

FOR IMMEDIATE RELEASE

November 10, 2015

FACT SHEET: Obama Administration Announces More than \$375 Million in Public and Private Support for Next-Generation High Schools

Today, the Obama Administration will host the first-ever White House Summit on Next Generation High Schools. The event will highlight students, educators, philanthropists, and entrepreneurs who are reinventing the high school experience to better empower students to seize opportunities in today's economy, and prepare students for success in college and career.

As part of the President's 2015 State of the Union push, the White House called for a national effort to create more Next Generation High Schools – schools that incorporate key elements of redesign, including more personalized and active learning, access to real-world and hands-on learning such as “making” experiences, deeper ties to post-secondary institutions, and a focus on expanding STEM opportunities for girls and other groups of students who are underrepresented in these high-growth, well-paying fields. Today's announcements showcase a broad Federal and private response to the President's call to action.

The Achievement Dividend

The Summit comes on the heels of new data that showcases the collective impact of Federal and local efforts to improve high schools over the past five years. Just today, new data released by the Alliance for Excellent Education, the America's Promise Alliance, Civic Enterprises, and the Everyone Graduates Center shows that we've seen a significant reduction in the percentage of students who do not complete high school on-time – from 1,015,946 students a year in 2008 to 744,193 students in 2012 – a 27% drop in just four years.

If sustained over the next decade, this achievement dividend translates into more than 2.3 million more high school graduates, and \$150 billion of additional lifetime wages earned.¹

In addition, the data released show that the number of schools where 40% or more students do not graduate has gone down sharply during this the Obama Administration. In 2002, there were roughly 2,000 of these schools across the country,

¹ Note: This estimate is in 2014 dollars and is based on Messacar and Oreopoulos (2012) and the 2012 employment-population ratio for high school graduates ages 25-64 provided by NCES.

accounting for a significant number of our dropouts. In 2014, the number of these schools has been reduced to 1,040 – a near 50% reduction.

And we must do more. According to data from the U.S. Department of Education Office of Civil Rights, only 50% of high schools in the U.S. offer calculus, only 63% offer physics, and between 10-25% of high schools offer zero or one of the typical sequence of core math and science courses such as Algebra I and II, geometry, biology, and chemistry. We must ensure that all students have access to the full suite of courses that will prepare them for success in the innovation economy, and that begins with having access to rigorous coursework in high school.

Details on the Summit

Today, the Administration will host the first-ever White House convening specifically focused on improving and strengthening our high schools. This convening will catalyze new thinking on the challenges and opportunities for advancing this agenda, and to share strategies for progress. It will also serve as an opportunity to highlight new resources and investments - from the Federal government and others- dedicated to advancing high school redesign.

The Summit brings a broad range of stakeholders to the table, from teachers who work every day to inspire their students, administrators ensuring their teachers have tools and support they need, researchers breaking ground in learning science, industry and foundation leaders who are seeding exciting work in communities across the country, and the full spectrum of partners working to create a more equitable education system.

Today's Summit builds on a strong focus on improving high schools that has spanned this Administration. In 2009, the Secretary of Education described the imperative of directing greater attention and resources to our lowest-performing high schools to ensure more students have the opportunity to graduate and carry on to and through college. In 2013, the President issued a challenge in his State of the Union to redesign America's high schools so that young people graduate with skills and abilities aligned with the needs of a global economy. As part of that call to action, the President has visited a number of leading high schools, including Manor New Technology High School (Texas), P-TECH (New York), and Worcester Technical High School (Massachusetts).

Unfortunately, too many still do not have these opportunities. According to data from the U.S. Department of Education Office of Civil Rights, only 50% of high schools in the United States offer calculus, only 63% offer physics, and between 10-25% of high schools offer one or less of typical core math and science courses such as Algebra I and II, geometry, biology, and chemistry. There is a particular shortage of these courses for

students who are members of groups that are traditionally under-represented in STEM fields; currently, a quarter of high schools with the highest percentage of African-American and Latino students do not offer Algebra II, and a third do not offer any chemistry.

That's why earlier this year, as part of the President's State of the Union push, the White House called for a national effort to create more Next Generation High Schools – schools that incorporate key elements of redesign including personalized learning, work-based learning experiences, deeper ties to post-secondary education, and a focus on expanding STEM opportunities for girls and other groups of students who are underrepresented in these high-growth, well-paying fields.

We should be proud of the progress that students have made over the last several years, and thankful for the hard work of educators, school leaders, superintendents, and state leaders for pushing us in the right direction. It validates the work the Department of Education has supported for the last six and a half years, including policies that target significant resources and attention to our lowest-performing high schools. However, stemming the number of dropouts alone will not lead the gains we need as a nation to ensure all students graduate from high school prepared for success in college and the workforce.

New Federal Efforts Being Announced Today

As a part of the event, the Department of Education is announcing the following commitments to improving the educational experiences of our high school students:

Investing in Innovation grants: Later this week, the Administration will announce its intention to award over \$20 million in federal grants through its Investing in Innovation (i3) grants specifically to support the reform and redesign of high schools that serve low-income students. i3 supports organizations that are transforming education in communities across America by implementing innovative and proven strategies while building evidence of what works to address persistent education challenges. This application cycle is the first time that i3 had a specific focus on high school redesign.

