



# Progress Report on Next Generation High School Commitments

Executive Office of the President  
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## *Progress Report on Next Generation High Schools*

### Executive Summary

In November 2015, the White House hosted a Summit on Next Generation High Schools, bringing together educators, policymakers, students, and philanthropists to rethink what the American high school experience can be. At the Summit, the White House announced collective action and commitments from organizations across the country, reflecting more than \$375 million dedicated to efforts to help spur innovation and significant change in today's high school experience and create a next generation teaching and learning experience for America's youth.

Next Generation High Schools are re-envisioning teaching and learning in high schools, particularly in the areas of science, technology, engineering, and math (STEM), and computer science, key areas of learning that prepare our students for the 21st century workforce. These high schools better engage students by providing stronger connections to the educational needs and interests of individual students; opening up new opportunities to personalize and tailor academic content and wrap-around student supports; using innovative approaches and strategies to restructure the scope and time spent learning; and employing innovative educational technologies, project-based and Maker learning, and competency-based progressions. Such strategies help to engage and empower learners and broaden participation of groups traditionally under-represented in STEM fields. Ultimately, the strategies reflected in America's Next Generation High Schools equip today's youth with the strong content knowledge, the ability to collaborate, and the critical thinking skills needed to meet the demands of an innovation economy and to embark upon a lifetime of learning.

Today, the White House is releasing a report detailing the progress over the last year among the organizations who made commitments to further the concept of Next Generation High Schools. The following metrics are highlights of some of the progress reported by these organizations.

- ✓ The Grable Foundation invested over \$2 million to support youth in grades 9-12 during 2016, advancing STEM, STEAM, Maker, and technology-enhanced learning and instruction.
- ✓ The Nellie Mae Foundation awarded nearly \$21 million in grants to New England institutions, districts, organizations, and advocates to support the acceleration of student-centered approaches to learning in the region, with the goal of achieving 80 percent college and career readiness among high school graduates by 2030.
- ✓ IBM and P-Tech will open 15 new schools in September 2016, with another four committed to open in 2017.
- ✓ Silicon School has received commitments for \$35 million that will support its goal to fund the launch of forty new schools on the leading edge of the personalized learning movement.
- ✓ Student Voice traveled to 17 states and 45 schools to gather input from students on what next generation high schools can and should look like.

**Note:** These progress reports are self-reported by the organization.

## **Alliance for Excellent Education**

### *Previous Commitment:*

The Alliance for Excellent Education (the Alliance) committed to launching the “Better High Schools for All” initiative to continue to build momentum for next-generation high schools by translating significant research activities into actionable recommendations and building connections across organizations and sectors.

### *Commitment Update:*

The Alliance committed to launching an effort to connect various organizations, including those that did not participate in the November summit, in a Network in order to create more next generation high schools. A particular focus in building these connections is to support efforts to ensure more underserved students attend next generation high schools and increase public demand for deeper learning opportunities in high schools. Specific goals of the connecting effort include:

- Promoting ongoing initiatives of participating organizations both within the Network and to broader audiences who could benefit from the information;
- Developing mechanisms for sharing information with states, districts, and activist communities on effective next-generation high school strategies with a goal of major expansion of efforts to create next generation schools;
- Expanding scope and scale of transformation efforts by extending resources, tools, experiences, and assistance from current initiatives to aspiring ones;
- Promoting understanding of and utilization of 2016-17 planning activities required by the Every Student Succeeds Act by states and districts to advance the principles of next-generation high schools into state and local decision making;
- Developing common communications messages to build demand with targeted audiences for next-generation high schools;
- Determining opportunities at the federal level for advancing next-generation high schools.
- Supporting state and district efforts to provide traditionally underserved students with the opportunity to attend next generation high schools;
- Designing free Every Student Succeeds Act (ESSA) toolkits for school leaders that include practical tips for using ESSA to implement or support: early college high schools/dual enrollment efforts, AP/IB programs, career and technical education, deeper learning, and personalized learning. The toolkits include audio, video, research and tools that can be used for planning and professional development.

