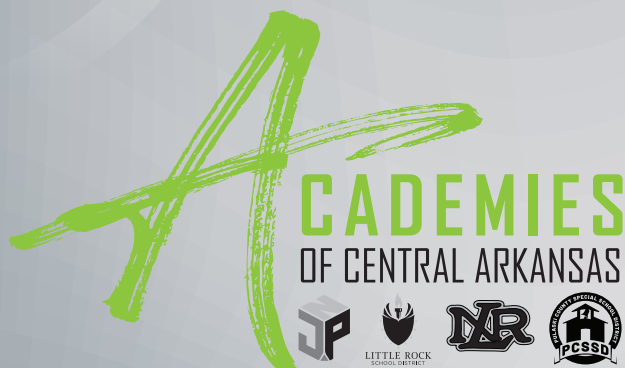
- Build relationships within teams
- Demonstrate the ability to make necessary compromises to attain goals
- Assume shared responsibility for collaborative work



Creative Problem Solving & Conflict Resolution

Academies of Central Arkansas students will have the ability to solve a variety of problems in both conventional and innovative ways, including systems thinking.

- Ask significant questions that clarify various points of view
- Think critically and use various forms of reasoning in a variety of situations
- Analyze and evaluate evidence, arguments, claims and beliefs



Strand 1 Tactic: College & Career Readiness

Strand Chairs: Hugh McDonald and Tagel Muqtasid

Tactic Leads: Erin Finzer & Zach Lamb

Long-Term Outcomes Addressed:

1. Prepare students to be lifelong learners ready to enter the workforce, military, or higher education (2-year, 4-year, technical certification, professional licensure) upon high school graduation.

Definitions:

post-secondary: experience beyond high school graduation, which may include workforce, military, or higher education

higher education: any education beyond high school graduation, to include programs in technical certification and professional licensure, 2-year programs, 4-year programs, and graduate studies



	Key Actions Steps / Milestones	Start/End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: CURRICULUM: A rigorous, relevant curriculum will be in place that prepares students to be college and career ready, starting with ninth grade preparation for success in the academy of their choice					
	ACTION 1: Establish a county-wide Ford NGL curriculum review and approval process that aligns with district and state standards and ensures college and career readiness as a key learning outcome	Year 0	Curriculum process in place Year 0	District offices Ford NGL leadership	Staff time
	ACTION 2: Develop structured, themed curricula for each pathway that map to career and college readiness through project-based learning, work-based learning, concurrent credit, industry certifications, and strong industry partnerships	Year 0 - ongoing	Curricula built out by cohort implementation year (e.g., freshman curriculum Year 1; sophomore Year 2, ...)	Industry Advisory Board District/school administration Teachers	Staff time Established curricular process for Ford NGL Curriculum/textbook costs
	ACTION 4: Students will create an electronic portfolio of skills for college or career as evidence of college/career readiness	Year 1 - ongoing	100 % graduates will have a portfolio in Year 5	Academy coaches Teachers	Portfolio management solution
	ACTION 5: Create opportunities for pedagogical discussions between secondary and postsecondary instructors to work on aligning curricula so that students can be eligible for 2+2's and prior learning assessments (e.g., AP, Clep, etc.)	Year 0 - ongoing	Continuously evaluated and aligned curriculum Relationships and collaboration between secondary and post-secondary providers	Teachers Administrators	Staff time
	ACTION 6: Embed technical credentials in academy curricula	Year 2 - ongoing	20% of graduates will obtain credentials by Year 5	CTE Directors District administrators Teachers	Cost for certification exams Teacher time

	Key Actions Steps / Milestones	Start/End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 2: ASSESSMENT: Systemized assessment processes and tools will be in place to continuously evaluate and improve student learning through a rigorous, relevant curriculum, effective teaching practices, and strong student support					
	ACTION 1: Develop a "College/Career Ready" definition for the Academies of Central Arkansas that is compatible with state definition for school accountability and aligns with the Ford NGL profile of a graduate	Year 0	"Profile of a Graduate" document Definition of "college/career ready" with measurable learning outcomes	21st Century Skills Tactical Team plan	Volunteer time
	ACTION 2: Develop culture of formative (direct, embedded, authentic) assessment to guide instruction and continuous improvement.	Year 0 - ongoing	Professional development in formative assessment for teachers and administrators Annual teacher evaluations tied to using formative assessment to improve student learning in curriculum and student support services	Teachers Administrators	Professional development Staff time
	ACTION 3: Ensure relevancy of curriculum through regular external input	Year 0 - ongoing	Advisory boards for each academy from industry theme meet quarterly	Principals Academy coaches Industry partners	Staff time
	ACTION 4: Identify and implement an assessment for students to demonstrate college and career readiness through employability skills	Year 0 - ongoing	100% graduates earn credentials, certifications by Year 5	Principals Teachers	Cost of workforce skills assessment Staff time
STRATEGY 3: INSTRUCTION: "High-impact" (e.g., inquiry-based, experiential, project-based learning) will be an integral part of instruction that includes strategies for differentiated instruction and usage of instructional technology and is based on data on students and careers					
	ACTION 1: Utilize interdisciplinary teaching teams with core academics and CTE teachers to provide "high-impact" instructional methods (e.g., Inquiry based, Project based, Contextual, Performance based , Problem-based, Technology-integrated, experiential, work-based, active learning)	Year 1 - ongoing	100% of students participate in project-based and work-based learning each year	Teachers Industry partners	Teacher time curriculum/textbook costs
	ACTION 2: Integrate community speakers, field trips, job shadowing experiences, mentorships, student internships and community service opportunities into classroom instruction	Year 1 - ongoing	100% students experience at least one such opportunity each year	Teachers Industry/community partners	Teacher time Partner time
	ACTION 3: Teachers and school staff model the skills necessary for college and career readiness through classroom instruction and student interaction	Year 1 - ongoing	Review process that captures modeling professional behavior 90% teachers receive favorable performance reviews around professionalism	Principals Teachers	Professional development Staff time

	Key Actions Steps / Milestones	Start/End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 4: POST-SECONDARY: Ensure engagement with workforce partners, military, and higher education (2-year, 4-year, technical certification, professional licensure) so that students can visualize themselves in workforce, military or higher education and have relationships with individuals in workforce, military, and higher education. (This strategy and its actions are also found in the Strand 3 Post-secondary Partnerships tactical plan.)					
	ACTION 1: Develop sequenced post-secondary experiences at each grade level	Year 0 - ongoing	Sequence of experiences is developed	Academy coaches Post-secondary providers High School counselors	Staff time Transportation
	ACTION 2: Incorporate academy alumni and other students/faculty as post-secondary mentors in academies	Year 0 - ongoing	Post-secondary contact person established for each academy 100% of students have access to a post-secondary mentor	Post-secondary Contact Academy coaches Teachers Principals	Staff time
	ACTION 3: Host academy students on higher education campuses for relevant activities and classroom/lab visits	Year 1 - ongoing	100% students visit a post-secondary campus for at least one such opportunity each year	Post-secondary Contact Academy coaches Teachers Principals	Staff time Transportation
	ACTION 4: Create awareness and promote stakeholder understanding of immediate and lifelong postsecondary pathways and opportunities with academies	Year 1 - ongoing	Marketing plan and materials 100% students are made aware of postsecondary alignment through classroom instruction and/or individual advising with high school counselors	Academy coaches Post-secondary providers High School counselors Teachers	Teacher and staff time
	ACTION 5: Prepare students to succeed in aligned postsecondary learning experiences (apprenticeships, concurrent, prior learning assessment, 2+2's, etc.) to ensure a smooth transition into workforce, military, or higher ed upon high school graduation	Year 1 - ongoing	55% students meet post-secondary admissions standards for concurrent coursework 90% high school graduates have first destinations in higher ed, workforce, or military by Year 5	Teachers Principals High school counselors	Teacher and staff time

	Key Actions Steps / Milestones	Start/End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 6: Create an Ambassador Program in which post-secondary student ambassadors visit high school classrooms for guest teaching, tutoring, college readiness counseling, and/or mentoring	Year 1 - ongoing	Post-secondary contact person established for each academy Ambassador Program established within colleges (rules, expectations, recruitment, etc.) 100% of academies participate in Ambassador Program	Academy coaches Post-secondary providers High School counselors Teachers	Teacher and staff time
STRATEGY 5: RESOURCES: Technology, space, human resources, and funding needs will be continuously monitored to ensure that each academy's learning outcomes are met					
	ACTION 1: Utilize data tools (e.g., Emsi, Burning Glass) to obtain postsecondary and high-skill, high-demand, high-wage career information to map skills to student learning outcomes and inform academy improvement, relevance and rigor	Year 0 - ongoing	Annual evaluation of workforce needs to map employability skills to student learning outcomes in each academy	Teachers Academy coaches Principals	Workforce data tools (e.g., Emsi, Burning Glass) Staff time
	ACTION 2: Track graduate success (post-secondary attainment; first-destinations; salaries; etc.) to inform academy improvement	Year 5 - ongoing	100% graduating seniors complete a first destination survey 100% graduating seniors have SmartResume, LinkedIn, or other digital resume service that can be tracked against an alumni database	Academy coach Counselor	Gainful employment reporting tool (e.g., Emsi Alumni Outcomes; SmartResume) Staff time
	ACTION 3: Instruct students in how to have an effective LinkedIn profile (to facilitate tracking of alumni, as well as value-added career visibility and learning outcome)	Year 5 - ongoing	Learning activity in LinkedIn	Teachers	Computer access Shared LinkedIn learning activity
	ACTION 4: Develop specialized diploma/transcript options (e.g., co-curricular diploma; participation in SmartResume) for academy graduates that identifies achievement of credentials/certificates, employability skills, dual credit, etc., that are above and beyond the minimum requirements of a standard diploma	Year 1 - ongoing	100% graduates have specialized diploma/transcript by Year 5	Principal Registrar Academy Coach	Specialized diploma/transcript solution (e.g., SmartResume, Parchment, or homegrown equivalent)

Strand 1 Tactic: College & Career Exploration

Strand Chairs: Hugh McDonald and Tagel Muqtasid

Tactic Lead: Tina McCord

Long-Term Outcomes Addressed:

1. Every student in all four public high schools in Pulaski County has consistency and equity to engage in relevant professional/college/career exploration opportunities



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Freshman Seminar is a required course in each high school in all districts in Pulaski County					
	<p>ACTION 1: Develop Freshman Seminar course that will contain a strong career exploration component, including military opportunities, that will allow students to begin developing their career plans</p> <p>Career exposure will include but is not limited to:</p> <ul style="list-style-type: none"> - Exploration through a career plan program such as Naviance - Career Exposure Exhibition Fair - Guest Speakers - Industry Field Trips - Research careers of interest to learn about that career's demand, income, schooling requirements and geographic location - Websites for researching could include: <ul style="list-style-type: none"> - https://workforceconnection.careerconcourse.com/ - https://www.workforce.arkansas.gov/Real-Life/ - https://www.asvabprogram.com - https://www.indeed.com/ - https://www.glassdoor.com/ - https://www.ziprecruiter.com/ 	Year one of implementation	<p>Freshman Seminar established</p> <p>100% of freshmen attend the Career Exposure Exhibition Fair</p> <p>Number of Guest speakers</p> <p>Number of Field Trips</p> <p>100% of students will have been exposed to a career(s) of interest in which they continue pursuing a course of study or find employment after graduating</p> <p>100% of students will be aware of trending professional opportunities locally and nationally and will have explored these professions in their areas of interest along with being exposed to X number of areas that were not known to them</p> <p>100% of freshmen begin development of a career plan</p>	Seminar Teachers	<p>Staffing</p> <p>Freshman Seminar curriculum</p> <p>PD for Freshman Seminar</p>
	ACTION 2: Host a Career Exposure Exhibition Fair for Academy freshmen exposing them to multiple career fields to ensure all students make informed choices about their high school academy selection	2020-2121	100% of freshman participate	<p>Convening Organization</p> <p>Chambers</p> <p>District CTE Directors</p>	<p>Staff time</p> <p>Transportation costs</p>
	ACTION 3: Utilize Student Ambassadors and Student Mentors from grades 10-12 to give each freshman tours of the school's academies to provide exposure to academy options	During freshman seminar	100% of freshmen receive academy tours	Student Voice and Leadership Tactical Team Plan	Time and staffing for touring

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 2: Through the use of a career exposure/aptitude software, students will have opportunities to explore careers in their areas of interest and will be exposed to possible careers they may not have considered					
	ACTION 1: Students in the 9th grade Freshman Seminar course will have access to a career exposure/aptitude software that is consistent across all four districts - currently Naviance is used	During freshman seminar	<p>Software purchased and utilized within each district</p> <p>Students will take interest inventories and aptitude tests to help guide career exploration opportunities throughout grades 9-12</p> <p>Students will track career explorations and will have explored X number of careers</p> <p>Guardian acknowledgement of their child's career exploration experiences each year from 7th through 12th grade</p>	Freshman Seminar Teacher	A career planning tool such as Naviance or You Science
	ACTION 2: Teachers and counselors are trained to use the chosen career exposure/aptitude software and taught how it relates to career exploration opportunities	During freshman seminar	<p>Create opportunities for districts to come together and share best practices of how each district is currently using the program</p> <p>100% of teachers and counselors at the high school level will provide college and career exposure for all students in grades 9-12</p> <p>Teachers/Counselors receive continuing education credits related to career exposure</p>	PD Staff	A career planning tool such as Naviance or You Science
STRATEGY 3: All students continue career exploration in grades 10-12 through work-based learning experiences in their Career Academies (Initially they need to be defined, facilitated, and supported)					
	ACTION 1: Ensure each Academy's schedule integrates with the Master Schedule to allow for experiential career and college exploratory opportunities that continues to support AP, IB, dual credit and certifications	2020-2121	Schedule allows for exploratory opportunities	<p>Academy Coach</p> <p>Master scheduler</p>	Staff time
	ACTION 2: Follow the Community Connected Learning tactical plan on work-based learning opportunities for students	<p>2020-2121</p> <p>Ongoing</p>	Students participate in work-based learning	Community Connected Learning Plan	Reference Community Connected Learning Plan
	ACTION 3: Work with local chambers, mayoral offices and business partners to provide and support career exposure for students	Ongoing	<p>100% of chambers, mayor offices, and the districts within Pulaski Public Schools will work to support career exploration opportunities</p> <p>Chambers provide and share research on job opportunities and business partnerships</p>	<p>Operating Board</p> <p>Chamber executives</p>	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 4: College exposure is provided with post-secondary involvement (4-year and 2-year colleges) through college fairs, dual/concurrent credit and industry certification programs					
	ACTION 1: Establish a plan to expose students to post-secondary learning opportunities (college, trade school, etc.)	January 2022	Plan established	School Level Admin Counselor	Staff time
	ACTION 2: Students consider post-secondary offerings as they explore career opportunities	Ongoing through academies	100% of students attend a college campus visit 100% of students have access to dual/concurrent credit opportunities Students are aware of industry certifications within their academies	Academy Coach Counselors	Transportation cost to college visits Dual/concurrent credit enrollment costs Staffing

Strand 1 Tactic: Community Connected Learning

(Work-based Learning Continuum of Experiences and Project-based Learning)

Strand Chairs: Hugh McDonald and Tagel Muqtasid

Tactic Lead: Brian Kutsch

Long-Term Outcomes Addressed:

1. Young people prepared for college, careers, lifelong learning, and leadership.
2. Increase rigor, relevance, and community involvement embedded into the learning process.



