

FORD NGL

EXPLORE VISIT

GREATER RICHMOND COMMUNITY PRELIMINARY REPORT

AUGUST 14-16, 2018

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INTRODUCTION

ChamberRVA requested support from Ford Next Generation Learning (Ford NGL) in order to envision what the Ford NGL Model for a community-connected approach could look like in the Greater Richmond region. Support includes an assessment of the systems, structures, and processes necessary for regional transformation within multiple school districts.

Furthermore, Chesterfield County Public Schools will serve as a pilot district for the Ford NGL Model. The pilot includes five high schools: Clover Hill, Matoaca, Meadowbrook, Midlothian, and Thomas Dale. These high schools have begun the Ford NGL Roadmap process part one of Phase 1: Explore visit. They plan to complete part two of Phase 1 this fall. During their part one visit, the Ford NGL explore team spent a day with the district leadership team in order to assess the district's potential for successfully implementing a community-connected approach to education transformation.

The Ford NGL team visited Richmond with the following specific objectives for Phase 1:

1. Assess Greater Richmond's readiness and commitment to embrace the Ford NGL Community Transformation Model.
2. Enhance Ford NGL's understanding of the community data and the community's current status.
3. Meet key school and community partners who would be engaged in the Greater Richmond community transformation initiative and introduce them to the key tenets of Ford NGL.
4. Meet with Chesterfield County School District leaders to analyze the district's readiness to formalize a partnership for the purpose of transforming its high schools in order to prepare all students for college, careers, lifelong learning, and leadership.



Within these broad objectives, the Ford NGL team is focused on the following questions:

- What particular competencies do the Richmond region and the Chesterfield County School District possess?
- Does the regional community/Chesterfield County School District have a leadership team ready to support the transformation of their high schools?
- Are there strong existing career pathways, including sequenced programs of study, that can serve as building blocks for strong career academies?
- Are those pathways aligned with the regional workforce needs as identified by current workforce demand data?
- Does the district have a strong internal leader who will serve as the district representative and has the clear support of the district superintendent and school board?
- Is the regional business community sufficiently well organized to galvanize industry support for the prospective career academies?
- Is there a solid candidate to serve as the regional convening organization and a leader to serve as community coordinator?
- Are there sufficient resources to fund not only each phase of the Ford NGL Roadmap but also the professional development and facilities improvements that may be necessary to implement the Ford NGL Master Plan in Phase 4?
- What are the mechanisms used to keep everyone in the community and district up to date on current and projected initiatives?

BACKGROUND

THE REGIONAL ECONOMY AND KEY INDUSTRIES

GREATER RICHMOND AREA

The Richmond region includes the City of Richmond and seven surrounding counties: Goochland, Powhatan, Chesterfield, Henrico, New Kent, Hanover, and Charles City, with a collective population of approximately 1.3 million. The Richmond Metropolitan Statistical Area was the nation's 45th largest metro area in 2015.

District	Total enrollment	HS enrollment	# High Schools	# Tech Centers
Charles City	650	206	1	0
Chesterfield	60,103	19,153	11*	2
Goochland	2,629	838	1	0
Hanover	18,309	5,965	4	1
Henrico	51,425	15,712	9	2
New Kent	3,244	987	1	0
Powhatan	4,297	1,440	1	0
Richmond	<u>25,015</u>	5,230	5	1

* Year 1 implementation will include five Chesterfield high schools.



CHESTERFIELD PUBLIC SCHOOLS KEY SCHOOL DISTRICT HIGHLIGHTS

Five high schools have been identified for the pilot. Chesterfield has “specialty programs” available at select high schools across the district. Students entering grade nine are eligible to apply to a “specialty center.” These centers offer optional programs that emphasize academic rigor and higher-level thinking.

Specialty and Career & Technical Centers	High School
Information Technology	Matoaca High*
Mathematics and Science	Clover Hill High*
International Baccalaureate Program	Midlothian High*
International Baccalaureate Program Academy for Digital Entrepreneurship	Meadowbrook High*
Specialty Center for the Arts	Thomas Dale High
Career and Technical Center @ Courthouse	CTC next to Lloyd C. Bird High
Career and Technical Center @ Hull	CTC at Old Clover Hill

* Year 1 implementation high schools: Clover Hill, Matoaca, Meadowbrook, Midlothian, and Thomas Dale.



OVERALL OBSERVATIONS AND RECOMMENDATIONS

OVERVIEW OF PHASE 1: EXPLORE ACTIVITIES

The Ford NGL team compiled and reviewed a regional profile in preparation for and during the site visit of August 14-16, 2018. The profile includes the following reports, data, surveys, and focus group conversations.

