

Ford NGL Framework

A Community-Connected
Transformation Model for Our Students



OUTCOMES

In its work with communities, Ford NGL is pursuing five outcomes:

1. Increase the number of young people who achieve success in college, careers, lifelong learning, and leadership.
2. Strengthen the talent pipeline for addressing business's workforce needs and opportunities.
3. Increase community prosperity that is shared by all.
4. Increase educational equity and justice for all.
5. Advance learning and practice in the network of Ford NGL communities.



PRINCIPLES

These principles guide our work with communities in achieving the outcomes.

EQUITY

All students, including those furthest from opportunity, must have access to and support in pursuing learning and work opportunities.

STUDENT VOICE

All students must have choice, ownership, and agency in pursuing their learning and career aspirations.

COMMUNITY-CONNECTED APPROACH

All stakeholders in the community (schools, families, business, post-secondary, and community organizations) share responsibility and accountability for designing, implementing, and sustaining the transformation, including the way they communicate, collaborate, and coordinate around their work.

PASSION

All stakeholders will demonstrate a relentless quest for excellence – a blend of mind and heart – in pursuing our goals.

INNOVATION

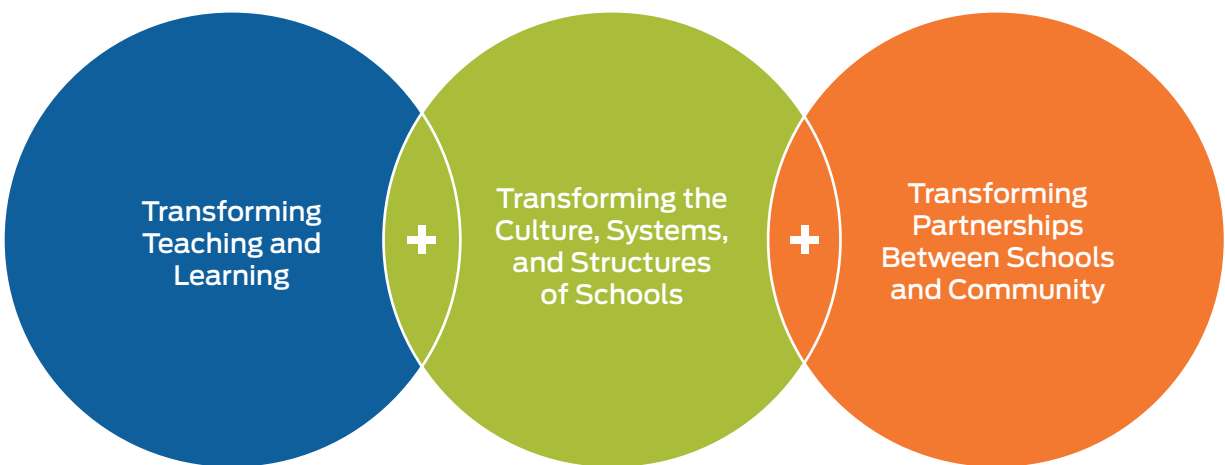
All stakeholders will continually innovate with new forms and ways of preparing young people for success and fulfillment.

STRANDS AND TACTICS

The Ford NGL Strands are the three major strategies Ford NGL coaches help communities to pursue in their adaptation and implementation of the Ford NGL Design. Strand 1 focuses on transforming teaching and learning. Strand 2 focuses on transforming the culture, systems, and structures of schools to deliver that experience. Strand 3 focuses on transforming the partnerships the school forms with key community sectors. Within each of the strands are a small number of tactics which have emerged from our practice in working with more than 40 communities over the last 15 years. The tactics are grounded in research and literature and constitute the essential elements of the Ford NGL Design. A carefully staged implementation of these tactics, as an interdependent set, helps deliver the promise of the Ford NGL Design – graduates who are uncommonly prepared for success in their post-secondary work and careers and for leading happy and productive lives in their families and communities.

While each of the tactics is essential to a high-fidelity implementation of the Ford NGL Design, each community must decide how and when to implement each tactic based on an assessment of what implementation they have already accomplished and on their priorities for their transformation. Staging the implementation of the tactics is described in the master plan that each community develops to guide its multi-year implementation. Thus, while each community addresses all the tactics as part of its adaptation of the Ford NGL Design, the details of that adaptation are unique to each community.