Department of Education is announcing details on two new Career & Technical Education prizes: The Department is planning over \$250,000 in in-kind prizes to the winners and finalist teams of the EdSim Challenge, including cloud services, software and hardware, developer tools, and technical support that will be provided by IBM, Microsoft, Samsung, Oculus and Zynga. The EdSim Challenge will encourage developers of cutting edge games, 3D simulations, and virtual reality experiences to create the next generation of immersive, interoperable, open platform simulations for use in career and technical education. By encouraging the development of interoperable 3D simulations, the Department of Education seeks to expand the reach of

Career and Technical Education while establishing a more predictable environment for designers to develop high quality educational simulations. The EdSim Challenge will launch later this year with a feedback period where the public can provide their thoughts on the challenge design. The Department of Education will also launch the CTE Makeover Challenge in 2016 to inspire schools to transform existing spaces or create mobile maker spaces in conjunction with their career and technical education (CTE) programs. The Department of Education will organize and conduct the challenge, by providing technical assistance and professional development opportunities, and awarding prizes to the finalists and winner of the Challenge. Interested participants can go to EdPrizes.com and register for updates about these challenges.

Playbook for High School Redesign: Early next year, the Department plans to release a compilation of Federal agency resources to help States and local communities redesign their high schools in light of the Administration's eight principles for redesign. The playbook will include opportunities for grant funding, as well as opportunities for technical assistance and resources and tools that states and communities can use in their high school redesign efforts.

Recommendations to Transition to Personalized Learning: In the coming weeks, the Department of Education Office of Educational Technology will release a series of recommendations for schools transitioning to personalized learning and researchers studying the impacts of this new model. The recommendations are based off of interviews with nearly 100 researchers, educators, and technology providers based on their experience conducting research or implementing personalized learning.

Best practices guidance to reduce the course equity gap: In the coming months and as part of the President's *My Brother's Keeper* initiative, the Department of Education will release best practices to help districts and schools identify and implement strategies to ensure more students – including traditionally underserved students – have access to, participate in, and successfully complete rigorous advanced coursework.

Career Pathway Joint Letter from Federal Agencies: In April 2012, the U.S. Departments of Labor, Education, and Health and Human Services issued a letter of joint commitment to promote the use of career pathways to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers. That letter fostered state and local partnerships around career pathway programming and system development. An updated letter of commitment will be released early next year that provides updated information and resources from federal agencies to help States, regions, local communities, and tribal communities integrate service delivery across Federal and state funding streams.

Major Commitments in Response to the President's Call to Action

Developing and Launching More Next-Gen High Schools

IBM is committing to work with State governors and their industry partners to open an additional 25 P-TECH schools, totaling more than 125 schools in development over the next three years, which would support more than 30,000 students. IBM is seeking to replicate the first Pathways in Technology Early College High School (P-TECH) school, which opened in Brooklyn in 2011. P-TECH schools are innovative public schools for grades 9-14 that create clear pathways from high school to college and career for young people from all academic backgrounds. In 6 years or less, students graduate with a high school diploma and a no-cost, two-year associate degree in a growth industry field. Each P-TECH school works with a corporate partner and a local community college to ensure an up-to-date curriculum that is academically rigorous and economically relevant. Hallmarks of the program include one-on-one mentoring, workplace visits and skills instruction, paid summer internships and first-in-line consideration for job openings with a school's partnering company. With the support of 100 corporate partners, there more than 35 P-TECHs have been launched or are in development in New York, Illinois, Connecticut, and Rhode Island. Today, IBM is announcing plans to work with partners to grow the P-TECH network to 125 schools across the United States, which would support approximately 35,000 students. A key interim goal will be to grow P-TECH's presence to five additional States. IBM will support this goal by hiring a statewide coordinator for each additional State to support the State's efforts.

The New Tech Network will expand by 50 additional schools over the next two years. By the 2016 school year, close to 200 public-district high schools and charter schools, along with 50 elementary and middle schools, in 29 states will be implementing the New Tech school model. New Tech Network (NTN) schools prepare high school graduates for the demands of college and career through a school-wide culture of empowerment and collaboration, a project-solving approach to learning, and integral use of technology. In 2016, 75,000 students will be learning in NTN schools located in urban, rural, and suburban locales (15,000 more students than in 2015). In NTN schools, personalized learning is a component of project-based learning that enables students to gain the knowledge, skills, and attributes necessary for success in the 21st century, including mastery of content knowledge, critical thinking, collaboration, effective oral and written communication, and the ability to direct their own learning and outcomes.

The Silicon Schools Fund (SSF) is launching a new \$40 million fund in the Bay Area to create the next generation of innovative schools. Over the next five years, SSF will support the launch of 40 new schools, thereby creating 20,000 new spaces for students. SSF grants will also support the creation of Next Generation teacher and principal

training programs. Low-income students in the Silicon Schools Fund portfolio schools outperform the overall state average for all students in California, as well as the California charter-school average on the Smarter Balanced Assessment. This announcement builds on SSF's work over the past four years to support the launch or conversion of twenty-five schools towards a new model of personalized learning. The long-term goal of the new investment is creating schools that become both laboratories of innovation for new school models and the proof points of what's possible for others to replicate across the country.