The Ford NGL team visited Richmond with the following specific objectives for Phase 1:

- Reports
 - ChamberRVA FutureRVA Biannual Report, 2017-2018
 - ChamberRVA FutureRVA Summer Interim Report, July 2018
 - Regional Analysis for Proposed Academies in Richmond Public Schools – Chmura Economic Analytics, June 2016
 - Post-secondary connections in Richmond, VA –Department of Education
 - Chamber workforce survey data, July 2018
- Data
 - Regional CTE alignment to targeted industries
 - Civic and post-secondary partners survey [See survey results in Appendix A.]
- Focus group meetings
 - Civic organizations
 - Regional superintendents and district leaders
 - FutureRVA Advisory Council and ChamberRVA leadership
 - Regional post-secondary institutions
 - Chesterfield County Public Schools – school board
 - Chesterfield County Public Schools – district and high school leadership
- Debrief meetings
 - ChamberRVA leadership
 - Chesterfield Public Schools leadership



KEY FINDINGS: RICHMOND REGIONAL COMMUNITY

The Ford NGL team was very impressed by the region's commitment to transformation. The team recognizes and values ChamberRVA as the convening organization to bring regional thought leaders together to ensure alignment to the goals and objectives of FutureRVA. During the explore visit, the focus group meetings yielded information that provides a positive assessment of the region's readiness to achieve a successful transformation. The following observations take into account findings from our research, pre-meetings, and on-site visit.

REGIONAL STRENGTHS

1. Regional convening organization identified: ChamberRVA is committed to regional education and workforce transformation and will serve as the regional convening organization. This organization has in place the capacity in staff, resources, and finances to engage community stakeholders (financial and resource commitments through FutureRVA).
2. Committed regional leaders: Leaders representing the community are present, engaged, and committed. The group demonstrated eagerness to join and support transformation.
3. Strategic partnerships:
 - a. Regional superintendents have a collaborative spirit, which could lead to a proactive and consistent approach to aligning partners and resources to regional goals and objectives.
 - b. The Virginia Superintendent of Public Instruction is from Chesterfield, and he strongly endorses the career academy model.
 - c. Post-secondary partners were positive about their prospective roles in the transformation including how dual enrollment and dual credit programs are key to student success. A post-secondary survey was conducted prior to the visit with the following high-level responses:
 - i. 100% of the participating institutions completed the survey.
 - ii. 60% of the institutions offer dual enrollment and dual credit to high schools and career and technical schools.
 - iii. The community colleges offer the most dual enrollment courses.
 - iv. Only 30% of the respondents have formal articulation agreements in place with high schools and career and technical schools.
 - d. Civic organizations were surveyed to indicate their willingness to be powerful partners and to identify points of alignment in program offerings.
 - i. Based on the survey results from the 11 civic organizations who responded, there is currently a high level of engagement in the school districts. Only 10 respondents provide youth services.



OBSERVATIONS AND RECOMMENDATIONS

- ii. Of those 10 respondents, 90% provide direct services to the school districts including a variety of supportive programs and activities. The services are wide ranging, from low-intensity to high-intensity programs.
 1. 80% are engaged in career development activities.
 2. 50% provide work-based learning experiences.
 3. Other offerings include assistance with college placement, after-school programs, and support services including transportation, transition, and funding.
4. Communication and branding: ChamberRVA has hired West Cary Group, a local communication firm, to develop a communication, messaging, and branding strategy. In the Ford NGL Network, the most successful communities have had a focus on ongoing internal and external communication that starts very early in the process.
5. Targeted growth industries identified: A tremendous amount of work has been completed by ChamberRVA to identify targeted growth industries, as well as growth and demand occupations. The targeted industries represent diversity across the region and will be essential to communities joining the transformation process.
6. Leaders are equity focused. They are committed to equity and made a point to ask questions to ensure that this strategy will benefit all students, particularly those who have been traditionally underserved.

KEY FINDINGS: CHESTERFIELD COUNTY PUBLIC SCHOOLS

Chesterfield County Public Schools has a strong, focused, and aggressive leadership team that is passionate about academically and technically preparing students for tomorrow's workforce. In addition, the focus group meetings with key individuals from civic organizations, post-secondary institutions, and businesses showed their desire and receptivity to be active partners in the transformation. The following observations take into account findings from our research, pre-meetings, and the on-site visit.

CHESTERFIELD'S STRENGTHS

1. Leadership commitment: With the transition to a new superintendent in November, Chesterfield County Public Schools remains poised to continue their transformation with the school board and interim superintendent's full support. The role of Director of High Schools is key to successful transformation as this position directly supports the high school principals at the pilot high schools.