## **The American Architecture Foundation**

### *Previous Commitment:*

The American Architectural Foundation (AAF) believes that the traditional 20th-century high-school design is ill-suited to support new learning styles or the increasing demand of progressive educators for learning spaces that support a variety of educational programs and experiences. AAF committed to launching a new campaign to scale up its Design for Learning initiative to reach 100 additional school districts by the end of 2018. AAF had worked with over 100 school districts during the prior decade, and, with the support of the Bill and Melinda Gates Foundation, was in the process of working on creating new models for school design for over 30 schools in six school districts. AAF also committed to supporting a broader community of school leaders by securing the funds to create a “Design for Learning Leadership Institute.” These new announcements built on AAF’s belief that the traditional 20th-century high-school design was 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 was considered substantial given that in 2014 alone, school districts spent over \$14 billion renovating, designing, and building new facilities.

*Commitment Update:*

Utilizing lessons learned from work with over 100 urban school districts across the country, AAF operates Design for Learning to guide educators and school stakeholders through a design thinking process to optimize educational spaces in support of the learning cultures they seek to create. Their "Design for Learning" strategy has provided us with an understanding of how to work with educators through a unique four step design process:

- Work with a champion inside the school district or community who has the vision and willingness to lead the change
- Disrupt and work with teachers to on new ways of design thinking
- Use co-design, which encourages teachers to see themselves as co-creators, allowing for ongoing, in-depth collaboration with architects.
- Seek to leave behind in every school district an "in house" design capacity going forward

They are currently taking this approach with six school districts in California, Colorado, Florida, Georgia, and Texas, which were selected by the Bill and Melinda Gates Foundations Next Generation School Initiative for their commitment to transformation and change their current learning environments.

*Commitment Metrics:*

- ✓ Reaching school leaders of 477,000 students and 25,000 teachers the launch of the effort

**Buck Institute for Education**

*Previous Commitment:*

The Buck Institute for Education committed to 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 also committed to partnering with the Hawai'i Department of Education to create the Hawai'i Innovative Leaders Network, which builds the capacity of education leaders in Hawai'i to lead high schools that implement high-quality project-based learning

*Commitment Update:*

In spring 2016 the Buck Institute for Education (BIE) partnered with the Novato, CA and San Leandro, CA school districts for a multi-year initiative to bring Project Based Learning to all their K-12 students.

*Commitment Metrics:*

- ✓ On pace to provide project-based learning training to 15,000+ teachers and administrators

**Carnegie Corporation**

*Previous Commitment:*

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.

*Commitment Update:*

Over the course of the past year, the Carnegie Corporation of New York has supported next generation learning opportunities and system-level innovation in the amount of \$25 million dollars. Corporation grantees reach thousands of high school students nationwide, fueling positive change that gives students access to personalized, mastery-based models that support strong youth development. The Corporation supports the creation of tools, technologies, and resources, the development of whole-school, mastery-based models, and system-level innovation to advance student learning; builds family and community engagement with the education system to ensure authentic, community-driven solutions; and fosters innovation by bringing together vanguard thinkers from across the education community and beyond, building knowledge to inform the field.

**CityBridge Foundation**

*Previous Commitment:*

CityBridge Foundation, with the support of a \$1.5 million grant from Microsoft, committed to running the Education Innovation Fellowship for 2016-2018. The Fellowship is a yearlong program designed to expose the teacher-leaders in Washington, DC to the most promising practices in personalized learning.

*Commitment Metrics:*

- ✓ Fellowship had 24 fellows, 54 alumni, and 54 schools represented this year

**Change the Equation**

*Previous Commitment:*

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.

*Commitment Update:*

Change the Equation’s (CTEq) members have volunteered over 57,000 hours of mentoring to inspire young people about STEM. This included an opportunity for 29 high school students from Oakland (CA) to participate in paid six week internships at Intel which incorporated a two week Maker experience into the internship led by Intel professionals. With the new school year just beginning, CTEq is on target reach or exceed their shared 2016 commitment of 112,500 hours of mentoring.

**Envision Education**

*Previous Commitment:*

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 percent low income, 79 percent first-generation college-bound, and 78 percent students of color, Envision’s strategy had resulted in a 77 percent 4-year college acceptance rate and 87 percent college persistence rate. Envision announced a five-year goal to reach 100 percent 4-year college-acceptance and 90 percent first- to second-year college persistence rate by 2020. To reach this goal, Envision announced 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 committed to also scale these strategies with districts and networks around the country.