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/cost estimate)
STRATEGY 1: Provide work-based and project-based learning opportunities for students in the Academies of Central Arkansas					
	<p>ACTION 1: Establish a progressive sequence of hands-on, work-based and project-based learning from low through high intensity.</p> <p>From freshman to senior year, establish an appropriate low to high intensity sequence of work/project-based experiences:</p> <ul style="list-style-type: none"> - Grade 9 - Career Expo - Grade 10 - Industry related field trips - Grade 11 - Job shadowing - Grade 12 - Internships or coop AND capstone <p>- All grade levels - Student-run businesses, student leadership projects, design-thinking projects, makerspace projects</p>	<p>5/1/20 - 8/10/20</p> <p>Second year of implementation</p>	<p>Appropriate intensity levels ensuring a high level of student access to work/project-based learning during each year of school</p>	<p>Regional implementation team (a rep from each school district)</p> <p>Operating Board</p> <p>Academy Coach</p> <p>CTE Directors</p> <p>Community Connected Learning Tactical Team Plan</p>	<p>Staff time to create and populate digitally</p> <p>Industry partners</p> <p>PD on WBL</p>
	<p>ACTION 2: Develop a digital menu of resources of work-based and project-based learning and business engagement opportunities for students</p> <p>Within the menu, identify businesses/organizations with distance learning capabilities, learning that could be done through online learning</p>	<p>5/1/20 - 8/10/20</p> <p>Ongoing</p>	<p>A digital menu of work-based and project-based learning resources</p>	<p>Regional team (a rep from each school district)</p>	<p>Staff time to create and populate digitally</p>
	<p>ACTION 3: Develop a work-based and project-based learning opportunities digital handbook containing guidelines and expectations for students, teachers and employers</p> <p>Handbook should provide tools and best practices to assist and assess businesses when working with students and teachers</p>	<p>5/1/20 - 8/10/20</p>	<p>Handbook has been developed to outline work-based learning definitions, menu, sequence, and roles of businesses, schools, and students. This includes alternative work-based learning experiences.</p>	<p>Regional team (a rep from each school district)</p>	<p>Staff time to create and populate digitally</p>
	<p>ACTION 4: Students participate in a work-based learning experiences</p>	<p>Second year of implementation and ongoing</p>	<p>Implementation Year 1- 50%</p> <p>Implementation Year 2- 65%</p> <p>Implementation Year 3- 75%</p> <p>Implementation Year 4- 90%</p> <p>Where applicable, students will job shadow at least once between 9th - 12th grade.</p>	<p>Academy Coach</p> <p>CTE Directors</p> <p>Community Connected Learning Tactical Team Plan</p>	<p>Teachers</p> <p>Industry partners</p>

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/cost estimate)
	ACTION 5: Develop a digital program to track students' WBL opportunities and other data	Second year of implementation	Digital program created 100% of students will participate in the established number of professional explorations each year of their high school career Guardian acknowledgement of their child's career exploration experiences each year from 7th through 12th grade	Academy Coach Community Connected Learning Tactical Team Plan	Technology for tracking program Staffing to administer the tracking
STRATEGY 2: Communicate with Academy Advisory Boards to ensure work-based and project-based learning experiences include components of 21st Century Skills and support student success					
	ACTION 1: Establish a communication cycle	Start following the creation of any applicable advisory boards. Complete during the strategic planning process of the boards.	Ensure proper utilization of each board as well as the interaction between the boards	Regional implementation team (a rep from each school district)	Staff time to construct and monitor proper utilization of communication pathways
STRATEGY 3: Utilize district and regional resources to encourage student-to-business engagement					
	ACTION 1: Utilize events and identify potential business related events that could connect students with academies and/or recognize student achievements while acknowledging business participation Such as mock application and interview sessions, signing events, academy completion ceremonies, etc...	Target a start that aligns with launch or completion of an academy.	Properly communicate opportunities/resources to teachers and students and follow-up with how they are utilized	Regional team (a rep from each school district)	Staff time to communicate and facilitate use of resources
	ACTION 2: Utilize the business matchmaker system established by the Community Structures tactical team to help link businesses and schools/students in an efficient manner	Start at the beginning of an academy's academic cycle. Complete in time to positively affect enrollment.	Properly communicate to teachers and students how to access and use the matchmaker system	District team	Staff time to communicate and facilitate use of resources
STRATEGY 4: Utilize community support structures to advocate for, monitor and support sustainability of the Academies of Central Arkansas					
	ACTION 1: Utilize community support to provide an assessment tool to monitor the success of the partnerships between the students, the teachers, and the community.	8/10/20 - Ongoing	Key players identified within the community, school district and Ford NGL team to ensure effective advocacy and monitoring of project/work-based learning resources. Monitor and adjust per feedback in order to improve experiences.	District team	Staff time to communicate availability of resources

Strand 1 Tactic: Development of 21st Century Skills & Knowledge

Strand Chairs: Hugh McDonald, Tagel Muqtasid

Tactic Lead: Laura Stanley

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Academies of Central Arkansas students will graduate with 21st Century Skills					
	ACTION 1: Students will enroll in freshman seminar to learn the following 21st Century Skills ensuring they will graduate with the ability to communicate, collaborate, and lead: <ul style="list-style-type: none"> - work collaboratively - understand and respect diverse cultures, religions and lifestyles - build relationships within teams to achieve shared goals - assume responsibility for themselves and their work - demonstrate active listening - communicate effectively - think creatively - understand that failure is the first step in learning - present ideas publicly - evaluate the credibility of information, media and technologies 	Ongoing, beginning with Freshman Academy, through graduation	Students show the ability to work effectively and respectfully in diverse teams, articulating clear thoughts and ideas using a variety of communication skills	Freshman seminar teachers	Staff teaming
	ACTION 2: Students will be trained in the following 21st Century Skills throughout their freshman seminar course and subsequent academy classes as evidenced by the course of study, curriculum maps and pacing guides: <ul style="list-style-type: none"> - critical thinking and reasoning - identifying various points of view in problem solving - establishing short and long-term goals - time management - responding to praise and criticism - reflect on outcomes to redefine new strategies 	Ongoing, beginning with Freshman Academy, through graduation	Students will graduate with the interpersonal skills necessary to adapt to situations, resolve conflict and problem solve	Freshman seminar teachers Academy teachers	Staff teaming
	ACTION 3: Students will be exposed to the following lessons so they will develop personal resilience and awareness needed for success in life after high school: <ul style="list-style-type: none"> - academic requirements to attend post-secondary - life-long learning processes - personal finance - entrepreneurship skills - personal health and fitness - environmental impact of personal choices 	Ongoing, beginning with Freshman Academy, through graduation	Students will graduate with the commitment to be life-long learners aware of their choices and the impact those choices have on society	Freshman seminar teachers Academy teachers	Staff teaming
	ACTION 3: Teachers will participate in business advisory meetings and externships to learn about the 21st Century Skills and competencies students will need to succeed in the workplace	Ongoing, beginning with Freshman Academy, through graduation	Teachers are exposed to the skills needed in the workforce	Freshman seminar teachers Academy teachers	Financial resources to cover teacher externships

	ACTION 4: Teachers will model the 21st Century Skills necessary for college and career readiness through classroom instruction	Ongoing, beginning with Freshman Academy, through graduation	Teachers model the skills needed in the workforce on a daily basis	Freshman seminar teachers Academy teachers	Staff teaming
	ACTION 5: Develop a regional assessment rubric to determine master of the 21st Century Skills	Ongoing, beginning with Freshman Academy, through graduation	Assessment is developed	All stakeholders	Staff teaming
STRATEGY 2: Academies of Central Arkansas students will graduate with a variety of experiences preparing them to be college and career ready					
	ACTION 1: Freshman students will attend the regional career exposure event to explore career choices available within the region and will be educated on the skills needed to acquire jobs in those career fields	Freshman Seminar	Students participate in career exposure event	Freshman seminar teachers	Event coordination
	ACTION 2: Sophomore, Junior and Senior students will explore career and educational opportunities through college visits, field trips, job shadows, and internships as described in other sections of this document	Ongoing, beginning with Freshman Academy, through graduation	Students are exposed to real world environments they will encounter in college, on the job, and in life	All stakeholders	Staff teaming
	ACTION 3: Students will create a digital portfolio and resume to document the learning, work, and performance artifacts that demonstrate competency and acquisition of the 21st Century skills described in this section	Ongoing, beginning with Freshman Academy, through graduation	Students create a tangible record of their experiences and activities, which is continually maintained, reviewed and updated at the beginning and end of each semester, to document their growth and accomplishments	All stakeholders	Can this be included in Naviance (System LRSD currently has)?
	ACTION 4: Students will participate in authentic learning experiences through projects, service learning, and/or capstone projects as described in other sections of this document to connect their education to workplace relevance	Ongoing, beginning with Freshman Academy, through graduation	Students are provided exceptional learning opportunities that allow them to identify real-world challenges and successfully design and implement project solutions to address those challenges	All stakeholders	Staff teaming

Strand 2 Tactic: College and Career Models

Strand Chairs: Donald Wood, Amy Langston, Darnell Bell

Tactic Leads Name: Angie Pennington, Sarah Benning

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Create a wall-to-wall academy structure in every public high school in Pulaski County that prepares and equips students for success in a college, career and life					
	ACTION 1: All high schools will transition from the traditional school structure to the wall-to-wall academy model	August 2020 - 2025	35% of students will be in Career Academies by 2020-2021 70% of students will be in Career Academies by 2022-2023 100% of students will be in Career Academies by 2023-2024	School Boards Operating Board District Level Admin	Staff time Scheduling changes Potential new hires Money for implementation of new career programs and the associated equipment
	ACTION 2: Define the roles and responsibilities within the academies and establish an organizational structure Roles defined could include but not be limited to: - Academy Principal - Academy Coach - Academic Curriculum Teacher - Career Curriculum Teacher - Master Scheduler - Academy Curricular Leader - Business Advisor - Community Advisor - Post Secondary Advisor - Cohort Team - Steering Team - Student Advisor Team - Business Mentor - Community Mentor - Academy Counselor - Academy Admin Personnel - Literacy Specialist - Implementation Task Force	January 2021	Roles and responsibilities established	Tactical Team Plan for Transforming District Roles Operating Board	Staff time Potential new hires
	ACTION 3: Determine Academies for each high school, establishing cohorts of teachers (to include core academic, CTE teachers and counselors) and 250-400 students per academy. Academy themes should be high-skill, high-wage, high-demand from targeted industries.	June 2020	Academies assigned	Operating Board Steering Committee District Admin	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 4: Develop a process for determining pathways	April 2020	Process developed	Operating Board District Level Admin Business & Industry Advisory Committee	Staff time
	ACTION 5: Determine pathways	June 2020	100% of pathways are defined and determined across all academies	Operating Board District Level Admin Business & Industry Advisory Committee Reference WF Alignment Tactical Team	Staff time
	ACTION 6: Establish a process for student selection of Academies and pathways that give considerations for equity, inclusiveness, student choice and non-traditional enrollment	June 2020-2021	Process established 100% of Sophomore students in the 2024 graduating class will be assigned to an Academy by June 2021 and have identified a career interest area referred to as pathways	Operating Board District Level Admin	Staff time
	ACTION 8: Schools will create a Master Schedule to support Career Academies that allows for the following: - Integration of career education with core instruction - Teaming of teachers within planned block scheduling - Teacher professional development - Academy teachers will have common planning time	August 2020 Ongoing	Master schedules created	District Level Admin School schedulers School Counselors Academy Coach	Staff time Potential new hires
	ACTION 9: Organize school facilities and structures in a way that is conducive to academy learning efficiency	Years 2-4 of implementation	School wings will be designated for each academy	District and School Admin	Staff time Facility space and equipment
	ACTION 10: Conduct annual assessments of academy pathways to insure that they continue to be aligned with regional workforce needs	2022	Annual assessment conducted	Workforce Alignment Tactical Team Plan Operating Board Regional Level Admin and Academy Level specific	Staff time
	ACTION 11: Develop feedback and improvement mechanisms for ensuring that academies remain dynamic and includes feedback from students, graduates and teachers.	Ongoing	Conducted annually	School Principals Academy Coaches District Level Consistency	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 2: High school graduates will enroll in post-secondary, enlist in the military or secure employment upon graduation					
	ACTION 1: Create a County-Wide data tracking mechanism to track students after leaving high school All districts should have the same metrics	2024	Data tracking mechanism created	County Level	Staff time Potential software costs
	ACTION 2: Create a student questionnaire upon graduation and ensure students' future plans are documented	2024	90% of students plan to seek college, military or career	Created at County and School Level	Staff time
	ACTION 3: Create a 24-month questionnaire or round table where graduates are asked to come back and provide feedback on the experience Compare the "planned pathway" with the actual pathway taken to improve guidance to future graduates	2026	Questionnaire developed and administered	District and School Admin	Staff time
	ACTION 4: Develop a common language and process with post-secondary for tracking students and evaluating success that ensures sustained cross-collaboration	2024	Process established and Post High School Success defined	County Level	Staff time
STRATEGY 3: Create a collaborative culture among school staff, students and community and business leaders that promotes innovation and continuous improvement. Teaching teams, business leaders and community leaders will work together to ensure student achievement					
	ACTION 1: Utilize Industry Advisory Groups to guide each academy (included in academy roles and org structure) Business Advisory Group positions should be set into limited yearly rotation to ensure fresh perspective and ideas	2021	Advisory Groups meet once per quarter	District Level Admin Academy Coach	Staff time
	ACTION 2: Develop an intentional plan for establishing relationships and encouraging the collaboration between academy staff and business and community leaders Plan should include but not be limited to: - Responsibilities of the collaboration groups - Goals of the relationships	2021	Plan document established	Business Partnership Tactical Team Plan Academy Coach	Staff time
	ACTION 3: Incorporate a process for balancing academy needs with teacher's interests. Teacher interests will be considered in academy selection and teacher cohorting	June 2022	Process established	District and School Admin Teachers	Staff time
	ACTION 4: Ensure a structure is in place to support teachers in pursuit of continuing education, career field training, etc.	September 2020	Structure in place	District and School Admin Teachers Professional Development Tactical team	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 5: Ensure a process is in place for student voice to be heard regarding their wants/needs	June 2021	Process in place	Student Voice and Leadership Tactical Team Plan District and School Admin	Staff time
	ACTION 6: Utilize technology to create a data dashboard that will provide dynamic insight into the progress of a student and enable effective communication between school, community and business.	2021	Technology utilized Dashboard Architecture developed at Regional Level and Customized at academy level	IT staff Communication Directors	Staff time
STRATEGY 4: Each district will have a continuous assessment plan to ensure infrastructure demands are met for each academy					
	ACTION 1: Create a facilities assessment that outlines improvements needed for school buildings to implement and support the spatial, technological, HVAC or other logistical needs of each Academy	Summer 2020	100% of high schools complete facilities assessment	District Admin Facilities Directors -Academy level School Principals-Academy level	Staff time
	ACTION 2: Establish a budget for infrastructure improvements that is equitable across all schools with academies	Summer 2020	100% of schools have proposed budgets for Academies	District Admin Facilities Directors School Principals Business Partners	Staff time