EDWorks will launch a network of 12 early-college high schools, with the goal of supporting 6,000 students annually. Beginning in 2016, through a partnership with the Black Belt Community Foundation, the Alabama Automobile Manufacturers Association, Selma City Schools, and others, EDWorks will launch a network of start-up Early College High Schools on college campuses in the southern United States that create a seamless link between high school, industry certifications, the workforce, and college completion. As part of this commitment, the EDWorks Black Belt Initiative will raise \$12 million in start-up resources over the next five years to design and implement 12 schools that will, by the end of five years, directly impact more than 6,000 high school students annually. Using data from the U.S. Department of Labor along with local economic-development data, EDWorks will work with all parties to cross-reference the most critical workforce gaps with the strongest academic programs at the network's partner institutions of higher education. Each school will have a plan to allow for every student to earn up to 60 college credit hours, which translates to an associate's degree or two years of a four-year degree in an area of high workforce demand in the region, such as engineering, healthcare, logistics, green energy, and manufacturing.

Supporting Full Scale Redesign

A funder collaborative led by the William and Flora Hewlett Foundation will seek to support 1,000 local school leaders across 50 states to redesign their schools using their own resources. Funders planning to participate in the collaborative include the J.A. and Kathryn Albertson Family Foundation, the CityBridge Foundation, The Colorado Education Initiative, the Grable Foundation, the Nellie Mae Education Foundation, the Overdeck Family Foundation, the Raikes Foundation and Ted Dintersmith. The overall collaborative will be supported by the work of IDEO, the Stanford d.school, and the School Retool project, which supports school leaders through a design-based process of rethinking what a school can look like, and how it can best encourage students to build knowledge and skills critical to academic and life success, including critical thinking, effective communication, collaboration, and a growth mindset. School Retool's first effort will be to create a massive open online course (MOOC) that introduces school leaders across the country to the process school redesign focused on deeper learning. The goal is to have at least 1,000 leaders from all 50 states participate in this course. School Retool will use the results of this course to map interest from school leaders and

build regional cohorts across the country to provide deeper support. To do this, School Retool will seek partners with an initial investment of \$750,000 for the MOOC and cohorts in at least 10 states, with a goal of ultimately expanding to all 50 states.

The Nellie Mae Education Foundation is committing up to \$200 million through 2020 to accelerate student-centered approaches to learning in New England. These investments will support learning that is engaging, personalized, competency-based, and not restricted to the traditional classroom or class day. The Foundation will invest directly in systems-level change for districts and statewide in all six New England states; support efforts to encourage educator ownership, leadership, and capacity to advance student-centered approaches to learning; invest in enabling policy; sponsor research to explore the quality and rigor of student-centered learning; and fund local organizing efforts to engage community members around the need for modernized education. This commitment represents an increase of up to 60% of current investments by the Foundation in the region.

Carnegie Corporation of New York is committing to invest \$25 million in support of newly designed school models and system-level change. In 2001, Carnegie Corporation called the reinvention of the traditional high school the “clarion call of our new century.” Over the course of the last fifteen years, the Corporation has invested over \$267 million to advance this cause – galvanizing the funding community, building capacity in the field, and seeding groundbreaking school-design work. This work has included leading investments in the New Century High Schools initiative, the blueprint of choice for New York City’s small schools, and more recently through the Corporation’s Opportunity by Design initiative, a network of high schools opened in partnership with seven school districts and intermediaries. This year, Carnegie Corporation of New York is committing \$25 million dollars to build the field in two important ways: through additional investments to support the design and implementation of innovative school models that reimagine the use of time, money, people, and technology, and through catalytic work across the education sector to integrate the elements of school reform, deepen learning about what works, and expand public knowledge of the school models of the future.

The Institute for Student Achievement (ISA), the only high-school turnaround model that meets the Department of Education’s highest evidence threshold to date, will triple the number of high school students it serves. ISA is undertaking an expansion initiative to increase the number of students who graduate from high school and who enter and persist in college. Over the next five years, ISA expects to more than triple the number of students it serves from 25,000 to 75,000. This expansion initiative will focus on 22 cities within 15 states. The growth model will center on the development of new schools and the restructuring of existing schools, based on community need, with a continuing emphasis on STEM and Career and Technical Education. In addition, ISA will further develop its college preparatory program and increase students’ non-cognitive and academic outcomes by building school capacity to embed non-cognitive teaching and

learning in schools' core academic programs. Over the next five years, this initiative will support ten high schools in existing and expansion districts and serve approximately 5,600 students.

Giving More Students Access to Cutting-Edge Courses, Mentors and Workforce Opportunities

With \$100 million in new investments and associated matching funds, the National Math and Science Initiative (NMSI) will expand the reach of its College Readiness Program to 300 additional high schools, impacting 450,000 additional students nationwide. The College Readiness Program provides resources and support to students, teachers, and schools in order to increase the number of students participating and succeeding in rigorous Advanced Placement coursework in math, science and English, while expanding access to these courses to traditionally underrepresented students. In just one year, schools participating in the program show a 68% increase in the number of qualifying math, science and English AP scores – 10 times the national average. African-American and Hispanic students show an 80% increase, which is more than six times the national average for these groups. Female students show a 67 percent increase, which is 10 times the national average for females. Since 2008, the program has been implemented in nearly 800 schools across 30 states and has impacted over a million students. The program is backed by a broad coalition of public and private partners, including recent support from the U.S. Department of Defense, ExxonMobil, Peter O'Donnell and The O'Donnell Foundation, The Heinz Endowments, The Boeing Company, and Northrop Grumman.