*Commitment Update:*

Envision Education's uses a Portfolio Defense model, which is an assessment system that delivers rigorous academic preparation, teaches resilience and persistence, and helps students acquire the 21st century skills that are critical to college and career success (collaboration, communication, critical thinking, synthesis, and more). In order to reach more students with the Portfolio Defense model, Envision has already started expanding to include middle grades since the Summit. They will continue to add middle grades and new schools to their network. Envision’s theory of action is that when students are well prepared to present and defend their academic learning, when they have multiple opportunities to practice, fail, revise, and repeat, and when they develop agency and ownership over their learning, they will succeed in college, career, and life. Envision prepares students to persist in the face of academic and personal challenges.

They have also increased their commitment to offering both strong skill development and strong project-based learning to their middle and high school students. These efforts, combined with robust professional development for teachers and with strong college advising, have helped Envision realize significant progress in increasing their 4-year college acceptance rate each year. Through their consulting division, Envision Learning Partners, they have also seen increased adoption of their Portfolio Defense model. ELP works with district and school leaders to help schools adopt and adapt the Envision model in order to transform schools and increase student achievement. They are working in large districts, such as the Los Angeles Unified School District and the Sacramento City USD, as well as in Dallas, TX and the Bay Area.

*Commitment Metrics:*

- ✓ Envision’s 4-year college acceptance grew from 77 percent to 80 percent between 2015 and 2016
- ✓ With Envision Learning Partner’s leadership, 4,000 LAUSD students presented Portfolio Defenses in 2016.

**Expanded Learning Middle School Initiative**

*Previous Commitment:*

The Expanded Learning Middle School Initiative committed to 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 in 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, Expanded 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.

*Commitment Update:*

The Expanded Learning Middle School Initiative is on track to meet its goal of raising \$620 million to provide high-quality expanded-learning opportunities to 1.3 million middle-school students by the year 2020. 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 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.

**George Washington University**

*Previous Commitment:*

SRI International and researchers at George Washington University (GWU) committed to 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 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 showed 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 would launch 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 was to be updated frequently over the next three years.

*Commitment Update:*

GWU is completing a 5-year Opportunity Structures for Preparation and Inspiration (OSPrI) research study on inclusive STEM high schools led by Sharon Lynch of GWU. The study captures the critical components of eight successful STEM high schools and how they work together through a logic model and a STEM Inventory. The study also includes eight day-in-the-life student narratives of STEM education opportunities in inclusive STEM high schools and comprehensive high schools that captures the differences in curricula, supports, and opportunity to learn. The researchers have created three videos of one of the schools (Metro Early College High School in Columbus, Ohio), available on the OSPrI website. They have several articles published in the professional press and in research publications. This study is a companion study to the iSTEM study directed by Barbara

Means of SRI International which is studying the impact of inclusive STEM high schools in three states, described in greater detail below.

*Commitment Metrics:*

- ✓ Study focused on 8 STEM schools nationwide with close to 100 percent graduation
- ✓ Identified 14 critical components for success and developed a logic model that represents how the critical components work together
- ✓ Created 8 day-in-the-life narratives of students in Inclusive STEM high schools and traditional comprehensive high schools that illustrate differences in STEM education for under-represented students
- ✓ 3 videos produced on one case study school
- ✓ Created a STEM Inventory for schools to self-assess their STEM programs

**The Grable Foundation**

*Previous Commitment:*

At the 2015 White House Summit on Next Generation High Schools, the Grable Foundation committed to host a weeklong celebration of innovative teaching and learning across the Pittsburgh region during 2016 in conjunction with the Remake Learning Network; and to invest an additional \$2 million in 2016 to accelerate next generation learning in grades 9-12.

*Commitment Update:*

With support from 12 funding partners and 15 media partners, the Remake Learning Network hosted nearly 300 events at schools -- as well as museums, libraries, and other sites of learning -- designed to engage youth and their families in innovative learning experiences grounded in STEM, STEAM, making, coding, and technology-enhanced learning. The Grable Foundation has invested over \$2 million to support youth in grades 9-12 during 2016, advancing STEM, STEAM, Maker, and technology-enhanced learning and instruction. The grantee organizations include, among others: the Pittsburgh Public Schools; innovative, regional professional development programs hosted by the Allegheny Intermediate Unit, Quaker Valley School District, the Elizabeth Forward School District, the Avonworth School District, and the South Fayette School District; digital learning programs for teachers and students variously coordinated by Carnegie Mellon University, Common Sense, and the Smithsonian Institution; and consortia of school districts working with high education to reimagine learning in local high schools and beyond.