OBSERVATIONS AND RECOMMENDATIONS

2. District and school leadership were enthusiastic and visionary around the idea of career academies. They are committed to attending the Nashville study visit in September and will begin to collaborate on key elements needed for overall success. Chesterfield County Public Schools currently has key elements in place that align to the Ford NGL Framework.
 - a. Design for Excellence 2020, the district's strategic plan, approved in August 2018, appears to provide broad support for implementing career academies. Portrait of a Chesterfield graduate was developed with state, school, parent, and student input.
 - b. This cohort of principals seems to have strong relationships with each other and strong collaboration with the district leaders.
 - c. Freshman Academies are a priority.
 - d. Project-based learning (PBL) is in place across the district and a PBL specialist has been hired.
 - e. CTE pathways, specialty centers, and CTC are mostly aligned with targeted industries.
 - f. Block scheduling is in place (7-period alternating block: 1st period meets every day for approximately 50 minutes, then the other periods meet every other day for about 85-90 minutes).
 - g. District leaders are very committed to professional development for teachers/staff.
 - h. Career and technical education is a real priority, with solid commitment to engage more students. A brief tour of the career and technical center at Hull Street showed a well-equipped school with updated labs and active community partnerships.

RECOMMENDATIONS: RICHMOND REGIONAL COMMUNITY

1. Closer alignment to targeted industries: Aligning the majority of regional programs to targeted industries and workforce needs will require additional data on student enrollment in each course aligned to a career cluster. Further analysis among business and education partners will explore course alignment and relevance along with any gaps that exist in courses that support targeted industries. We should also examine the quality of courses and actual alignment of the curriculum to industry standards.



OBSERVATIONS AND RECOMMENDATIONS

TABLE 1: TARGET INDUSTRIES ALIGNMENT TO CTE CAREER CLUSTERS AND EVENTUALLY ENROLLMENT DATA FROM THE BEGINNING OF 2018-19 SY

TARGETED INDUSTRIES	Demand increase over next 10 years	SCHOOL CTE CAREER CLUSTERS FOR CURRICULUM	(# of CTE courses in that theme*)
Healthcare	34,488	Science, Technology, Engineering & Mathematics**	30
Education	16,618	Business Management & Administration**	27
Construction	14,703	Human Services	25
Retail	11,629	Marketing	23
Finance and Insurance	10,465	Agriculture, Food & Natural Resources	21
Government	8,754	Healthcare	21
Transportation & Warehousing	6,379	Information Technology**	20
Business Management	5,711	Arts, A/V Technology & Communications	17
Manufacturing	4,494	Architecture & Construction	12
Mechanical	3,663	Transportation, Distribution & Logistics	11
Information Technology	3,163	Manufacturing	10
Tourism	2,898	Education & Training	7
Science, Technology, Engineering & Mathematics	1,788	Hospitality & Tourism	6
Real Estate	1,574	Finance**	4
Media	1,304	Law, Public Safety, Corrections & Security**	4
Legal	1,009	Government & Public Administration	0
Utilities	707	Energy***	0
Marketing	367		

*Data retrieved from self reporting survey from districts including Richmond, Henrico, Hanover, and Chesterfield.

**Occupations in Richmond MSA with highest wages are management, legal, and computer/mathematics. (Chmura report, 2016)

***Energy has recently been considered the 17th national career cluster. For Richmond MSA it may be included due to business demand.