Strand 2 Tactic: Freshman Academy

Strand Chairs: Amy Langston, Donald Wood, Darnell Bell

Tactic Leads Name: Michael Considine

Long-Term Outcomes Addressed:

1. Young people prepared for college, careers, lifelong learning and leadership
2. Community prosperity shared by all
3. Strengthened talent pipeline
4. Educational equity and justice for all
5. Capacity to contribute and go further



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: High schools in Pulaski County will implement Freshman Academy					
	ACTION 1: School leaders will create a master schedule to include common planning time for the Freshman Academy Team and cohorts of students that will be utilized to ensure student success	ongoing with min of 1 semester before go-live	Master schedule with planning period identified	District/School Staff member	Staff Time Potentially additional staff and salaries
	ACTION 2: Each Freshman Academy will offer a Freshman Seminar course which would include teaching the following characteristics: - Organization skills - Time management - Goal setting - Building specific needs - 21st century skills - Digital Citizenship - Career Exposure - College Exposure - Social and Emotional Learning - Implementing college/career readiness lessons	ongoing with min of 1 semester before go-live	100% of students will participate	Regional course selection	\$\$ to purchase curriculum \$\$ for professional development
	ACTION 3: Identify the desired characteristics of a teacher responsible for teaching Freshman Seminar Hire and train teachers to teach Freshman Seminar	ongoing with min of 1 semester before go-live	<u>Teacher job description</u> <u>Teachers hired</u>	HR/Admin Departments	Salary expenses
	ACTION 4: Each Freshman Academy Team will have the following structures: - Common Planning Time - Consistent Curriculum - Expectations - Procedures - Designated Counselor and Administrator - Team Meetings with Parents about issues and concerns	ongoing with min of 1 semester before go-live	Roadmap that defines the Key Actions Steps/Milestones and a committee to ensure Action Steps are met with associated timeline	Operating board	Staff Time
	ACTION 5: Designate a dedicated counselor and administrator for each Freshman Academy Team	ongoing with min of 1 semester before go-live	Staff member will be designated	HR/Admin Departments	Salary expenses

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 6: Provide Training for Freshman Academy Team Members	Ongoing each summer	100% of team members are trained prior to start of Freshman Academy	Principal/District Admin	Trainer expenses
	ACTION 7: Students will utilize a career planning platform with Freshman Seminar Class.	Ongoing	100% of team members are trained on Naviance prior to start of Freshman Academy	CTE and Counselor Directors	\$\$ to purchase additional items not purchased by state.
STRATEGY 2: Students in Freshman Academy will participate in experiential learning opportunities:					
	ACTION 1: Ensure students participate in academy visits within their high school	Each semester	90% of students will participate (goal of 100% with exception being absences)	FA Teachers	Staff Time
	ACTION 2: Organize college visits for freshman academy students (one at Freshman Academy and one at college)	Each semester	90% of students will participate (goal of 100% with exception being absences)	FA Teachers	Staff Time Transportation costs
	ACTION 3: Students will visit local community colleges to experience technical skills training partnerships	4th quarter annually	90% of students will participate (goal of 100% with exception being absences)	FA Teachers	Staff Time Transportation costs
	ACTION 4: Students are offered career exploration through industry speakers, industry tours, Naviance, career fairs	Annually	90% of students will participate (goal of 100% with exception being absences) Minimum of two business partners per school	FA Teachers Business Partners	Staff Time
STRATEGY 3: Establish a transition plan for 8th graders into Freshman Academy					
	ACTION 1: Quality time for in-depth scheduling of 8th graders for high school	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time
	ACTION 2: Small group sessions for 8th graders with 9th grade counselors	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time
	ACTION 3: Focus groups with 8th graders conducted by 9th grade faculty	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time
	ACTION 4: 8th grade parent night at the high school	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 4: Middle School students (7th and 8th grade) receive career exposure through a career exposure/orientation class					
	<p>ACTION 1: Ensure every student rotates through a career exploration class (1 or 2 nine week sessions) with a focus on Career Academy options in addition to other opportunities including military</p> <p>Resources:</p> <ul style="list-style-type: none"> - All middle school students have access to "Learning Blade" - Learning Blade is a game-based opportunity for students to explore games in the STEM fields. - Anthony Owen's Office can provide information regarding Learning Blade - Junior Achievement: www.dallasfed.org/educate/navigate.aspx 	<p>TBD by each district (3-4 years out)</p> <p>Students can sign up now for Learning Blade. This could take place during technology class if no career exploration classes currently exist</p>	<p>Class title and curriculum</p> <p>Guardian acknowledgement of their child's career exploration experiences each year from 7th through 12th grade</p>	TBD by the district	Time for Career Exploration staff from each district/school to meet and share current programs and ideas for the future.
	ACTION 2: Provide guest speakers from within high-demand industries in central Arkansas to present during students' career exploration class	TBD by each district (3-4 years out)	X number of guest speakers	TBD by the district	Class scheduling
STRATEGY 5: Middle School students use Avid-like strategies to prepare for Career Academies and Freshman Seminar					
	<p>ACTION 1: Create a list of key strategies students should know that would include but not be limited to the following skills:</p> <ul style="list-style-type: none"> - Speaking and listening skills - Note taking skills such as Cornell NoteTaking - Working in groups - Problem solving skills/strategies 	TBD by each district	List of strategies TBD by the district	TBD by the district	Staffing
STRATEGY 6: Establish a transition plan for students leaving 9th grade and entering 10th					
	ACTION 1: Quality time for in-depth scheduling of 9th graders for sophomore academy selection	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time
	ACTION 2: 9th grade parent night at the high school	Early 2nd semester	100% of students	Principal/School Admin/Counselor	Staff Time
	<p>ACTION 3: All students participate in a signing ceremony committing to their academy and their intention to graduate on time.</p> <p>For example: Each Academy could have a large banner and at an event students are called by name and sign the banner of their respective Academy</p>	TBD by school	<p>Signing ceremony event</p> <p>100% of students commit to an academy</p>	Academy Coach/Counselor	\$\$ for banner/signing documents.
STRATEGY 7: Freshmen students will be paired with an upperclassman mentor					
	ACTION 1: Freshman students are paired with an upperclassman (Junior/Senior) mentor per the Student Voice and Leadership Tactical Team plan	<p>2022/2023 School Year</p> <p>Ongoing</p>	100% of freshmen have a mentor	Reference the Student Voice & Leadership Tactical Team plan	Staff time

Strand 2 Tactic: Transforming Professional Learning

Strand Chairs: Amy Langston, Donald Wood, Darnell Bell

Tactic Leads Name: Paul Gower

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Provide Professional Development necessary to implement and sustain effective wall-to-wall career academies					
	ACTION 1: Identify professional development needed for career academies to be successful that would include but not be limited to the following: <ul style="list-style-type: none"> - teaching in teams - freshman academy - master scheduling - project-based and work-based learning experiences with Academy business partners - classroom and school culture - academies 101 - counselor training for FA 	Semester before Freshman Academy is implemented	List of needed professional development	Prof Dev. School staff Teachers Counselors	Staff time
	ACTION 2: Create a professional development plan that includes but is not limited to the following: <ul style="list-style-type: none"> - staff roles and responsibilities - scope and sequence of training requirements by role - professional development providers - sustainability for ongoing training - feedback tool to assess the effectiveness of the training - create annual needs assessment for teachers to identify training needed - monitoring system to ensure PD completion - accountability process (focus group) - reward system to recognize, reward, and support PD accomplishments - ongoing review process for future PD needs - scheduling for college credits, course selection sheets, and student tracking - audit of teachers needing various trainings and the budget needed to complete 	Semester before Freshman Academy is implemented	Identified staff member(s) to oversee and manage Academy PD Professional Development Catalog Electronic feedback tool including a survey Implemented recognition tool Needs assessment data	Prof Dev. School staff	Staff time and salary Printing and Development funds Funding for reward systems

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<p>ACTION 3: Provide professional development for the following target audiences:</p> <ul style="list-style-type: none"> - Administration - Freshman Academy Teachers/Counselors/Staff - Future Academy Teachers/Counselors – 10th Grade - Master Scheduling Team - Academy Coaches - Team Leader - Feeder Teachers/Counselors - New Teachers/Counselors - All Instructional Staff - Students - Registrars/Counselors 	Summer before Freshman Academy is implemented	<p>Completed Attendance</p> <p>Complete survey for feedback on impact of implementation and assessment that transformation is taking place</p> <p>Evaluations</p> <p>25% of Regional Staff complete training Year 1</p> <p>50% of Regional Staff complete training Year 2</p> <p>75% of Regional Staff complete training Year 3</p>	<p>Prof Dev. Staff</p> <p>Training providers such as Nashville Hub or others</p>	<p>Funding for PD</p> <p>Stipends</p> <p>Materials</p>
	ACTION 4: Designate a team lead to develop an onboarding process for new hires and substitute teachers and to match new hires with veteran teachers for mentorship on the Ford NGL process	Ongoing	<p>Team lead assigned</p> <p>Veteran teachers recruited as mentors</p>	<p>School Level Rep (Principal, Academy Principal)</p> <p>Academy Coach</p>	Staff time
	<p>ACTION 5: Create ongoing support system for PD graduates</p> <ul style="list-style-type: none"> - Monthly Check In (Via Online) - List Serve 	May 2022	Support Schedule		
	ACTION 6: Develop a digital menu of professional development resources for teachers that will help to prepare teachers for the resources available for students.	5/1/20 - 8/10/20	A digital menu of professional development resources for teachers	Regional team (a rep from each school district)	Staff time to create and populate digitally
	ACTION 7: Ensure teacher professional growth plans align to Career Academies	Ongoing	<p>Review of alignment documents</p> <p>100% of teachers submit</p>	<p>School Level Rep (Principal, Academy Principal)</p> <p>Academy Coach</p>	Staff time
STRATEGY 2: All academy teachers will have an individualized learning plan based on their needs assessment and a common core of academy-related competencies					
	ACTION 1: Provide training on necessary classroom instruction, technology tools relevant to academy themes to be used for communication, collaboration, and coordination	Year 0 - ongoing	<p>Workshops or online training materials</p> <p>90% of teachers receive training by Year 1</p>	<p>District offices</p> <p>Ford NGL leadership</p>	<p>Materials</p> <p>External and internal facilitators</p>
	ACTION 2: Collaborate to create and share lesson plans that use technology and tools relevant to academy theme and that include "high-impact" (e.g., inquiry-based, project-based) practices	Year 0 - ongoing	Repository of shared lesson plans by Year 1	Teachers	Cloud storage (e.g., Google Drive)
	ACTION 3: Provide professional development to all teacher teams on how to create and use interdisciplinary, project-based, work-based, experiential and active-learning curricula	Year 0 - ongoing	<p>Workshops or online training materials</p> <p>90% of teachers receive training by Year 1</p>	<p>District offices</p> <p>Ford NGL leadership</p>	<p>Materials</p> <p>External and internal facilitators</p>

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 4: Use assessment of student learning to inform professional development plans, including work-based learning experiences (utilize Professional Development Tactical Team plan)	Year 2 - ongoing	Annual assessment process linked to professional development needs	District offices Academy coaches	Teacher and administrator time
STRATEGY 3: The four school districts will coordinate professional development around career academies and explore cost savings by having trainings on the same day					
	ACTION 1: Professional Development days will be master scheduled across all four districts to occur on the same day	Freshman academy PD: 2020 Ongoing master scheduling for PD to begin school year 2021/2022	Consistent master scheduling for PD	District Level Schedulers District Level PD Coordinators	Staff time
STRATEGY 4: Provide teacher work-based learning experiences as opportunities for professional development					
	ACTION 1: Develop a continuum of work-based learning experiences for teachers with established business partners that could align with required PD - industry tours - job shadowing - externships - business roundtables	Sept 2022 – Dec 2022	Menu of work-based learning opportunities 25% of Regional Staff complete training Year 1 50% of Regional Staff complete training Year 2 75% of Regional Staff complete training Year 3 Minimum 2 business partners per Academy	Convening Organization Third party entity identified by Community Structures Tactical Team Local Chambers Business Partners	Transportation costs Substitute teacher costs Stipends for externships Business Partners
	ACTION 2: Teachers participate in the established work-based learning experiences	Year 0 - ongoing	One experience per year	Teachers Community partners	Teacher time Facilitation of partnership and experience