*Commitment Metrics:*

- ✓ 30,000 attendees at nearly 300 events
- ✓ 16,000 student participants
- ✓ \$2 million awarded
- ✓ 1,000 teachers and admin involved in PD programs
- ✓ 14 high schools funded to create new learning spaces

**Student Impact of the Grable Foundation**

The Grable Foundation and its Remake Learning Days have supported students like Samantha Ervin-Upsher, a student at Perry High School in Pennsylvania who participated in a club that was created in her high school to give students the time, space and tools to express themselves. In the club, Samantha learned about video production and eventually produced a video about issues surrounding race in the United States today, which was featured during Remake Learning Days.



## **IBM**

### *Original Commitment:*

IBM committed to work with 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, supporting more than 30,000 students.

### *Commitment Update:*

IBM has made progress on their commitments since November -- P-TECH grew from 40 U.S. schools in November 2015 in three states (NY, IL, CT) to 56 schools across six states. New schools will launch in New York, Maryland, Rhode Island and Colorado in September 2016. Each state is launching the model systemically, putting the necessary policy and funding changes in place to enable the successful implementation of the model. IBM serves as lead industry partner for six of the 55 P-TECH schools. Another 250 business and industry partners serve the remaining schools. All industry partners provide skills mapping, mentors, worksite visits, paid internships and other workplace experiences, and make all successful graduates “first in line” for jobs. Each state has committed to ongoing expansion or is considering expansion. IBM is engaged in discussions with other states to expand the model.

### *Commitment Metrics:*

- ✓ 16 new schools will launch by September 2016, with another four committed by 2017
- ✓ 3 new states committed to opening P-TECH schools with Governor’s leadership that will enable funding and/or policy changes
- ✓ 250 businesses involved as partners in leading P-TECH schools in six states

## **iNACOL**

### *Previous Commitment:*

The International Association for K-12 Online Learning (iNACOL) committed to work with 10 states on policy development and removing policy barriers for next-generation learning. iNACOL was 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 committed to providing direct support to more than 1,000 public schools and districts in designing next-generation learning models.

### *Commitment Update:*

iNACOL met and exceeded their original goal of working with 10 states on policy development and removing policy barriers for next generation learning and to providing direct support to more than 1,000 public schools and districts in designing next-generation learning models. They have worked with 13 states thus far.

### *Commitment Metrics:*

- ✓ 54,316 leaders, practitioners, and policymakers reached
  - 3,438 reached by webinars
  - Online symposium reached 3,100+ experts, innovators, policymakers, etc.

## **Institute for Student Achievement**

### *Previous Commitment:*

The Institute for Student Achievement (ISA) committed to triple the number of high school students it served. ISA undertook an expansion initiative to increase the number of students who graduated from high school and who entered and persisted in college. Over the next five years, ISA expects to more than triple the number of students it served from 25,000 to 75,000. This expansion initiative would focus on 22 cities within 15 states. The growth model would 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 would 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 was to support ten high schools in existing and expansion districts and serve approximately 5,600 students.

*Commitment Update:*

Over the next five years, ISA will enter into partnerships with school districts across the country so that they triple the number of students who have access to college prep, STEM and Career Technical Education high schools, and is on track to reach 75,000 students. ISA is in advanced partnership discussions with 10 new districts representing 22 schools in the following states: California, Florida, Michigan, New Jersey, New York, North Carolina and Pennsylvania. If these partnerships materialize, they will increase the number of students who have access to college prep, STEM and Career Technical Education high schools from 25,000 to 40,000 students in 2016-17 school year. Given that most of these district contracts are multi-year engagements and that ISA will continue outreach to other districts, they expect to surpass the commitment of 75,000 high school students over the next 5 years. ISA will work with 10 high schools to embed the teaching and learning of non-cognitive skills, such as persistence, into the core academics so that students apply their non-cognitive learnings to their actual academic work. ISA's 15th Annual Summer Institute (June 28 – 30) featured five (5) workshops focused on non-cognitive factors. The workshops provided resources (research and tools) for participants to explore and implement in their schools. Over 200 school leaders, teachers, counselors and coaches attended the Institute.