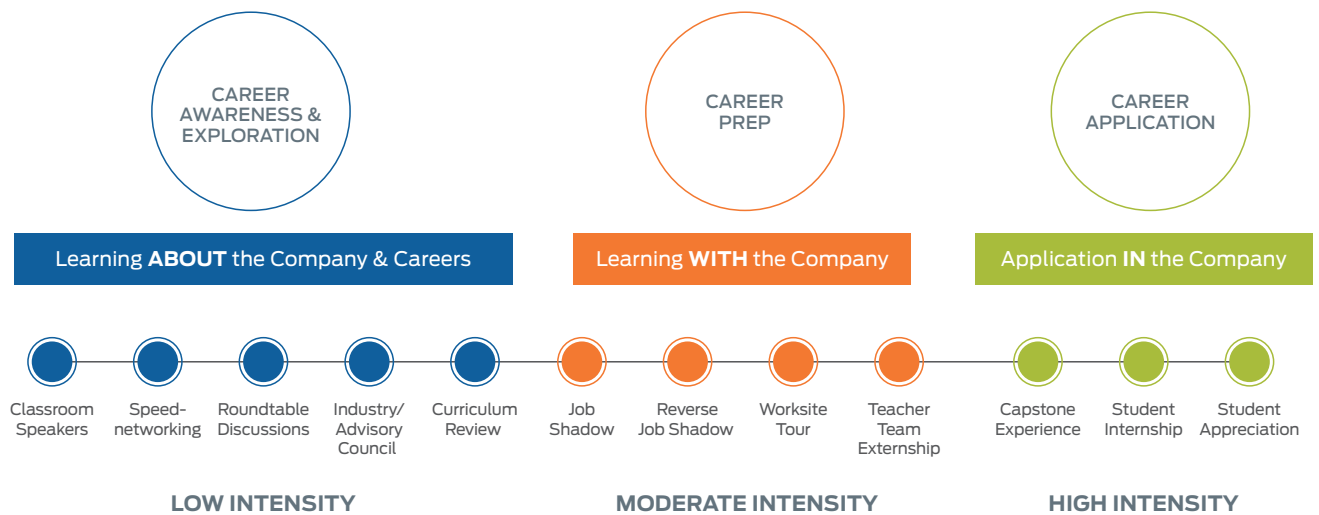


OBSERVATIONS AND RECOMMENDATIONS

2. **Governance:** There needs to be a clear plan for regional and local governance structure and engagement. Steps should be taken to ensure the governance board represents the regional demographics (rural, urban, small businesses, large business) and is ready to expand the model as other districts join in the transformation. In particular, specific roles and responsibilities need to be determined between the ChamberRVA (convening organization) and the school district.
3. **Systems, structures, processes, and policies:** Understand and plan for the Ford NGL Powerful Partnerships System that includes processes, structures, and policies to support regional engagement and expansion. A tiered approach may be beneficial to determine which goals and objectives belong at the regional and school levels.
4. **Business and civic engagement:** The ChamberRVA and Ford NGL team need to explore the roles and capacity of public education foundations and local chambers for future partnership support and expansion. In addition, it is essential for business partners to set expectations and timelines for the year and to have a variety of low-intensity engagement activities early on in the process that are high value, such as Mission Tomorrow — the 8th grade career expo event that ChamberRVA currently hosts for the entire region.
 - a. Determine additional partners who need to be engaged. Many districts in the Richmond re-

THE WORK-BASED LEARNING CONTINUUM

What does strengthening your involvement with schools look like in a continuum?



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OBSERVATIONS AND RECOMMENDATIONS

- gion are doing some of the work for college and career readiness and would be well-served to tap into the larger, surrounding business community partners.
- b. Low-intensity activities we recommend (and have seen across the Ford NGL Network) for business engagement in Phases 1-3 include the following.
 - Host business or post-secondary roundtable event for teachers.
 - Participate in a community-wide career expo. Expand role and engagement in this event.
 - Host a team of students/teachers for a tour.
 - Participate in an academy showcase.
 - c. Align activities of business and civic organizations to the work-based learning continuum (see diagram). Verify this alignment with key stakeholders.
5. Data: Establish and collect baseline data which will be used to determine highly effective implementation across the region.
 6. Communication plan: This plan should address all audiences (business, civic/community, parents, students, post-secondary, teachers, government officials, etc.) and should consider the impact of the transformation on each.

RECOMMENDATIONS: CHESTERFIELD COUNTY PUBLIC SCHOOLS

1. A deeper assessment of key elements will occur after the next school visits.
2. Closer alignment to targeted industries: Ensure CTE offerings are aligned with targeted industries. Correlate existing CTE enrollment to targeted industries. Data from each school-based specialty program should be included.
3. Business and civic engagement: Explore the existing business partners' engagement with the high schools. What is the level of engagement on the continuum? Rank and evaluate engagement from low-intensity to high-intensity.
4. Selection process: Clarify the selection process for schools engaged in the transformation process. Are the five schools identified the only ones to proceed in Cohort 1? Should they proceed in Cohort 2? Will others begin elements of planning such as for Freshman Academies? Will all schools participate in the master planning process?
5. Academy offerings: The business community needs to be involved in a discussion with principals about targeted industry data and help prioritize academy offerings.
6. Professional development (PD): Analyze current PD offerings which align to the transformation and identify additional training needs.



OBSERVATIONS AND RECOMMENDATIONS

7. Communication plan: Communication among district personnel is important. Ensure the district communication plan and the regional communication plan are aligned to assure consistency in messaging.
8. Sustainability: The focus of Ford NGL is true transformation. Transformation will take a few years to implement completely and requires ongoing support and continuous improvement for sustainability.
9. Onboarding for leaders: Leadership transition requires an intentional plan to bring new leaders up to date on the progress. The new superintendent needs to be informed about the transformation from key partners (ChamberRVA, school board, and district staff, Ford NGL, other regional superintendents).
10. Career and Technical Education programs: There needs to be an intentional plan to align and coordinate career and technical education programming at the technical centers and offerings at the schools. Based on our understanding to date, we know there are many pathways provided at the technical center. Additional information will be gathered at the October visit.

NEXT STEPS ACTION TIMELINE

RICHMOND REGIONAL COMMUNITY