Linked Learning is committing to support 310,000 high school students in high-quality career pathways by the year 2020, nearly doubling the number of students it currently supports. Linked Learning is transforming education for California students by integrating rigorous college preparatory academics with career technical education and real-world workplace experiences. Linked Learning has created meaningful learning experiences through career-oriented pathways in fields such as engineering, health care, the performing arts, law, and more. Currently, there are roughly 1,000 new Linked Learning pathways serving more 145,000 students across California. By 2020, the number of students enrolled in Linked Learning will grow from 145,000 to 310,000 (15% of California's high school students). This expansion effort will improve outcomes for students, preparing them to attend and successfully complete college, and enter a financially sustaining career. Funding for the expansion comes from investments by the state of California and the James Irvine Foundation.

Thirteen Change the Equation (CTEq) companies – including Intel, Lockheed Martin, and Dow – are committing to dramatically expanding the number of volunteer hours that their STEM professionals contribute to schools and out-of-school programs to inspire and inform young people about the wonders of STEM careers. These companies pledge to support their employees for at least 112,500 hours' worth of direct volunteer

involvement in STEM education in 2016, up from a 2015 baseline of nearly 90,000 hours. This time commitment amounts to more than 14,000 days of STEM experiences reaching tens – and likely hundreds – of thousands of young people around the nation. Below are a few examples of what CTEq members have pledged to do in 2016:

- **Dow STEM Ambassadors** will reach more than 500 teachers, and by extension tens of thousands of students, in communities where Dow Chemical Company operates by providing resources that foster top-notch chemistry instruction grounded in everyday life.
- In collaboration with the Oakland Unified School District, **Intel** will create a computer science and engineering pathway serving more than 2,400 students. A team of Intel employees will deploy in Oakland during the summer of 2016 to lead students in Maker activities using Intel technology. Also, the **Intel Native American Employee Network** will manage a unique computer science and engineering pathway for Navajo high school students attending three Arizona high schools in the Navajo Nation.
- **Lockheed Martin** and **Project Lead the Way** will pilot a virtual mentoring program with Washington, D.C. high school students.

As part of the NAFTrack Certified Hiring program, NAF is launching a pilot of its NAFTrack Certification, which will enable more than 13,000 students to showcase their workforce-readiness skills to 13 founding corporate partners. NAFTrack Certification is a “next-generation” assessment system, designed so that its project and internship assessments model real-world demands, including the integrated application of academic, career-technical, and workforce-readiness skills. This results in a certification that is more aligned with authentic workplace skills than exam-based approaches. The early implementation phase for NAFTrack Certification is piloting in the 2015-16 school year with an initial group of 13,450 registered students (representing 208 academies, 71 school districts, and 24 states), and has a longer-term goal of reaching all of the over 80,000 students in the NAF network. Upon certification, NAF students are eligible for NAFTrack Certified Hiring – a commitment by many of America’s top companies – including AT&T, Cisco, EMC, Hewlett Packard Enterprise, JPMorgan Chase, Juniper Networks, KPMG LLP, Lenovo, Promontory Financial Group, LLC, Skadden, Arps, Slate, Meagher & Flom LLP, Travelers, Verizon, and Xerox – to give special consideration to NAFTrack Certified students.

Coalition of early-college organizations commit to expanding dual enrollment to an additional 10,000 students under the Department of Education’s new experimental site authority. Last month, the Department of Education announced the launch of an experiment that will expand access to college coursework for high school students from low-income backgrounds. For the first time, high school students will have the

opportunity to access Federal Pell Grants to take college courses through dual enrollment. Dual enrollment, in which students enroll in postsecondary coursework while also enrolled in high school, is a promising approach to improve academic outcomes for students from low-income backgrounds. Today, a broad coalition of organizations with experience partnering with local colleges and high schools to promote dual enrollment, early college high schools, and concurrent enrollment are announcing a collective commitment to expanding dual enrollment access to 10,000 new low-income students around the country. The coalition includes Bard College, Breakthrough Learning, Early College Initiative at the City University of New York, Educate Texas, EDWorks, Jobs for the Future, KnowledgeWorks Foundation, Middle College National Consortium, National Alliance of Concurrent Enrollment Partnerships, North Carolina New Schools, and Ohio Early College Association. Coalition members Bard College are also making additional commitments to add 1,000 more early college seats in the next five years.

Creating Effective Transitions from Middle School

The Expanded Learning Middle School Initiative will leverage a collective investment of \$620 million to provide high-quality expanded-learning opportunities to 1.3 million middle-school students over the next five years. A student's experience in middle school is a critical gateway to the student's experience high school. The early-adolescent brain goes through a unique neurological transition when it engages creatively and navigates new social dynamics in a positive manner. Therefore, hands-on learning activities and mentorship can support development, and put students on track for success in high school and beyond. The collective investment in expanded learning for middle school students reflects the generous support of corporate, philanthropic, foundation, and individual supporters, as well as from some existing public grants. To make expanded learning the new normal for all middle school students, the consortium behind the Expanded Learning Middle School Initiative will continue to call on the private and public sectors to scale evidence-based best practices and programs. This initiative is led by Citizen Schools and Spark, and also includes: After-School All Stars, Afterschool Alliance, Aim High, Building Educated Leaders for Life (BELL), Classroom, Inc, Every Hour Counts, ExpandedED Schools, Family League of Baltimore, Harlem RBI, High Jump, Higher Achievement, Horizons National, Middle Grades Partnership, Million Women Mentors/STEMconnector, National Center on Time & Learning, Partnership for Children & Youth, Sprockets, and YMCA of the USA.