Strand 2 Tactic: Student Voice & Leadership

Strand Chairs: Amy Langston

Tactic Leads Name: Kay Kay DeRossette

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Student Ambassador Program					
	ACTION1: Designate school staff member to train, schedule and monitor the ambassador program	spring 2020	One person is designated or hired by April 2020.	District will identify staff personnel to advise student ambassador program	Staff time
	ACTION 2: Determine Student Ambassador roles and responsibilities. For example providing guest tours, etc.	spring 2020	Roles and Responsibilities are defined and published	Academy coaches	Material to use when training the students & calendar of events
	ACTION 3: Develop an application process that is holistic. The application will include: essay, recommendation checklist from a staff member, interview, code of conduct. Applications will open in the spring for freshmen. Enrollment periods will be open once a semester for 10-12 grade students. All students interviewed will be provided feedback by the academy coach if they have not been selected.	summer 2020	Number of students who submit student ambassador applications, 50% of high schools will have an ambassador program in place for the 2021-2022 school year. 100% of high schools will have an ambassador program in place for the 2022-2023 school year as measured by training sign in sheets.	Academy coaches and strategic team members	Sample applications and time
	ACTION 4: Develop selection criteria. District minimum standards for ambassadors will include: minimum GPA, attendance 93% (including tardy to school), on-track for graduation, discipline history and citizenship grades considered, 9-12 grade, representative of all students (diversity among students selected), goal-oriented individuals to provide crucial feedback on flaws/ways to improve, see/look outside the box, includes all students, even those who open enroll into district. Each building may adjust the criteria as they feel it is beneficial to their school.	summer 2020	100% of schools that have initiated an ambassador program will submit the school criteria used for selection as measured by ambassador program guidelines for each school.	District will identify staff member to review ambassador program criteria.	Sample criteria and staff time
	ACTION 5: Establish Student ambassador board (criteria) and officer term	summer 2020	50% of schools will have ambassador board criteria and officer term established before 2021-2022 school year. 100% of schools will have ambassador board criteria and officer term established before 2022-2023 school year.	regional implementation team establishes criteria	Regional implementation teams time
	ACTION 6: Host training for ambassador advisors	fall 2020	100% of advisors attend training by January 2020.	Districts will identify staff member to conduct training	Staff time and training material
	ACTION 7: Develop a selection process	fall 2020	Number of students who meet criteria. Number of highly ranked interviews.	Academy coaches and strategic team members	An interview committee, community members to take part in the interview process, interview format and rating system

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 8: Create Student Ambassador Communication Plan. This can include a testimonial video from existing academy ambassadors from other communities.	fall 2020	Communications created and distributed.	District marketing staff	Staff time and distribution mechanism(s)
	ACTION 9: Establish Student Ambassador training that is fun and engaging. Create opportunities for current ambassadors to share with potential ambassadors.	fall 2020	Knowledge of Freshman Academy, measured by quizzes, role playing, practice tours, etiquette 101, and public speaking.	Academy coaches and strategic team members	Teacher involvement to implement the different programs for the ambassadors. Material to use when training the students (books, lessons, etc.)
	ACTION 10: Launch ambassador program. Submit ambassador names by building.	spring 2021	Attendance, feedback from teachers, counselors and other school leaders.	Academy coaches and strategic team members	Uniforms (blazers, white dress shirt, slacks), food for trainings, training materials
	ACTION 11: Select officers	occurs annually	100% of officers will receive additional leadership training. Officers will demonstrate organizational and communication skills.	Staff member identified by school to oversee program	Training material and staff time
	ACTION 12: Create video series for academies with student ambassadors	spring 2022	1 video per academy per school, videos viewed by students and community.	TV studio & marketing students	Academy coaches, communications directors
	ACTION 13: Evaluate existing ambassadors to ensure they maintain criteria	occurs each semester	100% of ambassadors will meet criteria	Staff member identified by school to oversee program	School verify (grades, tardy, etc.) and staff time
	ACTION 14: Recognize seniors by providing student ambassador a cord to wear at graduation and designation on diploma. Media recognition or press release.	occurs annually	Student ambassadors feel valued and appreciated, underclassmen are aware of ambassador program, underclassmen are more interested in becoming an ambassador, and students that participate in program report that it was a positive experience.	Academy coaches, district, and community members	Staff time and funding to purchase cords
STRATEGY 2: Student Mentor Program					
	ACTION 1: Designate school staff member to train, schedule and monitor the student mentor program	When first cohort of students become sophomores	One person is designated or hired by May of 2020.	District will identify staff personnel to advise student mentor program	Staff time
	ACTION 2: Host training for staff advisors	When first cohort of students become sophomores	100% of advisors attend training by June 2020	Districts will identify staff member to conduct training	Staff time and training material
	ACTION 3: Create mentor criteria (minimum GPA)	Second year of implementation	100% of schools will have mentor criteria.	Staff member identified by school to oversee program	Staff time
	ACTION 4: Create mentor expectation and requirements (number of meetings, etc.)	Second year of implementation	100% of schools will have created mentor expectations.	Staff member identified by school to oversee program	Staff time to verify performance of mentors
	ACTION 5: Establish Student mentor board (criteria) and officer term	Second year of implementation	100% of schools will have mentor board criteria and officer term established.	regional implementation team establishes criteria	Regional implementation teams time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 6: Create application and selection process for student mentors	Second semester of second year of implementation	50% of juniors and seniors will participate in student mentor program by year three of implementation.	District will identify staff member to oversee mentor selection process.	Staff time and application
	ACTION 7: Identify senior and junior student mentors from within each of the academies	Third year of implementation	By year three of implementation 100% of freshmen will have mentors.	Districts will identify staff member(s) to oversee mentor selection process	Application or set requirements
	ACTION 8: Select board officers	occurs annually	100% of officers will receive additional leadership training. Officers will demonstrate organizational and communication skills.	Staff member identified by school to oversee program	Training material and staff time
	ACTION 9: Train student mentors	Third year of implementation	Training program created, adopted and implemented.	Districts will identify staff member(s) to oversee mentor training process	Material to use when training the students, location for training, and time for training.
	ACTION 10: Create interest/ enrollment form for student mentees in conjunction with 8th grade transition plan	Freshmen enrollment/ 8th grade transition process year three of implementation	100% of freshmen will complete mentee enrollment forms by year three of implementation.	District will identify staff member(s) to oversee mentee enrollment process	Staff time and enrollment form
	ACTION 11: Establish time for mentoring sessions	Occurs annually	100% of schools will set time for mentors to engage with freshmen	School staff member	Staff time and part of school day (weekly/monthly)
	ACTION 12: Recruit new mentors to replace graduates and others lost to attrition	Occurs annually	50% of juniors and seniors will participate in student mentor program by year three of implementation.	School staff member	Application or set requirements
	ACTION 13: Update and improve training materials as needed	Occurs annually	Revised materials	Districts will identify	Responsible party for updating materials
	ACTION 14: Train new mentors	Occurs annually	Training program adopted and implemented	Staff member(s) identified by school to oversee program	Materials to use when training students, location for training, time for training

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 3: Student Leadership Opportunities					
	<p>ACTION 1: Establish opportunities for leadership development in all levels, Freshman to Senior.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> - Community service within and outside the school - Capstone Projects - Internships - Athletic captains - Student Council - National Honor Society - Science Fair - Academy Advisory Board Meetings - Student Ambassadors - Student Mentors - Superintendent's Council - Principal's Council - Career and Technical organizations 	Freshman Seminar to Graduation	Measured by number of students who participate in listed activities.	Staff member identified by school to create and maintain list of opportunities	Staff time
	ACTION 2: Communicate leadership opportunities to students	Year one of implementation	Location and number of outreaches to students (social, flyers, email, all call).	Staff member identified by school to communicate leadership opportunities to students	Staff time and marketing materials
	ACTION 3: Track participation in student leadership opportunities	Occurs annually	<p>Establish mechanism for tracking.</p> <p>100% of academy team meeting agendas will include a standing agenda item to discuss student leadership.</p>	staff member identified by school to track participation	Staff time
	ACTION 4: Create student leadership curriculum for all districts to use.	Year one of implementation	Regional student leadership curriculum will be available by April 2021.	regional implementation team establishes curriculum	Staff time and curriculum
	ACTION 5: Conduct student leadership training in large group to create synergy across campuses and districts.	Occurs annually	100% of schools will be represented at student leadership training by fall 2021.	regional implementation team schedules training	Staff time, training location
	ACTION 6: Solicit and pair business leaders with small groups of organization/club student officers for mentoring. Host informal gathering for students to probe business leaders about leadership issues/challenges/helpful hints.	Occurs three times a year	100% of schools will be represented at business mentor meetings during the 2021-2022 school year.	regional implementation team identifies business and school administrators to oversee program	Staff time, meeting location, meeting content, etc.

Strand 2 Tactic: Regional, District, School Roles

Strand Chairs: Amy Langston, Donald Wood, Darnell Bell

Tactic Lead: Jonathan Optiz

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Region/School/District staffing structure established to support the needs of the Academies of Central Arkansas					
	ACTION 1: Establish staffing and roles at the regional level Roles should include but not be limited to the following: <ul style="list-style-type: none"> - Executive Director of Academies - supervise and coordinate the four districts - Steering Committee - as defined by Ford NGL - Academic Advisory Committee - committee of 13 to focus on curriculum - Innovation Infrastructure Director - focus on equipment, tools, technology and software to benefit students - Communications Director - supervise and coordinate marketing messages across all four districts - Access Equity Director - focus on access for ALL students including special needs and low income - Literacy Director - focus on students reading at grade level 	Now/On going	List of positions and job duties Establish a Regional Operating Board for the purpose of communication, collaboration and coordination at the regional level around vision, direction and resources	Superintendents School Boards	Support organization Salary/benefits
	ACTION 2: Establish staffing and roles at district level Roles should include but not be limited to the following: <ul style="list-style-type: none"> - Superintendent - Coordinator of Academies - focus on the level of education being similar at all participating schools in the district - Academic Excellence Committee - committee of 13, including 7 business leaders attached to that District's schools - Business Relationship Coordinator - build relationships with the business community to engage with schools - Innovation Infrastructure Coordinator - focus on equipment, tools, technology, and software to benefit students - Communications Coordinator - supervise and coordinate marketing messages at the district level - Access Equity Coordinator - focus on access for ALL students including special needs and low income - Literacy Coordinator - focus on students reading at grade level 	Now/On going	List of positions and job duties Establish a District Implementation Team for the purpose of communication, collaboration and coordination at the district level around vision, direction and resources	District Superintendent District school board	

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<p>ACTION ITEM 3: Establish staffing and roles at School Level</p> <p>Roles should include but not be limited to the following:</p> <ul style="list-style-type: none"> - Principal - leach each school - Academy Director - lead each academy - Business Liaison - lead communication with business representatives for each school - Access Equity Chair - focus on equity for all students - Communications Leader - coordinate marketing messages at the school level - Innovation Infrastructure Support - install and maintain equipment, tools, technology, and software - Academy Coaches - connect the schools with the district and the community - Teach Team Leaders - focus on building strong relationships between academy teachers and students - Specialty Counselor - focus on non-academic issues with students - General Counselor - focus on student academics and assisting students select education pathways - Literacy Coach - focus on students reading at grade level 	Now/On going	<p>List of positions and job duties</p> <p>Establish School Leadership Teams for the purpose of communication, collaboration and coordination at the school level around vision, direction and resources</p>	Each principal and their school staff	
STRATEGY 2: Create a staffing evaluation process to reduce redundancy and create efficiency					
	<p>ACTION 1: Establish a task force to delineate between position types</p> <p>Position types could include but not be limited to the following:</p> <ul style="list-style-type: none"> - Full-time - Part-time - Stipend - Consultant - Supervisory 	Now/On going	<p>Task force created</p> <p>Position types established</p>	District-level	
	ACTION 2: Review budgets to determine timeline for establishing positions	Now/On going	Staffing timeline created	District-level task force	

Strand 2 Tactic: Transformed Regional and District Policies & Practices (includes Equity focus)

Strand Chairs: Dr. Darnell Bell

Tactic Leads Name: Dr. Yolaundra Williams

Long-Term Outcomes Addressed:



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Evaluate how the Policies & Procedures of each district involved in the region are helping or hindering the advancement of the goals established by the partnership with a lens of equity and justice for all					
	ACTION 1: Acquire a copy of the Policies & Procedures for each school	Early Spring 2020	A copy of policies and procedures of each district/school	District Admin	Staff time
	<p>ACTION 2: Analyze the content pertinent to establishing Ford NGL Career Academies and determine similarities and differences between each of the districts'/schools' policies and procedures relevant to the following areas:</p> <ul style="list-style-type: none"> - Pathways Offered - Attendance - Transportation - Course Numbering - Scheduling Structure - Policies that disproportionately impact minority students - Policies that disproportionately impact disadvantaged students - Discipline policies - Dress code - Community engagement - CTE funding - After school programs - Special education - Professional Development - Dual Enrollment CTE & Academic - Concurrent Credit CTE & Academic - Student Business Engagement - Data Gathering - Fundraising 	Late Spring 2020	A summary document of similarities and differences between each of the districts'/schools' policies and procedures	Operating Board	Staff time
	ACTION 3: Develop an interview questionnaire(s) to be completed when interviewing key stakeholders in the district and school pertaining to the policies and procedures	Summer 2020	Interview questionnaire and protocol that is to be used consistently with each district/school with items that pertain to the specific type of stakeholder i.e. teacher, parent, administrator etc.	Operating Board	<p>Staff time</p> <p>Survey platform</p>