The Ford NGL **principles**, **strands**, and **tactics** represent the essentials of a high-fidelity Ford NGL Design.



STRAND 1 Transforming Teaching and Learning	STRAND 2 Transforming the Culture, Systems, and Structures of Schools	STRAND 3 Transforming Partnerships Between Schools and Community
TACTICS	TACTICS	TACTICS
<p>1.1 Career-focused academics: Teachers provide students with opportunities to learn essential academic competencies, as well as essential life and workplace competencies, through the lens of a career theme, within high-demand career areas and pathways of interest.</p> <p>1.2 Work-based learning: Students' learning is infused with real-world applications with students, teachers, staff, business mentors, and coaches who share career interests.</p> <p>1.3 Learning and work pathways: Students learn in themed pathways that match their interests and extend from middle and high school into post-secondary learning, work, and careers.</p> <p>1.4 Credit opportunities: Students have options for obtaining college, work, and career ready credentials and industry certifications while in high school.</p> <p>1.5 Student voice and leadership: Students have opportunities to contribute to the design of their learning experiences and learning environments and to exercise leadership roles and responsibilities in their schools.</p>	<p>2.1 Teacher teams: Teams of academic and technical teachers and staff learn and work together as a small learning community through the lens of a career theme.</p> <p>2.2 Professional development: Faculty, staff, and school leaders have access to education, training, and support.</p> <p>2.3 Family engagement: Parents/families understand the benefits of career academies and have opportunities for engagement in their children's learning.</p> <p>2.4 Systems and structures to support experiential learning: Systems and structures are in place to support student work-based learning opportunities.</p> <p>2.5 Supportive policies and practices: District policies, funding, roles, and practices support key career academy structures and school-based transformation.</p> <p>2.6 Data systems: Expanded data systems provide information on the desired student graduate and on the benefits to the community.</p>	<p>3.1 Governance systems and structures: Establish systems, structures, and practices for shared governance, accountability, and deep and sustained communication, collaboration, and coordination among all stakeholders.</p> <p>3.2 Community learning resources: Organize and expand access to business, post-secondary, and community resources for learning.</p> <p>3.3 Align workforce demand and district programs: Analyze industry and workforce data to identify (and keep current) career-academy themes based on projected workforce needs.</p> <p>3.4 Shared ownership and accountability: Provide opportunities for all stakeholders to contribute to, and take appropriate responsibility for, designing, implementing, and sustaining the community's career-academy design.</p> <p>3.5 Communications and marketing: Develop a comprehensive communications and marketing program that addresses internal (school and district focused) and external (business and community focused) audiences.</p>

STRAND 1 Transforming Teaching and Learning	STRAND 2 Transforming the Culture, Systems, and Structures of Schools	STRAND 3 Transforming Partnerships Between Schools and Community
BENEFITS	BENEFITS	BENEFITS
<p>High levels of student engagement and ownership of their learning.</p> <p>High levels of student and parent/family satisfaction with their schools and programs of study.</p> <p>High levels of participation in peer and professional communities of practice based on their career interests.</p>	<p>High levels of faculty engagement in their learning and work with and for students.</p> <p>High levels of faculty satisfaction with their work.</p> <p>Enhanced community, district, and school capacity and commitment to ongoing renewal.</p>	<p>Shared commitment and ownership of the schools and student satisfaction and success.</p> <p>Increased efficiency and effectiveness in using the community's human and organizational resources.</p>
CROSS-CUTTING BENEFITS		
<ul style="list-style-type: none"> • Increased number of high school students who are college and/or work ready. • High levels of student and parent/family satisfaction with their schools and programs of study. • Increase in student graduates who successfully pursue post-secondary learning or who begin work in jobs that lead to family-sustaining work in their community. • Increased student social capital. • Increased number of graduates with college credits and industry certifications. • Increased number of graduates entering the workforce in high-need, high-opportunity, family sustaining career areas. • Increased number of employers who report ready access to graduates prepared to enter high-demand career pathways. • Increased numbers of graduates giving back to their community. • Shared accountability for preparing all young people for success in pursuing their careers and life-long learning and work. • Increased community prosperity. • A continually renewing transformation. • Increased business employee satisfaction. 		

ABOUT FORD NGL

Ford NGL is a transformational education and workforce initiative of Ford Motor Company Fund, the philanthropic arm of Ford. To learn more about Ford NGL visit www.fordngl.com.