Building the Field

The Alliance for Excellent Education is launching the "Better High Schools for All" initiative to continue to build momentum for next-generation high schools. The new "Better High Schools for All" effort will help connect the many effective high-school redesign initiatives that exist, both Federal and private. Key activities of the initiative

will include translating significant research activities into actionable recommendations for practitioners; offering policy makers evidence-based policy strategies to transform low-performing high schools; building connections across organizations and sectors to increase the number of underserved students attending redesigned high schools; and increasing public demand for the deeper learning opportunities these high schools provide.

A Growing Community of Organizations are Answering the President's Call to Action to Redesign High Schools

New Cutting-Edge Research Collaborations

SRI International and researchers at George Washington University will launch a three-year effort to build and disseminate their research on “inclusive STEM high schools.”

Inclusive STEM high schools aim to increase the representation of under-represented students in science, technology, engineering, and mathematics (STEM) by admitting students based on interest, rather than prior achievement, and providing students with extensive STEM coursework and related experiences. Early research from SRI and GWU shows that graduates of inclusive STEM high schools in Texas and North Carolina had higher levels of achievement, STEM interest, and enrollment in advanced courses than their peers attending conventional high schools. The STEM schools appeared to have particularly large impacts on the proportions of African American and Hispanic students who were prepared to succeed in college-level STEM courses. To assist district leaders and policymakers in putting these findings into practice, SRI and GW are launching a new online compendium of research findings, case studies, and analyses of state policies that facilitate the development of inclusive STEM high schools. This compendium will be updated frequently over the next three years.

The Funders’ Collaborative for Innovative Measurement is committing \$700,000 to advancing research, design, and improvement around “hard to measure” interpersonal and intrapersonal skills. The Collaborative is launching with the support of nine private foundations and has focused on encouraging student uptake of the skills, dispositions, and competencies that are increasingly seen by researchers and practitioners as inherent to the learning process and critically important for success in college and career readiness, as well as in civic and everyday life. These include oral communication, learning to learn, collaborative problem-solving, and developing a growth and learning mindset. Over the next year, the Collaborative will synthesize current research and development activity related to measurement; build the field of educators, researchers, policymakers and other stake-holders interested in hard-to-measure skills; inform public understanding through communications and outreach mechanisms; and consider opportunities for aligned strategic investment.

Changing the Physical Designs of High Schools

The American Architectural Foundation (AAF) will launch a new campaign to scale up its Design for Learning initiative to reach 100 additional school districts by the end of 2018. AAF has worked with over 100 school districts during the past decade, and, with the support of the Bill and Melinda Gates Foundation, is currently working on creating new models for school design for over 30 schools in six school districts. AAF will also support a broader community of school leaders by securing the funds to create a “Design for Learning Leadership Institute.” These new announcements build on AAF’s belief that the traditional 20th-century high-school design is ill-suited to support new learning styles, and on the increasing demand of progressive educators for learning spaces that support a variety of educational programs and experiences. The long-term potential of AAF’s work to change how schools spend on their spaces is substantial given that in 2014 alone, school districts spent over \$14 billion renovating, designing, and building new facilities.

The Children’s Museum of Pittsburgh will partner with museums and libraries to bring high-quality maker education to 75 schools across the country. With the help of Kickstarter, the Children’s Museum of Pittsburgh will launch in spring 2016 a web- and print-based Kickstarting Making in Schools toolkit that will allow thousands more teachers and students access to high-quality maker education by implementing crowdfunding campaigns to partner with local or national organizations. The Children’s Museum will test the effectiveness of the toolkit by convening a group of 10 leading museums and libraries across the country to use the toolkit and program framework to scale their work integrating making in schools. Each hub will work with at least five schools, resulting in at least fifty schools and thousands of students reached. While the program will be open to schools pre-K through 12th grade, each hub will be asked to work with at least two high schools. In partnership with organizations such as Digital Promise, Maker Ed, and others, the Children’s Museum of Pittsburgh will conduct outreach nationwide to promote the program to high schools, with a goal of having 25 high schools (outside of the identified hubs mentioned above) utilize the toolkit.

Giving Students Real-World Learning Experiences

International Baccalaureate (IB) will begin offering its career-readiness path to all 858 U.S. schools that use International Baccalaureate’s program. In Chicago Public Schools, students who completed all four years of the IB program were 40% more likely to attend a four-year college, 50% more likely to attend a selective four-year college, and significantly more likely to persist in college than their matched peers outside the program. Building on that success, International Baccalaureate’s Career-related Program (CP) is expanding, and for the first time in 2016, will be made available to all secondary schools across the globe, including U.S. high schools. CP provides students around the world with a transferable and hands-on set of skills, including coding, web

design, and digital-media development. Built with an eye towards the needs of students, universities, and employers in today's global economy, the CP includes a foreign-language requirement.

The CAPS Network, which originated at the Blue Valley Center for Advanced Professional Studies, (CAPS) will offer nearly 10,000 juniors and seniors a sequence of career-relevant courses, along with internships with local businesses, and the ability to earn college credits. CAPS gives students access to career-relevant curricula that allows students to become immersed in a professional culture, solving real-world problems, using industry-standard tools, and being mentored by actual employers, all while receiving high-school and college credit. CAPS is an example of how business, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high-skill, high-demand jobs. In this school year, CAPS has 13 programs serving 3,600 students. By the 2018-2019 school year, CAPS plans to have 60 programs serving 9,780 students.