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<p>ACTION 4: Key stakeholders complete questionnaire(s) using the developed protocol. Stakeholders should include but not be limited to:</p> <ul style="list-style-type: none"> - District Leadership - Teachers - Support Staff - Students - Parents - Community Members - Business/Industry Members 	Early Fall 2020	<p>Completed questionnaires/protocols from the stakeholders</p> <p>100% of District Leadership completes</p> <p>50% of remaining stakeholders complete</p>	District Admin	Staff time
	ACTION 5: Analyze the results of those interviews and write a summary	Late Fall 2020	A written summary of the interview questionnaires paying close attention to include all the areas identified in ACTION 2.	Operating Board	Staff time
	<p>ACTION 6: Convene a meeting of stakeholders to discuss the findings of the evaluation of the policies and procedures for feedback and additional buy-in</p> <ul style="list-style-type: none"> - What they have in common that is helpful and harmful to the process as well as helpful and harmful to providing equity and justice for all students - What they do not have in common that is helpful and harmful to the process as well as helpful and harmful to providing equity and justice for all students - Recommendations that could help address the policies & procedures that are having a harmful impact - Facilitate a discussion around things they would recommend to address those policies & procedures that are having a harmful impact 	Early Spring 2021	Meeting is held and feedback received	Operating Board	Staff time
STRATEGY 2: Establish a Standardized Regional Policies and Procedures Document					
	<p>ACTION 1: Establish a process by which all districts/schools involved approve regional policies and procedures.</p> <p>That process should include at minimum:</p> <ul style="list-style-type: none"> - Requirements to change the regional policies and procedures - Timelines as to when modifications to regional policies and procedures can be made and implemented - A mechanism to ensure distribution of changes in regional policies and procedures to all stakeholders involved 	Late Spring 2021	<p>Regional Policies & Procedures Manual</p> <p>A written process that outlines the way the manual is modified</p>	<p>Operating Board</p> <p>Steering Committee</p>	Staff time
STRATEGY 3: Streamline the process for schools to communicate and gain input and information from business and industry to ensure continual innovation in student learning					
	ACTION 1: Determine which programs offered by the schools have requirements around business advisory boards (Perkins, WIOA)	Spring 2020	A list of schools and programs at each that require this	School/District Staff that require advisory boards	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 2: Determine which community programs (WIOA, Workforce Investment Boards, Community Colleges, 4-year Colleges) have programs that require business and industry advisory boards	Spring 2020	A list of community programs that require this	Community Programs staff that require advisory boards	Staff time
	ACTION 3: Have the school staff support of each existing advisory board meet together and review the requirements of their respective boards	Late Spring 2020	Meeting of informed stakeholders Summary document of the requirements of the groups	School/District Staff that require advisory boards	Staff time
	ACTION 4: Determine which requirements could be met by having joint meetings with business and industry to minimize the number of asks that they are receiving to improve relationships and quality of information obtained	Late Spring 2020	A document outlining which can be accomplished through a group meeting versus those that necessitate individual meetings by program	School/District Staff that require advisory boards	Staff time
	ACTION 5: Plan the governance structure of employer partners and agree upon consistent policies and practices that will focus on innovation in the relationships between these councils and stakeholders as well as the programs that are offered. (Industry Councils, Advisory Boards, etc.) Plan should include but not be limited to: - Stipulations for % business and industry makeup - Guidelines for required business leaders who are decision makers and innovation leaders - How to engage business and industry	Early Summer 2020	A document outlining the method in which the governance structure of the employer partners as Advisory Boards or Industry Councils will operate	School/District Staff that require advisory boards	Staff time
	ACTION 6: Host an Academies of Central Arkansas Annual Retreat to gain business and industry buy-in for Actions 1-5	2022 - Ongoing	Annual retreat	Convening Organization	Staff time Event costs
STRATEGY 4: Establish a process for recommending, determining, and evaluating career academies					
	ACTION 1: Create a written policy and procedure to determine academies and career pathways offered in the region and each district and school involved. This includes strategies for gathering input from the following stakeholders/areas: - workforce data - colleges/universities - parents - students	Spring 2020	Policies and procedures are developed	Steering Committee Industry Advisory Councils Academy Advisory Committees Executive Principals Academy Coaches School Leadership Team	Staff time
	ACTION 2: Gain business input at Academies of Central Arkansas Annual Retreat to review academies and analyze workforce data alignment as needed for sustainability	2022 - Ongoing	Business input and workforce data gathered	Workforce Alignment Tactical Team Plan	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 3: Define process for opening new academies at an existing academy school and phase out process when decision is made to close academies	Spring 2020	Process developed for closing academies and transitioning to new	Workforce Alignment Tactical Team Plan	Staff time
STRATEGY 5: Establish a master schedule that supports career academies.					
	ACTION 1: Create a scheduling team to build the master schedule Team would minimally consists of the following: - an administrator - counselor - lead teacher - academy coach - other identified key personnel	January 2020 Ongoing	100% of Academy schools have a scheduling team	Executive Principal Academy Principals Academy Counselor Academy Coach Academy Leads SBDM Teams Feedback	Staff time
	ACTION 2: Provide professional development for the scheduling team related to cohort scheduling so they are well-versed in cohort scheduling best practices	January 2020 Ongoing	100% of academy scheduling teams participate in professional development	District Admin Convening Organization	Cost of professional development Teacher stipends
	ACTION 3: Create master schedule that maximizes teacher purity within academies	February 2020	100% of Academies have a master schedule coordinator 100% of Academies have a Master Schedule with 85% purity	District Admin School Admin	Staff time
	ACTION 4: Retained 9th graders are scheduled into career academy, not freshman academy	January 2021	100% of retained 9th graders are scheduled into career academies	District Admin School Admin	Staff time
	ACTION 5: Establish block scheduling as a best practice	2021/2022 School Year	100% of Academy schools use block scheduling	District Admin School Admin	Staff time Potential new hires
	ACTION 6: Schedule allowing for both Academy team planning and content team planning blocks	2021/2022 School Year	Teachers have common planning time with Academy team PLC (priority) and content PLC team 70% purity of scheduling in Year 1 of implementation 80% by Year 2 90% by Year 3	District Admin School Admin School Schedulers	Staff time
	ACTION 7: Schedule prioritizes Academy purity in core and CTE classes	2021/2022 School Year	Academy classes are scheduled with purity 80% purity of scheduling in Year 1 of implementation 85% by 2	School Schedulers	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 8: Schedule allows for work-based learning opportunities for students (consideration give to travel time)	2021/2022 School Year	Students are able to attend work-based learning opportunities	School Schedulers	Staff time
	ACTION 9: Establish a Master Calendar for the Academies of Central Arkansas for collaborative professional development and other activities	December 2020 - January 2021	Master Calendar is established	All Districts Admin	Staff time
STRATEGY 6: Establish a staffing structure to support the needs of career academies					
	ACTION 1: Create a district staffing model that would include the following roles: <ul style="list-style-type: none"> - Head Principal - Academy Coach - Administrator for each academy (2 for 9th grade if #'s support) - Dedicated school counselor for each academy (2 for 9th grade if #'s support) - Lead teacher(s) in each academy. - ESL and Special Ed teachers assigned to support each academy - Team of core and CTE teachers for each academy. - Freshman academy teams (at minimum English, math, science, and Freshman seminar) 	Within one year of implementation	100% of all academy schools will be staffed according to the career academy model developed by the Academies of Central Arkansas	District Roles Tactical Team Plan Superintendent Executive Principal Strategic Partnership Manager	Salary expenses
	ACTION 2: Evaluate necessary certifications for CTE and core teachers that would support academy pathways	Spring 2020	List of industry and core certifications needed	School Principals Industry Partners	Staff time Certification costs
STRATEGY 7: Evaluate facility space and transportation options for Academy implementation					
	ACTION 1: Conduct a facility audit to assess space and equipment assets that exist or are needed to implement the designated Academy	Spring 2020	100% of buildings will have a facility/asset audit	District Facilities Directors Academy Principals CTE Teachers	Staff time
	ACTION 2: Develop a process for students to report to work-based learning locations	Spring 2022	Policy developed for students reporting to work based learning locations	District Admin School Admin	Staff time Cost for transportation

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 8: Establish Academy Advisory Boards consistently for every Academy					
	ACTION 1: Establish a consistent regional plan for each school's Academy Advisory Boards to include the following: <ul style="list-style-type: none"> - membership expectations - roles - responsibilities - by-laws - training - meeting schedule 	Summer 2020	100% of Academies have Academy Advisory Boards	Operating Board Academy Coaches Existing CTE Advisory Boards	Staff time
	ACTION 2: Create digital collaborative space for each Academy Advisory Board	Fall 2020	100% of all Academy Advisory Boards have working digital folders available for members that include all important documents related to business advisory boards	IT Staff	Staff time
	ACTION 3: Academy Advisory Boards will meet according to the established planned schedule	Summer 2020	Each Academy Advisory Board annually sets meetings and communicates dates to members	Operating Board Academy Coaches Existing CTE Advisory Boards	Staff time
	ACTION 4: Academy Advisory Boards will follow fundraising guidelines for academies	Summer 2020 - ongoing	Fundraising guidelines enforced	District Admin School Admin	Staff time
STRATEGY 9: Business partners participate in Academy Advisory Boards, Business Advisory Boards, Industry Councils and the Steering Committee					
	ACTION 1: Understand the governance structures of Academy Advisory Boards, Business Advisory Boards, Industry Councils and the Steering Committee in order to direct business partners to the appropriate opportunity	Spring 2020 - ongoing	Review of governance structures	District Admin School Admin	Staff time

Strand 3 Tactic: Post-Secondary Partnerships

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Lead: Mitch Walton

Long-Term Outcomes Addressed:

1. Students have various opportunities to earn post-secondary credit through their academics, including concurrent enrollment, dual enrollment and articulated credit.

Definitions:

1. Concurrent credit: High school and college credit earned simultaneously through instruction by high school teachers
2. Dual credit-High school and college credit earned simultaneously through instruction provided by post-secondary faculty
3. Articulated credit-provided when an individual college retroactively assigns credit for high school coursework upon matriculation



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Assess current articulation agreements with post-secondary institutions and develop new articulated credit programs for students that include concurrent credit, and possibly dual enrollment opportunities, within each academy					
	ACTION 1: Ensure that students' personalized learning is linked to relevant pathways in postsecondary institutions. Collaboration of secondary, postsecondary and business partners to develop sequenced pathways (by grade level) to postsecondary degrees and/or certifications	Semester prior to year-one of implementation	Career pathway plans showing concurrent alignment	District/High School Reps	Staff time
	ACTION 2: Investigate the option of providing an Associate's degree within the Academies	Ongoing	Potential for an Associate's degree	District/High School Reps Post-Secondary Reps	Staff time
STRATEGY 2: Identify potential barriers to students for concurrent credit or certification enrollment.					
	ACTION 1: Review existing secondary data (https://myschoolinfo.arkansas.gov/) and compare it to post-secondary remediation data to identify potential academic barriers	Spring 2020	Data review	District/High School staffer Post-Secondary Reps	Staff time
	ACTION 2: Review Free and Reduced Lunch data (https://myschoolinfo.arkansas.gov/) to identify financial, transportation, etc. barriers	Spring 2020	Data review	District/High School Reps	Staff time
	ACTION 3 : Identify first generation college-goers and provide additional resources to assist this group		Data review	District/High School Reps	Staff time
	ACTION 4: Conduct exit-interviews/surveys of seniors upon graduation to inform the strategy.		Survey results	High School Rep	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 3: Formalize and standardize policies and procedures for concurrent credit across post-secondary institutions and high school academies					
	<p>ACTION 1: Create Concurrent Credit Team (UALR, UAPTC, Each District's Concurrent Coordinator, Career Centers) to create a standardized concurrent credit model regardless of district or partner college to include the following considerations:</p> <ul style="list-style-type: none"> - How many hours students should get - How many students should get credit - Standardized concurrent offerings - Consistent entrance requirements for concurrent - Consistent cost per credit hour across post secondary offerings - Explore options to provide students a single transcript for concurrent credit courses offered by different concurrent credit providers - Embed certifications within appropriate academies - Investigate possibilities for awarding "badges" of achievement and proficiency - Online options for concurrent (virtual Arkansas model) 	<p>Spring 2020 - Team created and meetings moving forward identified</p> <p>Stretch goal - Spring 2021 draft model created</p>	Model for standardization	<p>District Level Reps</p> <p>School Level Reps</p> <p>Post-Secondary Reps</p> <p>Master Planning Tactical Team</p>	Staff time
	ACTION 2: Address the tuition differential between tuition and discounted concurrent enrollment tuition rate counted against scholarship funds at post-secondary institutions	Spring 2021	Model for standardization	<p>District Level Reps</p> <p>Post-Secondary Reps</p>	Staff time
STRATEGY 4: Provide appropriate training and in-service for academy teachers and leaders to promote/market and advance concurrent opportunities for students					
	ACTION 1: Assess teacher credentials to determine how many are currently prepared to teach post-secondary level courses	<p>Spring 2020 - complete assessment</p> <p>Fall 2020 - make recommendation for how many more concurrent teachers are needed</p>	List of teachers approved to teach concurrent	<p>District HR Team(s)</p> <p>Post-Secondary</p>	Staff time
	<p>ACTION 2: Prepare teachers to teach post-secondary level courses</p> <p>Make graduate-level courses available to teachers who are interested in becoming eligible to teach a concurrent enrollment course (Faculty teaching concurrent courses must have a master's degree that includes a minimum of 18 graduate college credit hours in discipline specific subject matter.)</p>	Spring 2020 - begin conversations around concurrent approved teachers	More teachers approved to teach concurrent classes	District Admin & HR Team(s)	<p>Staff time</p> <p>Increased salary allocations</p>

