



Sustained Partnerships

Preparing students for college, career, and community success is not solely an effort to transform high schools and the student experience; it is also a strategy for preparing the future workforce, expanding the regional economy, and improving conditions for those who live in the region. Students graduating from pathways should enjoy a seamless transition to post-secondary education and training options. These transitions are facilitated by strong, active partnerships with local postsecondary institutions and by leveraging the support of employers and civic and community leaders in establishing and sustaining high-quality pathways. Through such partnerships, communities can over time develop a qualified, diverse workforce and positively affect broader social and economic indicators.

This shift requires a new vision for collaboration across institutions, a new belief in shared responsibility for common goals, and a new willingness to make the boundaries between school and community porous. Leaders must recognize from the beginning the discomfort that this shift may cause, the natural frictions among institutions that have significantly different priorities and cultural norms, and the structured support that is needed to build new relationships and strategies.

Reflect on Your Practice

- What experiences have departments on the district leadership team had collaborating with industry or community partners?
- How has the graduate profile and clarity about pathway programs of study across the district helped with collaboration? How can these things help going forward?

Foundational Steps

- Identifying nearby 2–4 year colleges and their aligned programs.
- Identifying nearby employers in industries aligned with pathway themes.
- Assigning team members to support the development of community partnerships.

D4. Sustained Partnerships

	1 Emerging	2 Developing	3 Advancing	4 Transforming
Post-Secondary Articulation				
D4.1 Post-secondary Partnerships	The superintendent has formed positive working relationships with leaders from nearby postsecondary institutions, with the intent to move toward formal agreements and smooth student transitions.	The superintendent, executive cabinet members, high school principals, and board members have joined with college administrators to review historical data about student transitions . They form a partnership to improve student access to and success in regional postsecondary institutions.	The superintendent and postsecondary presidents draft and sign formal agreements that may include: <ul style="list-style-type: none"> ■ data-sharing ■ reducing remediation rates ■ addressing equity and achievement gaps ■ bringing matriculation processes into high schools ■ expanding dual or concurrent enrollment opportunities ■ aligning high school pathways with college pathways ■ offering priority registration for graduates ■ exploring alternative options to placement tests, such as GPA, course completion, and portfolios. 	In addition to items in previous columns, the superintendent (or designee) and college presidents ensure that their staff not only follow through with commitments embedded in the formal agreement, but also standardize associated procedures so that they become sustainable.
D4.2 Student Support Services	High school counselors, college counselors, and community-based non-profit partners collaborate regularly to ensure that, all 9th or 10th grade students and their parents/families are aware of community college, 4-year, and other postsecondary options and enrollment processes.	High school principals assign a counselor and/or community-based support services professional to assist students (and families) in applying to community colleges and 4-year universities and in completing matriculation, which involves admissions, financial aid, enrollment, placement, registration, and orientation.	The superintendent (or designee) has worked with college partners to create and implement a joint plan to minimize the number of students needing developmental or remedial education courses upon matriculation.	In addition to items in previous columns, district and college leaders commit to continuously improving the conditions and support for student transitions, resulting in increased enrollment, persistence, and completion year after year.

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D4.3 Early College Credit	The district's CTE director, curriculum, and instruction director, and high school principals, in coordination with a local occupational training provider or college, analyze their capacities to offer academic and industry standards based career-technical coursework aligned with each pathway's program of study, and identify gaps where new course offerings and/or refined vertical curriculum alignment is needed across institutions.	To round out pathway course offerings with advanced courses, the district superintendent has formalized arrangements with local community colleges, 4-year universities and other postsecondary institutions to expand student access to and success in readily available early college credit opportunities.	The director of secondary education and college administrators systemically support expanded student access to and success in early college credit opportunities by addressing: transportation needs, the registration process, fee waivers, counseling, discipline management, grading management, course selection and reviewing instructional professional development, management, and hiring concerns along with other considerations. These arrangements are embedded in a formal agreement.	In addition to items in previous columns, the superintendent and director of secondary education collaborate with college deans to support the planning, implementation, and sustainability of aligned college pathways that extend classroom and work-based learning from high school pathways, build on industry-recognized certifications and stackable credentials, and prepare students for high-skill, high-wage careers through mapped postsecondary transitional paths.
Business and Community Partnerships				
D4.4 Business and Industry Engagement	The superintendent, school board members, and site and district administrators engage local business leaders , employers, Chambers of Commerce, and industry associations, to form mutually beneficial partnerships that involve serving on advisory boards, assisting teachers with project design, providing feedback on student work, serving as classroom speakers and mentors, and offering job shadowing and internship opportunities.	The superintendent encourages business, postsecondary, and civic leaders to create a community agreement to support education transformation. The agreement ensures that high school and college pathways are developed in concert with regional employers to reflect in-demand competencies and skills.	Through their involvement on the broad-based coalition or regional intermediary and pathway advisory boards, employers assume active leadership roles . The superintendent, with fellow business, postsecondary, and civic leaders, support and monitor progress on goals.	In addition to items in previous columns, key industry leaders through their participation in the broad-based coalition or regional intermediary, assume leadership roles and hold themselves mutually accountable for growth on a set of educational, economic, and social indicators.
D4.5 Infrastructure to Support Quality Work-Based Learning (WBL)	The district's executive cabinet and industry partners commit resources to establish a work-based learning system of support, including technology and staff infrastructure at both district and site levels and the formation and sustainability of industry advisory councils for each pathway.	The district's directors for secondary education, CTE, and curriculum and instruction and their industry partners embrace the graduate profile outcomes and create the conditions for achieving those outcomes through WBL. The school board adopts policies to support WBL and addresses related liability, access, supervision, and transportation issues.	The superintendent and community leaders partner to establish liaison connections between pathway Industry Advisory Councils and broad-based coalitions. The WBL coordinator helps provide an orientation to WBL partners.	In addition to items in previous columns, the WBL coordinator establishes criteria for WBL, processes for monitoring equitable access and evaluating WBL quality, and sample strategies for connecting WBL to classroom instruction. The WBL coordinator also organizes regular recognition and celebration of business and industry partners.

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D4.6 Community Engagement	The superintendent, other district leaders, and site principals engage students, parents, faith-based, and community-based organizations during pathway designing, soliciting input on graduate profile development, pathway marketing strategies, pathway themes, and career exploration activities to ensure that pathways are equitable, accessible, and rigorous.	The superintendent, board members, and other district leaders partner with community-based, faith-based, and/or other organizations to develop a family and student engagement strategy that involves families and students as consumers, advocates, decision makers, and contributing partners.	The superintendent establishes formal partnership agreements with community-based, faith-based, and other organizations, which supports them in assuming responsibility for key functions in the process of expanding and sustaining equitably accessible high-quality pathway options for students.	In addition to items in previous columns, through their participation in the broad-based coalition, key community leaders assume leadership roles and hold themselves mutually accountable for implementation of pathways and growth on a set of educational, economic, and social indicators.