Expanding Access to Rigorous Courses

Equal Opportunity schools is committing to help one state become the first state in the U.S. to fully reflect its diversity in the AP and IB courses taken in its K-12 schools. The state will be selected through a competitive application process this winter, and will part of a three year effort by the "Lead Higher" consortium to help more than 600 schools achieve equitable participation in AP and IB courses, while ensuring high levels of student success. The Lead Higher coalition includes Equal Opportunity Schools, College Board, International Baccalaureate, and the Jack Kent Cooke Foundation. These institutions also all committed earlier this year, as part of the President's My Brother's Keeper Initiative, to increase AP and IB course access and success for 100,000 low-income students per year by 2018.

Esri is today releasing a web-based map and tool to empower everyone to explore key data from the latest public release of Department of Education's Office of Civil Rights data in a new, interactive way. Esri's donation to the ConnectEd program has already put cutting-edge GIS technology into 2,300 schools, providing nearly 1 million students across the country with technology supporting STEM education and helping them to develop problem-solving skills. The web service Esri is making available today includes both pre-built maps, and also access to other school level variables from the Civil Rights Data Collection available through an API, providing a model to inspire others to use this data and mash it up with other open data in creative ways.

Empowering Next-Generation Administrators and Teachers to Rethink High School

4.1Schools is releasing the Tiny Schools Prototyping Kit to help 1,000 local communities create their own small-scale prototypes of next-generation school designs. The

Prototyping Kit includes a Tiny School Contract Template to serve as a starting point for aspiring school leaders and host site partners. 4.0 Schools will also provide training and startup capital to bring the 10 most effective prototypes to life as breakthrough public schools or low-cost private schools as part of its nationally recognized Launch program. With experience in new school and learning-technology creation over the past five years, 4.0 Schools has developed a rigorous four-stage process to give aspiring leaders the tools and training they need to launch breakthrough school models in their own communities. The goal of The Tiny Schools Project is to reduce the risk of creating new schools by testing promising concepts at a very small scale in intimate environments where willing families and students provide high-frequency feedback to school leaders before they build a full-scale school.

STEM Accelerator, a project of Breakthrough Learning, will launch a network of innovative STEM schools focused on transforming mathematics and science instruction in over 150 high schools. The STEM Accelerator is a multi-year effort to develop more effective ways to teach mathematics and science in high schools. To integrate the Next Generation Science Standards and Common Core Standards for Mathematics, educators who have not experienced this kind of teaching and learning must be prepared differently. In collaboration with higher-education and industry partners, over 150 high schools will advance teaching and learning in STEM and develop interdisciplinary experiences for students of all demographics. The vision is to inspire the next generation of global innovators by cultivating a learning ecosystem that promotes intellectual curiosity, cultural awareness, social responsibility, and complex problem solving.

New Visions for Public Schools will help more than 500 NYC teachers personalize their instruction. At its core, New Visions' theory of change is that schools need efficient management and instructional systems in place before any meaningful next-generation learning opportunities can take root. Over the next year, New Visions will support 77 principals in strengthening school systems in daily attendance, course scheduling, exam preparation, and graduation planning. New Visions will also offer 500 social-studies and STEM teachers comprehensive professional-development, curricula curated from open-educational resources, and web-based instructional tools. Teachers will have access to rich curricular materials through partnerships with institutions like the American Museum of Natural History and the Gilder Lehrman Institute of American History, guidance for project-based learning, and techniques personalizing instruction to diverse learners. In the next phase of work, New Visions will increasingly build structured, out-of-school credit experiences for students that bridge the gap between high-school and post-secondary success, such as college courses, internships, and vocational certifications. With roots in the small-schools movement, New Visions for Public Schools works with 77 public NYC high schools and supports the progress of their 45,000 students toward graduation and college and career readiness.

Continued momentum for the Emerson Collective's XQ project to rethink, reimagine and redesign high schools. In September, the Emerson Collective, launched as part of their commitment to My Brother's Keeper, XQ: The Super School Project. XQ is a national competition to rethink, reimagine and redesign high school. The goal is to bring together community leaders and partners to develop new models of high school that truly engage students in their own learning and equip them to success in college and careers. XQ already has seen interest from all 50 states in participating in the competition. There will be a fund of \$50 million to support at least 5 schools over the next 5 years. Winners, to be announced in the summer of 2016, will also receive expert support and assistance as they work to open the doors of their schools.

Additional steps being announced today include:

- Albemarle County Public Schools will develop a district-wide STEM-focused program focused on advanced manufacturing, mechatronics and engineering which will be available to all 8,500 middle school and high schools students. In addition, the district will partner with Piedmont Virginia Community College to develop an associates degree pathway and credentialing program for high school students. This will enable students who do not choose to matriculate into four-year colleges and universities to more quickly earn associates degrees. The coursework for this initiative will be developed by 2017 and will include an initial enrollment of at least 200 students.
- Brooklyn Laboratory Charter Schools, with support from the Carnegie Corporation and NewSchools Venture Fund's Catapult, will design and launch two new innovative high schools in downtown Brooklyn that redesign time, space, and technology, serving disadvantaged students who previously attended low-performing schools.
- The Buck Institute for Education is forming multi-year partnerships with several school districts in the League of Innovative Schools, a Digital Promise initiative, to provide professional development in project-based learning for high-school teachers in California, South Carolina, Tennessee, and Virginia. The Buck Institute for Education is also partnering with the Hawai'i Department of Education to create the Hawai'i Innovative Leaders Network, which the capacity of education leaders in Hawai'i to lead high schools that implement high-quality project-based learning.
- The Center for Secondary School Redesign will release the i3 TA Guide, a new technical assistance guide for high-school transformation developed by students, teachers, and administrators in 13 high schools across four New England States.