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<p>ACTION 3: Provide professional development for those teaching post-secondary concurrent credit <i>(in connection with the Transforming Professional Development tactical team plan)</i></p> <ul style="list-style-type: none"> - Create process and structure for teacher summer experiences in post-secondary - Create learning path for teaching successfully in the academy model - Collaborate with colleagues of education to align teacher preparation with academy success - Identify key post-secondary teacher preparation feeder institutions 	Ongoing	<p>Professional Development plan for concurrent teachers</p> <p>100% of concurrent teachers receive professional development</p>	<p>Post-secondary</p> <p>District Admin</p>	<p>Funding for courses</p> <p>Stipends for teachers</p> <p>Universities providing discounts the first five years of the pilot</p> <p>Funding for materials, textbooks, tests, etc.</p>
	ACTION 4: Educate and inform the Academy Team(s) on concurrent enrollment to help recruit and enroll students to these courses	Fall 2020	<p>100% of Academy Team is educated on concurrent offerings</p> <p>Marketing materials to promote concurrent classes</p> <p>More students enrolling in concurrent classes</p>	<p>District/School Admin</p> <p>Post Secondary concurrent enrollment coordinator</p> <p>Concurrent credit team</p>	<p>Staff time</p> <p>Money for marketing materials</p>
STRATEGY 5: Secure sufficient financial resources to remediate barriers that impede equitable access to post-secondary opportunities					
	<p>ACTION 1: Develop cost analysis to identify funding gaps among the academies and the post-secondary institutions. Cost analysis should include consideration of the following items:</p> <ul style="list-style-type: none"> - Student tuition, fees and other costs required by post-secondary institutions - In-service training and advance degree support for academy teachers and leaders - Student transportation to and from required post-secondary learning activities and events 	April 2020	Budgets for the implementation of the initial Ford NGL concurrent credit courses	<p>District level financial personnel</p> <p>Post-secondary financial personnel</p>	Staff time
	ACTION 2: Identify and allocate available financial resources at the district level	Fall 2020	Funding strategy	District level financial personnel	Staff time
	ACTION 3: Identify and apply for external financial support including local businesses, state and federal governments and foundations	<p>School year 2020/2021</p> <p>Ongoing process</p>	Tuition, fees, books and class materials will be covered for 100% of students enrolled in concurrent courses within the Academies	<p>Business Partners</p> <p>Development/ grant personnel</p> <p>Foundations</p>	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 6: Ensure schools engage with higher education (2-year, 4-year, technical certification, professional licensure), workforce partners and military so that students can visualize themselves in those settings and have relationships with individuals in workforce, military, and higher education					
	ACTION 1: Develop sequenced post-secondary experiences at each grade level	Year 0 - ongoing	Sequence of experiences is developed	Academy coaches Post-secondary providers High School counselors	Staff time Transportation
	ACTION 2: Incorporate academy alumni and other students/faculty as post-secondary mentors in academies	Year 0 - ongoing	Post-secondary contact person established for each academy 100% of students have access to a post-secondary mentor	Post-secondary Contact Academy coaches Teachers Principals	Staff time
	ACTION 3: Host academy students on higher education campuses for relevant activities and classroom/lab visits	Year 1 - ongoing	100% students visit a post-secondary campus for at least one such opportunity each year	Post-secondary Contact Academy coaches Teachers Principals	Staff time Transportation
	ACTION 4: Create awareness and promote stakeholder understanding of immediate and lifelong post-secondary pathways and opportunities with academies	Year 1 - ongoing	Marketing plan and materials 100% students are made aware of postsecondary alignment through classroom instruction and/or individual advising with high school counselors	Academy coaches Post-secondary providers High School counselors Teachers	Teacher and staff time
	ACTION 5: Prepare students to succeed in aligned post-secondary learning experiences (apprenticeships, concurrent, prior learning assessment, 2+2's, etc.) to ensure a smooth transition into workforce, military, or higher ed upon high school graduation	Year 1 - ongoing	55% students meet post-secondary admissions standards for concurrent coursework 90% high school graduates have first destinations in higher ed, workforce, or military by Year 5	Teachers Principals High school counselors	Teacher and staff time
	ACTION 6: Create an Ambassador Program in which post-secondary student ambassadors visit high school classrooms for guest teaching, tutoring, college readiness counseling, and/or mentoring	Year 1 - ongoing	Post-secondary contact person established for each academy Ambassador Program established within colleges (rules, expectations, recruitment, etc.) 100% of academies participate in Ambassador Program	Academy coaches Post-secondary providers High School counselors Teachers	Teacher and staff time

Strand 3 Tactic: Alignment of Workforce Data

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Team Lead: Cristen Sullivan

Long-Term Outcomes Addressed:

1. Facility readiness and implementation
2. Academy viability
3. Relevant market-driven academies and pathways

Short-Term Outcomes Addressed:

1. Facility readiness and implementation
2. Academy viability
3. Relevant market-driven academies and pathways



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: (START) Organize Academies of Central Arkansas Partnership to provide district-wide, industry-based strategic focus and monitor the success of the program offerings within the Academies					
	<p>ACTION 1: Create the Academies of Central Arkansas Partnership to evaluate Academy viability</p> <p>The Partnership should include the following:</p> <ul style="list-style-type: none"> - school board member from each district - principal from each district - one (1) secondary education representative - representative from the Little Rock Regional Chamber 	Immediately	<p>1. 100% of students in grades 10-12 will be involved in a college and career pathway that is aligned with their abilities and interests.</p> <p>2. 90% of students in grades 10-12 in a college and career academy will take at least 3 of 4 courses in their pathway to be considered a concentrator.</p> <p>3. 70% of students in grades 10-12 in a college and career academy will take all courses in their pathway (4-6) to be considered a completer.</p> <p>4. 70% of students who are considered a completer will earn an industry credential in their pathway, if applicable.</p> <p>5. 70% of students will take at least one College Credit Plus or CTAG course within their pathway courses.</p>	Operating Board	Limited. The regional chambers and ADWS have access to EMSI.
	ACTION 2: Create and submit a recommendation report annually to the Steering Committee to guide the viability decision-making process of each Academy	March Annually	Academy Viability of Pathways Report submitted	Academies of Central Arkansas Partnership	
	ACTION 3: Communicate the industries that represent high-skill, high-wage, high-demand workforce skills, needs, trends and qualifications	March Annually	Executive Summary Analysis of labor needs created and presented to the Steering Committee for the initial creation of academies within Pulaski County schools.	Academies of Central Arkansas Partnership	Limited. The regional chambers and ADWS have access to EMSI.
	ACTION 4: Work with curriculum creators within the Academies to recommend and assist in the development of county-wide programs and certifications based on current and future labor market analysis for Central Arkansas.		<p>Collaboration on curriculum design</p> <p>The Council will ensure data and viability reporting as identified by the Shared Accountability tactical team is provided to the Operating Board and Steering Committee for record keeping purposes.</p>	Academies of Central Arkansas Partnership	Limited. The regional chambers and ADWS have access to EMSI.

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 2: (SUSTAIN) The Academies of Central Arkansas Partnership will monitor the success of the program offerings within the Academies and determine continued viability of each Academy					
	<p>ACTION 1: Industry Councils (as identified in the Governance and Community Structures Plan) will each create an Academy Viability of Pathways report presenting the supporting data for each of five (5) continuation criteria:</p> <ol style="list-style-type: none"> 1. Does the academy represent an industry with consistent market presence? Is the industry demonstrating dramatic growth or decline? What is the industry forecast for the next 3 years, 5 years, and 10 years including job growth and wages growth? 2. Does the academy operate within financial limitations? Are there fundraising opportunities or grants to aid in sustaining the program? 3. Are the facilities adequate and properly maintained meeting industry standards? 4. Does the student interest continue to meet the industry demand and financial burden? 5. Does the Academy maintain adequate staff including all industry training, standard certifications, and licensure? Are Professional Development guidelines met by academy teachers and administrators? 	Immediately	Academy Viability of Pathways Report submitted	Industry Council Chairperson	Limited. The regional chambers and ADWS have access to EMSI.
	ACTION 2: The Partnership will determine academy viability upon review of the Industry Councils' Viability reports.	Annually Jan 15-Feb 28	Industry Council	Industry Council Chairperson	None. Academy Viability of Pathways Report
	ACTION 3: In the event that a pathway is determined to be no longer viable, the Partnership will determine if the pathway may be altered/revised or must be dissolved. The Partnership will then create, in conjunction with the applicable Industry Council, a cessation or revision plan for any pathway deemed not viable for the future school year. The plan must provide currently enrolled 10th-12th grade students within this career pathway a means to complete the pathway and/or assistance in transition to the student's alternate choice. Every effort must be made to limit academic interference for currently enrolled 10th-12th grade students who are enrolled in a non-viable pathway.	Annually Jan 15-Feb 28	<p>1. The Partnership determines the outcome of non-viable pathways.</p> <p>2. The Partnership and Industry Councils create a step by step revision or cessation checklist for each school to execute.</p> <p>3. The Partnership will review completion and timeliness of the checklists.</p>	Industry Council Chairperson	None. Academy Viability of Pathways Report

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 3: (STOP) The Academies of Central Arkansas Partnership will monitor the school readiness to offer academies and determine the viability of each academy offered at a newly ready school.					
	ACTION 1: The Partnership will review each school's Academy Readiness Assessment. The Partnership will advise potential schools on necessary improvements needed for approval status if not currently meeting approval criteria.	Annually Jan 15-Feb 28	1. Pulaski County will have a consistent approval and preparation process for academy creation with limited waste of time and resources. 2. Unnecessary redundancy of academies will be limited as the Partnership will consider student interest in the application process.	Academies of Central Arkansas Partnership	None. Academy Readiness Assessment & Academy Implementation Checklist
	ACTION 2: The Industry Council will create an Academy Implementation Checklist for each Academy and pathway therein.	Immediately and on going as new academies or pathways are added.	1. Academies and pathways will have a consistent execution and preparation process with limited waste of time and resources. 2. Districts will realize cost saving metrics as academies will have universal material and curriculum needs. 3. Community business leaders will be more efficient and capable of supporting an academy or pathway versus a particular school thus maximizing contributions financially and in kind.	Industry Council Chairperson	None. Academy Readiness Assessment & Academy Implementation Checklist
	ACTION 3: The Partnership will review approved schools specific level of readiness. The applicable Industry Council will monitor the implementation and execution of the Academy Implementation Checklist in partnership with the individual school's principal and academy faculty.	Monthly for 12 months prior to the beginning of the school year	Action plans with definitive execution dates will guide schools with the implementation support and lend consistency in the academies across Pulaski County schools.	Academies of Central Arkansas Partnership	None. Academy Readiness Assessment & Academy Implementation Checklist

Strand 3 Tactic: Business Partnerships

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Leads : Bill Rector and Susanna Creed

Long-Term Outcomes Addressed:

1. Increase student, school, and business interactions in a way that gets both students and businesses excited and motivated to learn more.
2. Strengthened talent pipeline.



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Create effective communication strategies for partner recruitment and engagement					
	ACTION 1: Work with communications and marketing to get appropriate messaging for business partners in each phase of the plan - ensure communication strategies and staff training are in place before actively recruiting/inviting businesses	Spring 2020 - full implementation	Create a full content, consistent Digital Media Plan for the overall Ford NGL movement and each district, school, and academies. This includes each Academy having a landing page on the school's website.	District Communication Director Chamber of Commerce and marketing firm Marketing & Communication Team	Costs for marketing materials Staff time
	ACTION 2: Ensure all staff, teachers, volunteers, master plan volunteers, etc. are familiar with/trained on messaging regarding the Ford NGL movement	Spring 2020 - full implementation	Develop and deliver a marketing "messaging matrix" to key partners	District Communication Director Chamber of Commerce and marketing firm Marketing & Communication Team	Costs for marketing materials Staff time
	ACTION 3: Train school staff on Site Visit Plan which could include: business contact procedures/messaging, business preparation materials/procedures (i.e. parking map, directions to school, contact person's name and info)	Spring 2020 - full implementation	Ensure each school/academy has a Site Visit Plan before inviting businesses to participate/visit Develop staff/volunteer training about consistent, messaging, Site Visit Procedures, etc. Staff and volunteers are training on Site Visit Plan before any Business Partners or Academy Partners visit the school/site.	Academy Coach Chamber of Commerce and marketing firm Marketing & Communication Team	Costs for marketing materials Staff time
	ACTION 4: Coordinate marketing efforts (possibly: 50 for the Future, Mangan Holcolm, Ford NGL Tactical Marketing Team) to develop Digital Marketing & Outreach Plan for each school and/or academy for business engagement	Spring 2020 - full implementation	Develop and deliver a marketing "messaging matrix" to key partners	Chamber of Commerce and marketing firm Marketing & Communication Team	Costs for marketing materials Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 5: Work with Student Voice team to develop Student Ambassador program/component & training	Spring 2020 - full implementation	Work with Student Voice team to develop Student Ambassador training. Ensure all Student Ambassadors are trained and ready before any Business Partners or Academy Partners visit the school/site.	Chamber of Commerce and marketing firm Marketing & Communication Team Student Voice Team	Costs for marketing materials Staff time
STRATEGY 2: Recruit Academy Partners to support student success					
	ACTION 1: Create a business recruitment plan that ensures equitable distribution of partners among districts, schools and academies with an eye for diversity and inclusion that ensures a variety of business partners are contacted and asked to participate (i.e. small businesses, large corporations, demographics, locations, etc.).	Schools starting FA in 2020: After consistent messaging and procedures established (ideally ASAP)- first full year Schools starting FA in 2021: After consistent messaging and procedures established & ongoing	Business recruitment plan is developed and implemented. Definition and strategy for inclusion and diversity (as it relates to business distribution among Academies) is identified and used for equitable distribution of Academy Partners/business partners.	Academy Coaches Chamber of Commerce(s) Steering Committee (to help ID partners) Convening Organization	Staff time
	ACTION 2: Create a menu of options that businesses can participate within an academy and/or school (examples listed in Glossary Tab under "Teacher Activities" & "Student Activities") Coordinate with and support Community Connected Learning Team on work-based learning sequence for specific grades (9th career fair/guest speakers, 10th grade, etc.)	After consistent messaging and procedures established for first year of implementation and ongoing	Menu of options is created Academy needs from schools are secured by summer 2020 for first year (and every subsequent summer)	Academy Coaches Chamber of Commerce(s) Convening Organization Community Connected to Learning Team	Staff time
	ACTION 3: Create and share a calendar of involvement opportunities for/with businesses (including Career Fair)	After consistent messaging and procedures established for first year of implementation and ongoing	Calendar of opportunities is created	Academy Coaches Chamber of Commerce(s) Convening Organization	Staff time
	ACTION 4: Create a minimum 1-year Partnership Agreement with expectations and commitments from various levels of partners that all Academy Partners will sign/adhere to. These will be documented and stored in the Connector System. (get sample partnership agreement)	After consistent messaging and procedures established for first year of implementation and ongoing	Partnerships are formalized through written agreements with the Convening Organization, which are recorded/stored in the Connector System. Partnership resources, including time, are documented through the Connector System	Academy Coaches Chamber of Commerce(s) Convening Organization	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 5: Recruit businesses and organizations that will commit to working with a particular Academy at a particular School for at least one school year - working toward a long-term relationship.	After consistent messaging and procedures established for first year of implementation and ongoing	Identified academy needs are matched and met through business partnership engagement, Connector System, Convening Organization All Academy Partners commit to working with their particular Academy for at least one full year Each academy has at least 2 Academy Partners	Chamber of Commerce(s) Convening Organization	Staff time
	ACTION 6: Ensure each Academy Partner designates a Business Partnership Coordinator (single point of contact) who is also responsible for participating on the Academy Advisory Board and on an Industry Council (as established in the Governance and Community Structures Plan).	After consistent messaging and procedures established for first year of implementation and ongoing	Business Partnership Coordinators(s) designated 100% of Academy Partners have one (1) representative on the Academy Advisory Board	Academy Coaches	Staff time
	ACTION 7: Develop an onboarding/training process for each business/community partner, business group(s), AND corresponding school staff	After consistent messaging and procedures established for first year of implementation and ongoing	100% of all business partners will participate in an onboarding process before starting engagement activities with any Academy	Academy Coaches Convening Organization	Staff time
	ACTION 8: Work with businesses and employers to allow their employees to use work time to participate in Academy activities	After consistent messaging and procedures established for first year of implementation and ongoing	Academy Partners allow their employees to participate in activities	Academy Coaches Business Partnership Coordinator(s) Chamber of Commerce(s) Steering Committee Convening Organization	Staff time
	ACTION 9: Students and business partners complete an assessment of their experiences so both views are taken into account. If issues arise on either, or both ends, have a plan in place for how to address those	After consistent messaging and procedures established for first year of implementation and ongoing	Student and Academy Partner satisfaction surveys are developed and implemented Student and Academy Partner satisfaction is at least 60-75% during first year and between 75-100% every year after	Academy Coaches Convening Organization	Staff time
	ACTION 10: Develop a stewardship process/model for ensuring Academy Partners and other business partners feel valued, engaged, and supported while they are working with an Academy and beyond. This is to focus on business retention as well as initial recruitment	After consistent messaging and procedures established for first year of implementation and ongoing	Procedures for retention are established Retention of Academy Partners is between 80-100% Academy Partners are recognized in an established process	Academy Coaches Convening Organization	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 11: Work with Freshman Academy Team to identify and secure necessary business partners for first year of implementation of FA	After consistent messaging and procedures established for first year of implementation and ongoing	Each academy has at least 2 Academy Partners	Academy Coaches Chamber of Commerce(s) Steering Committee Convening Organization Freshman Academy Team	Staff time
STRATEGY 3: Every academy junior and senior student has a business mentor					
	ACTION 1: Create a Mentor Recruiting Team composed of business, educators, upperclassmen and/or recent alumni to ensure that we have the number of mentors needed, when they are needed	End of 2020 school year Ongoing	100% of upperclassmen (junior/seniors have a business mentor)	Operating Board Academy Partners	Staff time
	ACTION 2: Create Mentor Handbook which includes roles and responsibilities, frequency of meetings, expectations, and definitions	End of 2020 school year	Handbook created	Mentor Recruiting Team	Staff time
	ACTION 3: Determine the appropriate frequency of student/ mentor meeting times Group counseling/mentorship can occur between multiple students and business mentors	End of 2020 school year	Meeting schedule established	Mentor Recruiting Team	Staff time
	ACTION 4: Create a process to measure the effectiveness of the mentor program and make necessary changes as needed	End of 2020 school year Ongoing	Process established	Mentor Recruiting Team	Staff time

Strand 3 Tactic: Parent & Family Network

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Lead: Sarah Riffle

Long-Term Outcomes Addressed:

1. Young people prepared for college, careers, lifelong learning, and leadership.
2. Community prosperity shared by all.
3. Educational equity and justice for all.



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Create a Parent & Family Outreach Committee for each District to guide family & parental engagement throughout the Academies.					
	<p>ACTION 1: Create a Parent & Family Outreach Committee. Committee should be no less than 10 members and no more than 15 and should include representation from of the following:</p> <ul style="list-style-type: none"> - Parent representative(s) for each high school - Each High School PTO President - District Communication Director - Counselor(s) 	Summer before year one of implementation	Parent & Family Outreach Committee established	District Administration	Staff time
STRATEGY 2: Determine current challenges and barriers as well as proven best practices in parental and family engagement by district.					
	<p>ACTION 1: Hold focus groups with identified target audiences to identify best practices in communicating with family and parents. Target audiences will be grouped as follows:</p> <ul style="list-style-type: none"> a. Students b. Parents c. Teachers 	Summer before year one of implementation	Document/presentation summarizing challenges and barriers and providing recommendations for improving parent and family communication.	Parent & Family Outreach Committee	Staff time
	ACTION 2: Parent & Family Outreach Committee develops surveys and focus group questions.	Summer before year one of implementation	Questions and surveys identified	Parent & Family Outreach Committee	Staff time
	ACTION 3: Establish a schedule to administer surveys and focus groups.	Summer before year one of implementation	Meeting schedule established	Parent & Family Outreach Committee	Staff time
	ACTION 4: Establish a procedure to evaluate survey and focus group information.	Begin first year of implementation and then ongoing	Evaluation process established	Parent & Family Outreach Committee	Staff time
	ACTION 5: Develop a metric of the current level of participation in parent / teacher conferences and establish specific goals to increase participation in parent / teacher conferences.	Summer before year one of implementation	<p>Data tracking tool to assess current level of participation each year</p> <p>Minimum 10% increase in participation year over year</p>	<p>School-Level Admin</p> <p>Parent & Family Outreach Committee</p>	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 3: Ensure parents and family are informed and educated on the Academies of Central Arkansas and the opportunities for students.					
	<p>ACTION 1: Coordinate with the Marketing & Communications Tactical Team to ensure the Academies' communication plan includes the following components:</p> <ul style="list-style-type: none"> - Feedback from focus groups - Marketing materials - Outline for parent and family district events - Calendar encompassing all marketing and communications strategies, deadlines and deliverables 	March 2020 and ongoing	<p>Coordination with Marketing Team</p>	<p>District Communication Director</p> <p>Marketing & Communications Tactical Team</p>	<p>Staff time</p> <p>Expenses for marketing materials</p>
	<p>ACTION 2: Communication plan should include the creation of printed and digital marketing materials.</p> <p>Materials could include but not be limited to the following:</p> <ul style="list-style-type: none"> - flyers/brochures - direct mail - text messaging - emails - social media posts - websites - parent web portal - e-newsletters <p>Marketing materials could be distributed as follows:</p> <ul style="list-style-type: none"> - to current and prospective homes of families with children within the district - student backpacks - in-person meetings 	March 2020 and ongoing	<p>Designed marketing pieces</p> <ul style="list-style-type: none"> - track number of pieces sent - track responses from call to action <p>Digital sources created</p> <ul style="list-style-type: none"> - track click-throughs - track followers - track logins - record comments - number of emails/texts/e-newsletters sent <p>Master calendar for communication outreach</p>	District Communication Director	<p>Staff time</p> <p>Expenses for marketing materials</p>
	<p>ACTION 3: Develop a plan for the creation of events to engage, provide information and develop relationships with parents and families.</p> <p>Events could include but not be limited to:</p> <ul style="list-style-type: none"> - open houses - picnics - tailgate parties - one-on-one meetings <p>Events should include both summer activities and in-school opportunities.</p>	Summer before year one of implementation and ongoing until full implementation	<p>Calendar of events</p> <p>Track percentage of parents participating</p> <p>Track number of meetings held</p> <p>Track number of parent ambassador volunteers.</p>	Parent & Family Outreach Committee	<p>Staff time</p> <p>Expenses for events</p>
	ACTION 4: Develop a plan to engage the Parent & Family Outreach Committee to help lead involvement of the other parents.	Summer before year one of implementation	Plan established	<p>School-Level Rep</p> <p>District Communication Director</p>	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 4: Connect with Community Partners to reach students where they are.					
	ACTION 1: Determine organizations whose mission is out-of-school care for children and corporations who employ parents of current and future students. Then utilize the Parent & Family Outreach Committee to connect with those organizations and provide marketing materials, information and resources on the schools.	Year one of implementation and ongoing	Number of organizations reached Number of promotional pieces distributed	Parent & Family Outreach Committee	Staff time Expenses for marketing materials
	ACTION 2: Utilize the Parent & Family Outreach Committee to target presidents of each school PTO to educate them on the Academies and provide marketing materials to be distributed at PTO meetings and establish an ongoing process for communication.	Year one of implementation and ongoing	Number of PTO Presidents contacted and number of promotional pieces distributed.	Parent & Family Outreach Committee	Staff time Expenses for marketing materials

Strand 3 Tactic: Shared Accountability

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Lead: Danny Games

Long-Term Outcomes Addressed:

1. Create positive and robust learning environments for students and staff that increase student achievement, school/district performance, and provide students with the academic and career skills needed for post-secondary success.
2. High school graduates are accepted to post-secondary institutions and/or are ready for entry-level career positions.
3. The Academies of Pulaski County and their community & business partners are valued assets to the labor force and economic growth of central Arkansas.



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Ensure Ford NGL Academies of Central Arkansas' Master Plan is completed, approved and implemented					
	ACTION 1: Review and evaluate tactical team action plans for consistency to ensure long-term outcomes are addressed	January-March 2020	Review process	Operating Board	Staff time
	ACTION 2: School districts complete district level implementation plans	March 12, 2020	District Implementation Plans	District Implementation Teams	Staff time
	ACTION 3: Narrative for Master Plan is completed and plan is submitted to Steering Committee and then Ford NGL for approval	May 2020	Master Plan complete	Convening Organization	staff time
	ACTION 4: Master Plan is approved by Ford NGL	June-July 2020	Approved plan	Convening Organization	Staff time
	ACTION 5: Master Plan implementation begins	February 2020	Implementation process	Convening Organization District Admin	Staff time Budget allocation
STRATEGY 2: Determine the performance outcomes of The Academies of Central Arkansas					
	ACTION 1: Establish a Data Performance Team of professionals to determine data points necessary to monitor effectiveness of academies. Team members should include but not be limited to: - Strand team members - District leaders - School leaders - Steering Committee - Community leaders	April 2020	Team established	Steering Committee Operating Board Accountability Tactical Team	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<p>ACTION 2: Team will consider the following data points:</p> <p>Schools</p> <ul style="list-style-type: none"> - High School Enrollment - High School ESSA numerical score - High School graduation rate - ACT Scores - Attendance rate - Credit acquisition (over age under credit) - Post-Secondary Acceptance rate - Number of students entering postsecondary after graduation - Number of National Career Ready - Certificates awarded (WorkKeys) - Dual/Concurrent Credits earned per student per High School and passage rates - Advanced placement courses, tests, passage rates - Industry Certificates earned per student per High School and total number of students earning industry certifications - Number of completers/concentrators - Number of students per school interning - Number of students per school who job shadow - Performance of students with disabilities, ELL, SES learners by school, academy - Number of student applications for each academy and pathway - Student satisfaction survey results (improved relationships with teachers, business, and peers) - Results from 21st Century Skills Team's assessment rubric for Profile of a Graduate - Students engaged in work-based and project-based learning - Performance of minority students 	May 2020	Data baselines established	Data Performance Team	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	<u>Teachers</u> <ul style="list-style-type: none"> - Teacher retention rate - Teacher attendance - PLC Data - Academy Teaching Teams data - Teacher satisfaction - Teacher education/training; # earn industry certification (CTE) - Number participating in training for Career Academy implementation - Number of teachers completing externships <u>Parents & Community</u> <ul style="list-style-type: none"> - Disciplinary actions taken by High Schools - Rate of referrals to Juvenile Court System - County Corrections' probation caseload - Health index among Pulaski County youth - Volunteer hours committed per High School - Student participation in out-of-school-time workforce readiness training - Adoption of Parental Engagement & Outreach measures - % of Graduates employed in central Arkansas ___ months following graduation - Perkins \$\$ received - FAFSA Applications 	May 2020	Data baselines established	Data Performance Team	Staff time
	<u>Business</u> <ul style="list-style-type: none"> - Total number of businesses committed and engaged - Number of businesses committed per High School - Funding/Resources committed by business partners - Number of volunteer hours logged per High School - Field trips/industry tours per high school - Job shadowing opportunities offered - Internships (> __ weeks) offered - Full Time employment offered - Time to hire - Results from business engagement satisfaction survey 	May 2020	Data baselines established	Data Performance Team	Staff time
	ACTION 3: Create a data dashboard that inputs, aggregates and organizes data for stakeholder groups in order to track performance	August 2020	Dashboard created	District IT and data specialists	Potential costs to create digital integrated data portal/dashboard Staff time
	ACTION 4: Data Performance Team develops minimum reporting requirements	TBD depending on when data is available	Requirements established 100% of districts report 100% of required data on time	Data Performance Team	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 5: Data from the dashboard is shared with the Steering Committee and resides on Academies of Central Arkansas website for full transparency	Within a year of implementation	Baseline data gathered and shared Year 1 Year 2 - Freshman Academy data Year 3 -5 Phase-in of remaining data	Data Performance Team	Staff time
STRATEGY 3: Establish a process to review, analyze and create continuous improvement based on data metrics					
	ACTION 1: Establish process to analyze data	Within a year of implementation	Process established	Operating Board	Staff time
	ACTION 2: Set goals for performance improvement	Within a year of implementation	Goals established	Operating Board	Staff time
	ACTION 3: Review/present performance metrics and status toward goal achievement at Annual Retreat	Within a year of implementation	Metrics reviewed	Operating Board	Staff time
	ACTION 4: Establish process for addressing indicators that fall short of goals/expectations	Within a year of implementation	Process established	Operating Board	Staff time