- CityBridge Foundation, with the support of a \$1.5 million grant from Microsoft, is committing to running the Education Innovation Fellowship for 2016-2018. The Fellowship is a yearlong program designed to expose the best teacher-leaders in Washington, DC to the most promising practices in personalized learning.
- The Corporation for Public Broadcasting, through public media's American Graduate initiative, will support stories for broadcast and web use on issues related to new approaches in high-school education across the country. Local stations will host community conversations and will provide PBS Learning Media resources to educators for use in their classrooms. Students will create digital content, including news reports, for programs such as the PBS NewsHour Student Reporting Labs.
- The Connecticut Association of Public School Superintendents (CAPSS) will advise up to 20 of its superintendents on school-based transformation that leads to a system of personalized learning for their students. In order to further support the transformation process, CAPSS will sponsor a Community of Practice for 20 superintendents and one other member of each central office.
- Education Northwest will work to implement early-warning systems and expand dual-credit opportunities. Education Northwest will launch an intensive effort to support the implementation of early-warning systems in high schools in Alaska, Idaho, Montana, Oregon, and Washington.
- Envision Education operates three charter high schools in the Bay Area, as well as a consulting division that shares Envision's model with schools and districts around the country. At its three schools, serving a population that is 69% low-income, 79% first-generation college-bound, and 78% students of color, Envision's strategy has resulted in a 77% 4-year college acceptance rate and 87% college persistence rate. Today, Envision is announcing a five-year goal to reach 100% 4-year college-acceptance and 90% first- to second-year college persistence rate by 2020. To reach this goal, Envision plans to further strengthen not only students' foundational math and literacy skills through personalized learning strategies, but also their "social capital" by increasing their awareness of and access to resources available through personal and professional relationships. Envision Learning Partners will also scale these strategies with districts and networks around the country.
- The Grable Foundation will add to its nearly \$8 million in grants allocated over the past ten years to support innovative learning in high-school settings with another \$2 million in grants in 2016. In addition, with Grable's support, Pittsburgh's Remake Learning Network, a coalition of over 200 organizations dedicated to developing innovative approaches to learning in the Pittsburgh

region, will host a Week of Remaking Learning next year to celebrate innovative teaching and learning and generate commitments from regional stakeholders.

- Beginning in the 2016-2017 school year, High School District 214 in Illinois will help 3,000 students each year have an internship of some kind, in order to give these students the opportunity to explore their chosen career pathway.
- The Hudson Valley Pathways Academy (HVPA) plans to replicate its model, which relies heavily on design thinking and innovation, to each of the Hudson Valley area's eight county high schools. HVPA is committed to reinventing high-school education and has redesigned the traditional delivery model by shifting to a program that places greater emphasis on the acquisition of knowledge and skills by focusing on solving real-world problems and student-to-student and student-to-business collaborations.
- The International Association for K-12 Online Learning (iNACOL) will work with 10 states on policy development and removing policy barriers for next-generation learning. iNACOL is uniquely positioned to further accelerate the shift to personalized, student-centered learning through competency-based, blended, and online-learning approaches. In addition to its state-level work, iNACOL is committing to provide direct support to more than 1,000 public schools and districts in designing next-generation learning models.
- KIPP DC College Preparatory is committing to doubling the number of students it serves over the next five years. In Washington, D.C. and across the United States, only one in ten students from low-income communities graduate from college. KIPP's college-preparatory high school makes deep investments in instructional technology and ensures that alumni have the tools and support needed to graduate from college, enter rewarding careers, and lead choice-filled lives. To date, 90% of KIPP DC College Preparatory graduates have matriculated to college and 84% are persisting in college and on their way to college degrees. At scale, KIPP DC's high school will provide 1,050 District of Columbia students with access to high-quality, college- and career-bound seats.
- LRNG will collaborate with WE.org to engage one million students across 70 communities in service-based learning curricula and opportunities for youth on the LRNG platform. LRNG will partner with schools, businesses, libraries, and other community institutions to connect in-school, out-of-school, and online-learning opportunities into a seamless network that is open to all youth.
- Oxford Day Academy (ODA) is working to build, launch and scale a new kind of high school where STEM meets service learning in a re-structured educational environment. The aim is to create an environment akin to working at a cutting-

edge 21st century organization, in which students will identify and address real needs in their local community.