Strand 3 Tactic: Marketing & Communications

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Lead: Michele Beasley

Long-Term Outcomes Addressed:

1. Regional high level plan that meets all districts' needs



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Have consistent communication about the Academies across all districts					
	ACTION 1: Hire a full-time person to manage the marketing and communication strategy for the Academies	ASAP	Staff person	Convening Organization	Staff salary
	ACTION 2: Review and edit all existing Academies marketing materials	ASAP	Revise all marketing materials to have a portrait of a graduate and message points	Marketing Committee	Volunteer time/Staff time
	ACTION 3: Create a content calendar for the District Communication Directors to manage communication and marketing outreach	January 2020	Content calendar	MHP Convening Organization District Communication Directors	Staff time
STRATEGY 2: Develop Speakers Bureau					
	Action 1: Identify people to be trained and deputized to be speakers	Jan. 1	Spreadsheet with speakers contact info	Chambers Convening Organization	Staff time
	Action 2: Develop speakers tool kit	Jan. 27	marketing materials, talking points, presentation	Marketing Committee MHP	Volunteer time Agency time
STRATEGY 3: Communicate and market the Academies to teachers					
	ACTION 1: Have each district superintendent send an email to teachers educating about the Academies and timeline for next steps	January 2020	Email with link to FAQ, message points and Academies landing page	District Communication Directors	Staff time
	ACTION 2: Have a fellow teacher host a Lunch & Learn at each school to inform teachers	January 2020	create google sheet of teachers and logistics for lunch and learn	District Communication Directors	Staff time
	ACTION 3: Train the "host teachers" in advance of the lunch and learn to prepare them to deliver the Ford NGL consistent message	ASAP	Talking Points, Presentation Deck, One-sheet FAQ	District Communication Directors	Staff time
STRATEGY 4: Communicate and market the Academies to students					
	ACTION1: Review each district's school choice marketing plan and insert Academies message points and marketing collaterals	Applications now - May 1	Marketing materials, students geared FAQ and infographics	District Communication Directors	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 2: Conduct an audit of all student communications channels and create a content calendar to communicate to students	Jan. 1	texting platform, flyers, morning announcements, organic social media, etc.	District Communication Directors Marketing committee	Volunteer time Staff time
	ACTION 3: Develop paid social media campaign	TBD	Instagram ads	District comms directors	Need budget - TBD
	ACTION 4: Consider developing a brand ambassador program with students	TBD	Brand Ambassador program/guidelines	Marketing Committee	volunteer time
STRATEGY 5: Communicate and market the Academies to parents					
	ACTION: 1 Create a spreadsheet with parent organizations	January - February 2020	Google sheet with organization contact info and meeting info	Marketing Committee Staff	Volunteer time Staff time
	ACTION 2: Execute Media Relations Campaign	January - December 2020	Press releases, proactive pitches, feature articles, etc. targeted to parent outlets	MHP	Staff time
	ACTION 3: Execute Speakers Bureau	January - December 2020	Speaking engagements to PTA/PTO groups, POA and Neighborhood Associations, churches, etc.	MHP	Staff time
	Action 4: Execute Advertising Campaign	February-May/Aug-Sept 2020	Radio, TV, print and digital advertisements	MHP	\$114,090
STRATEGY 6: Communicate and market the Academies to businesses					
	ACTION 1: Execute a public relations campaign	January - December 2020	Press releases, proactive pitches, feature articles, etc. targeted to business outlets	MHP	Staff time
	ACTION 2: Execute Speakers Bureau	January - December 2020	Speaking engagements to chambers, civic organizations and merchant organizations	MHP	Staff time
	ACTION 3: Have chambers distribute information to members	January 2020	E-blast to members with FAQ, message points and call to action to visit Academies landing page	Chambers	Staff time
STRATEGY 7: Communicate and market the Academies to the community					
	ACTION 1: Compile a spreadsheet of regional community organizations	January 2020	Google sheet	Marketing Committee	volunteer time
	ACTION 2: Distribute marketing materials to community centers and organizations	Feb. 1	Flyers, posters, FAW, Infographic	Marketing Committee	volunteer time

Strand 3 Tactic: Governance & Community Structures

Strand Chairs: Danny Games, Laveta Willis-Hale, Patrick Bruce

Tactic Leads Name: Hillis Schild

Long-Term Outcomes Addressed:

1. Outline structure of the Support Organizations for Academies of Central Arkansas to provide for long-term viability/ sustainability



	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 1: Little Rock Regional Chamber will serve as the initial convening organization for the Academies of Central Arkansas through the implementation of the first cohort					
	ACTION 1: Create an organizational Structures Working Group	1/24/2020-3/1/2020	Formalize the working group within the LRC	Little Rock Regional Chamber (LRRC) Master Planning Group	LRRC staff time Additional staff might be required by LRRC
	ACTION 2: Formalize initial business partnerships	1/24/2020- 8/1/2020	Identify a minimum of one business partner per school	Structures Working Group	No additional cost
	ACTION 3: Purchase software to track business partnership data	3/1/2020-7/1/2020	The software used by the PENCIL Organization in Nashville, TN should be strongly considered Database may include the following (based on feedback from all Ford NGL Tactic Teams and the Business Partnership Team): <ul style="list-style-type: none"> - Contact information - Business engagement menu of options - Metrics to measure business engagement - Business sign up component (within the system directly) - Documentation of business - Stewardship/retention 	LRRC Structures Working Group	Cost of Software
	ACTION 4: Identify and secure additional sources of funding to support academy implementation	Ongoing	Raise funds to provide for software needs, staffed positions and ongoing operational expenses	LRRC	LRRC Staff Cost Grant writing support or dedicated LRRC Staff
STRATEGY 2: Convening Organization will staff an Academy Partnership Coordinator					
	ACTION 1: Little Rock Regional Chamber will identify an individual to serve as the primary contact for the Academies of Central Arkansas as an Academy Partnership Coordinator	Fall 2020	Staff position that could be transferred to the permanent organization as possibly COO or Chief Information Officer	LRRC	Salary and benefits
	ACTION 2: Academy Partnership Coordinator encourages each school district to have their Academy Coach in Place by 01/01/2021	By 1/1/2021	Academy Coaches should be in place	Convening Organization (either LRRC or permanent organization)	Salary cost to school districts

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 3: Academy Partnership Coordinator schedules pertinent meetings with Academy Coaches	1/1/2021- Until a permanent convening organization is established	To facilitate partnership coordination Regular meetings are set to ensure communication and progress on implementation	Convening Organization (either LRRC or permanent organization)	Salary and benefits
	ACTION 4: Academy Partnership Coordinator schedules calendar for Academy Coaches to ensure smooth transfer and implementation with business partners	1/1/2021- Ongoing	Calendar should be visible and easy to locate for business partners as well as Academy Coaches. Good calendar maintenance will help drive expectations and outcomes from both parties. This would probably be easiest to maintain on a functional website for the convening organization	Convening Organization (either LRRC or permanent organization)	Cost of website and function calendar
	ACTION 5: Academy Partnership Coordinator stewards relationships between business partners and Academy Coaches	1/1/2021- Ongoing	Foster a good relationship between schools & business partners as well as help in early identification of problems / best practices.	Convening Organization (either LRRC or permanent organization)	No additional cost if convening organization is staffed
STRATEGY 3: Establish a Steering Committee to advise, assist, advocate and hold accountable the work of the Academies of Central Arkansas					
	ACTION 1: The Steering Committee will be formed with appointments as follows: <ul style="list-style-type: none"> - JNPSD Superintendent - LRSD Superintendent - NLRSD Superintendent - PCSSD Superintendent - Chancellor of UA-Pulaski Tech - Chancellor of UA-Little Rock - one (1) business appointee from JNPSD - one (1) business appointee from LRSD - one (1) business appointee from NLRSD - one (1) business appointee from PCSSD - one (1) business appointee from Jacksonville - one (1) business appointee from Little Rock - one (1) business appointee from Maumelle - one (1) business appointee from North Little Rock - one (1) business appointee from Sherwood - one (1) business appointee from the Convening 	1/24/2020- 3/1/2020	Meeting agendas with goals, actions, and outcomes set and measurable.	LRRC Operating Board	No additional cost
	ACTION 2: Steering Committee establishes bylaws and elects officers	Summer 2020	Bylaws created Officers elected	Steering Committee	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 4: Permanent Convening Organization for the Academies of Central Arkansas is established and becomes operational					
	ACTION 1: Formalize the purpose and mission of a permanent convening organization	3/1/2020-7/1/2020	Mission and Purpose are established	Structures Working Group Master Planning Group	No additional cost
	ACTION 2: Move forward with legal requirements for creation of permanent convening organization	3/1/2020-5/1/2021	Creation of Bylaws Creation of contact information including legal agent Complete Application for Employee Identification Number Complete IRS Application for identification as a not-for profit Creation of Budget Formalized fundraising plan put in place	Structures Working Group LRRC	Associated Legal Fees
	ACTION 3: Formalize the ideal organizational structure for the permanent convening organization	7/1/2020-7/1/2021	Create the ideal structure and timeline for phasing	Structures Working Group	No additional cost for planning
	ACTION 4: Begin phasing for permanent convening organization to become fully operational.	7/1/2020-5/1/2021	Hire a CFO/ Executive Director Software and Interim Staff are transitioned to new organization Begin hiring staff Structures Working Group turns over oversight to new organization's Board	Structures Working Group Executive Director Convening Organization	Operational Expenses Staffing expenses begin Operational Expenses
STRATEGY 5: Explore Legislative Changes Needed for establishment of Academies of Central Arkansas School District Collaboration					
	ACTION 1: Create a working group to review and suggest legislative changes	2/1/2020- Ongoing	Explore opportunities for collaboration which could provide for cost savings and or additional income	LRRC until permanent convening organization becomes operational	No additional cost

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
STRATEGY 6: Create Industry Councils to support the Academies of Central Arkansas					
	<p>ACTION 1: Create Industry Councils for each academy offered within Pulaski County</p> <p>Members to the Industry Council should include:</p> <ul style="list-style-type: none"> - one (1) academy teacher per school hosting the academy - one (1) academy coach per school hosting the academy - one (1) academy business leader per school hosting the academy who is actively participating in the execution of the academy - one (1) student representative per school hosting the academy - one (1) district financial leader/representative 	2020	Industry Councils are created and meet regularly to establish Advisory Boards and inform annually on the local industry trends	<p>Convening Organization</p> <p>Chambers</p> <p>District Leads</p>	Staff time
STRATEGY 7: Form Academy Advisory Boards to support the development and implementation of the Academy Plan					
	ACTION 1: Convene all Business Partnership Coordinators, teachers, Academy Coach, post-secondary education reps, students, parents, and other stakeholders as the Academy Advisory Board	<p>Schools starting FA in 2020: After consistent messaging and procedures established: Summer 2020</p> <p>Schools starting FA in 2021: After consistent messaging and procedures established & ongoing</p>	<p>Advisory Board rosters reflect Business Partnership Coordinators, district representatives, parents, students, academy teaching staff and post- secondary representatives. Advisory Board roster also reflects diversity using an inclusion and equity lens.</p> <p>Advisory Board minutes reflect participation of Business Partnership Coordinators and other stakeholders</p>	<p>Academy Coach</p> <p>Chamber of Commerce(s)</p> <p>Convening Organization</p>	Staff time
	ACTION 2: The Academy Advisory Board will offer programmatic and curricular advice in alignment with high-skill, high-wage careers	Summer 2020 and ongoing	Minutes reflect programmatic and curricular advice, partner recruitment, Academy Plan advice and Partnership Plan coordination	<p>Academy Coach</p> <p>Academy Advisory Board Members</p>	Staff time
	ACTION 3: The Academy Advisory Board will identify and recruit additional Academy Partners for each area of focus within the academy, as needed	Summer 2020 and ongoing	New Academy Partners join as needed	<p>Academy Coach</p> <p>Academy Advisory Board Members</p> <p>Convening Organization</p>	Staff time

	Key Action Steps / Milestones	Start & End Dates	Outcomes or Deliverables	Point Person	Resources Required (w/ cost estimate)
	ACTION 4: The Academy Advisory Board will advise in the annual development of the Academy Plan	Summer 2020 and ongoing	Activities that support the Academy Plan are outlined, implemented and reported such as guest speakers, career mentors, curriculum advice, field trips, job shadows, teacher externships, student internships, and material or monetary donations, The academy calendar of events reflects business engagement to support the Academy Plan	Academy Principal and other key staff Academy Coach Academy Advisory Board Members	Staff time
	ACTION 5: The Academy Advisory Board will develop a coordinated Partnership Plan within the Academy Plan	Summer 2020 and ongoing	The Academy Plan is fully resourced (board seeks replacement orgs, businesses, funding, etc. if changes occur in coordination with Superintendents)	Academy Principal and other key staff Academy Coach Academy Advisory Board Members	Staff time
	ACTION 6: The Academy Advisory Board will advocate for the success of the academy	Summer 2020 and ongoing	Board members feel empowered to advocate for the Academies	Academy Coach Academy Advisory Board Members	Staff time
	ACTION 7: The Academy Advisory Board will promote the academy in the community and to other businesses	Summer 2020 and ongoing	Parent, community, and industry surveys reflect awareness, understanding, and support of the academy	Academy Coach Academy Advisory Board Members	Staff time
	ACTION 8: Develop Academy Advisory Board onboarding/training process, materials, etc.	Summer 2020 and ongoing	All Advisory Board members participate in onboarding/training before planning Advisory board members provide end of year feedback and assessments of their experience and suggestions for improvement	Academy Coach Chamber of Commerce(s) Convening Organization District and School Level Staff	Staff time