- The PAST Innovation Lab is creating new learning lab spaces where students from numerous schools can come to receive blended STEM learning experiences. This effort is beginning in Ohio, with other states to follow.
- Penn Foster is creating a next-generation high-school-to-career pathway designed for Opportunity Youth. This pathway is characterized by a customized learning environment that works for young adults through self-directed instructional design, mobile-first student user experience, and competency-based curricula. Penn Foster has pledged \$1 million in scholarships to companies who will begin to support employer-funded high-school completion programs in 600 districts nationwide.
- Pittsburgh Public Schools will be opening its STEAM Mini Grant Program to high school students in spring 2016, with the goal of providing grants ranging from \$2,500 to \$7,500 for students to develop innovative, hands-on curricula that can be used to engage their younger peers in science, technology, engineering, arts, and mathematics (STEAM). The Pittsburgh Public School District's STEAM Mini Grant Program was launched in fall 2015 to catalyze the development of innovative interdisciplinary projects and activities by teachers, principals, and schools. Fall cycle grantees received approximately \$2,500 each and expanded STEAM learning opportunities from 1,300 students to over 5,500 students across the District. During the spring cycle of the District's Mini Grant Program, an additional \$57,000 (approximately) will be disbursed. The second cycle of STEAM mini-grants will double, to 11,000, the number of students who have access to high-quality, interactive STEAM experiences across the District. The STEAM Mini Grant Program is part of a broader initiative across the District to roll out a K-12 STEAM Program. To date, this initiative includes formal STEAM programs in two high schools, Pittsburgh Brashear High School and Pittsburgh Perry High School.
- Real World Scholars (RWS) will provide micro-grants to 250 schools to help schools build web-based, student-run businesses to encourage entrepreneurial thinking. In 2016, RWS will fund up to 250 schools in grades K-12 while also providing the building blocks, such as a customized website, virtual mentors, and hosted banking, necessary to harness business as a force for learning. For the 2015-2016 school year, seventeen classrooms were selected for the pilot to build Education Corporations in K-12 schools. Beyond the product, each class is also crafting their own business model, learning how to overcome their unique challenges, and experiencing personal growth through the ownership they have in the company they are building.

- Student Voice (SV) will collect input from more than 10,000 students in all 50 states on what schools need to look like. Based on the input received, SV will create two dozen case studies of schools and organizations best using student voice in shaping the school environment. SV's Student Bill of Rights platform will support and certify schools that use student voices in school improvement process.
- The Sustainable Urban Design Academy at Castlemont High School in Oakland, CA provides more than 200 students with a design and engineering career pathway focused on sustainable energy, food systems, and environmental design. In fall 2016, the school will create a second pathway focused on public health that will ultimately serve 350 additional students. Moving forward, the two academies will expand the variety of action research based hands-on projects that students participate in to include youth-centered facilities design, urban agriculture, the development of low-cost environmental sensors, and the creation of software applications for healthier, more-sustainable communities.
- The University of Toledo in Ohio will develop a curricular model that provides an accessible way of introducing geospatial thinking to students while providing them with the skills and motivation to pursue STEM careers. The University of Toledo is engaging underrepresented students in real-world issues in the context of their own neighborhoods through the use of geospatial technologies and skills. These students are gaining knowledge and tools for enhancing their communities, as well as exposure to career opportunities in high-growth STEM sectors.
- Usher's New Look (UNL) will train engage 5,000 students in grades 9-12 in the UNL in-school leadership academy model, which includes Music Industry Leadership 101, leadership elective courses, and afterschool programming. UNL plans to host youth development "Pop Up" workshops focused on helping students identify their talents and interests, and explore career options. The goal is to serve at least 1,000 students (10 cities, 100 students in each).
- The Virtual Learning Academy Charter School will relaunch on November 17, 2015. Upon relaunch, the school will make the following commitments to all high school students in New Hampshire and throughout the nation: expand access to rigorous courses; support student-centered learning; ignite talents, interests, and passions through hands-on and real-world learning; build partnerships that allow high-school students to accelerate their learning through early-college experiences; and remove time as a barrier to learning.

In addition to the commitments listed above, we wished to acknowledge the dozens of high schools and school districts across the Nation who, in response to our call, submitted the work they are doing to help redesign high school in their own communities, including:

- *Alliance Alice M. Baxter College-Ready High School, San Pedro, California*
- *Arlington Public Schools, Arlington, Virginia*
- *Denver School of Innovation and Sustainable Design, Denver, Colorado*
- *Design Tech High School, Burlingame, California*
- *e3 Civic High, San Diego, California*
- *East Orange STEM Academy, East Orange, New Jersey*
- *Effingham High School, Effingham, Illinois*
- *Emerson Preparatory School, Washington, District of Columbia*
- *Forest Hill Community High School, West Palm Beach, Florida*
- *Forest Hills Public Schools, Grand Rapids, Michigan*
- *Great Oaks Foundation, New York, New York*
- *High School by Design at Warhill High, Williamsburg, Virginia*
- *Idaho PTECH Network, Sandpoint, Idaho*
- *Intrinsic Schools, Chicago, Illinois*
- *Madison County Schools, Ridgeland, Mississippi*
- *Marysville STEM Early College High School, Marysville, Ohio*
- *Meriden Public Schools, Meriden, Connecticut*
- *Metro Institute of Technology, Columbus, Ohio*
- *New Haven Public Schools, New Haven, Connecticut*
- *Ohio Valley Educational Cooperative, Shelbyville, Kentucky*
- *Pasco School District-Delta High School, Pasco, Washington*
- *Pickerington Local Schools, Pickerington, Ohio*
- *Reynoldsburg City Schools, Reynoldsburg, Ohio*
- *Rocket New Tech STEM @ Irvin High School, El Paso, Texas*
- *Synergy Alternative High School, East Hartford, Connecticut*
- *The Incubator School, Los Angeles Unified, Los Angeles, California*
- *The Workshop School, Philadelphia, Pennsylvania*
- *Ulster County BOCES, New Paltz, New York*
- *Valor Collegiate Academies, Nashville, Tennessee*
- *Washington Leadership Academy, Washington, District of Columbia*

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