*Commitment Metrics:*

- ✓ In partnership discussions with 10 districts covering 22 schools and 15,000 students
- ✓ On track to pass 75,000-student commitment within 5 years
- ✓ 200+ teachers and administrators attended professional development institute

**Jobs for the Future**

*Previous Commitment:*

As part of a coalition of early-college organizations, Jobs for the Future (JFF) committed to expanding dual enrollment to an additional 10,000 students under the Department of Education's new experimental site authority.

*Commitment Update:*

JFF disseminated information about the experimental site authority to postsecondary and early college networks to ensure awareness about this opportunity including: early college high schools, Pathways to Prosperity states, postsecondary policy network states, and recipients of the JFF Newswire (can pull the number of subscribers if helpful). JFF produced public blogs about the experimental site opportunity and sent reminders through our networks to encourage them to participate in ED-led informational/guidance webinars.

In May, the U.S. Department of Education invited 44 postsecondary institutions to participate in the experiment designed to offer Pell grants, for the first time, to high school students from low-income backgrounds. As part of this experiment, over 10,000 high school students have the opportunity to access approximately \$19 million in Federal Pell Grants to take college courses through dual enrollment arrangements between colleges and high schools throughout the nation.

## **NAF**

### *Previous Commitment:*

As part of the NAFTrack Certified Hiring program, NAF committed to launching a pilot of its NAFTrack Certification, which would 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 was piloted 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 had 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 largest 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.

### *Commitment Update:*

In committing to NAFTrack Certified Hiring, the founding partners – AT&T, Cisco, EMC, HPE, JP Morgan Chase, Juniper Networks, KPMG LLP, Verizon, and Xerox – offered a set of benefits to better position NAFTrack Certified graduates for career opportunities in their companies. The companies’ commitment to NAFTrack Certified students created a private-public partnership that supported the needs of both the students and the companies. It offered students options national in scope and helps ensure that the country’s future workforce has the skills necessary to succeed in the fastest-growing industries. Since then, additional corporate partners have joined the movement, including Lenovo and Promontory, pledging their commitment to NAFTrack Certified Hiring.

### *Commitment Metrics:*

- ✓ 18,000 enrolled in pilot program
- ✓ 40,000 students and grads currently
- ✓ 7,000 internships in one year
- ✓ Grown to include almost 15 industry partners (55 percent increase since the convening)

### Student Impact of NAF

As a senior at Pathways Academy of Technology and Design in Hartford, CT, Tobi participated in NAF's Lenovo Scholar Network mobile app development project, creating an app called Savant that enables schools to collaborate and students to organize their school assignments. Tobi presented the app to guests at the 2015 NAF Benefit. In attendance that night was AT&T executive, Scott Smith, Senior Vice President of Human Resources for AT&T and member of NAF's national STEM Advisory Committee. AT&T has been a longstanding partner of NAF's, providing IT and engineering expertise as well as financial support for recruitment and retention efforts for NAF academies in Dallas, Birmingham, Miami, and Oklahoma City through the AT&T Aspire High School Success Initiative, which creates connections that drive innovation in education. Additionally, AT&T is a founding partner of NAFTrack Certified Hiring. While NAFTrack is new, the concept rings true of what the NAF academy experience is all about: students developing skills to help them land that dream job including interviewing, networking, and presenting – all skills Tobi tapped in order to impress business leaders, including Scott Smith. Following the NAF Benefit, Tobi graduated from his NAF academy and now attends Eastern Connecticut State University majoring in business information systems. He kept in touch with Mr. Smith and when the opportunity came up, Mr. Smith

### Nellie Mae Foundation

#### *Previous Commitment:*

The Nellie Mae Education Foundation committed 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 60percent of current investments by the Foundation in the region.

#### *Commitment Update:*

Since the November 2015 convening, the Nellie Mae Education Foundation has awarded nearly \$21 million in grants to New England institutions, districts, organizations, and advocates to support the acceleration of student-centered approaches to learning in the region, with the goal of achieving 80percent college and career readiness among high school graduates by 2030.

Key elements of Nellie Mae's strategy include: (1) developing effective systems to support student-centered approaches to learning, including more than \$7 million in grants to New England schools districts to transition their traditional systems to one that embraces student-centered approaches to learning and more than \$2 million in grants to policy advocates and trade organizations to advance state policies that provide the conditions for the acceleration of student-centered approaches to learning; (2) advancing quality and rigor of student-centered approaches to learning by launching a High School Math Network Improvement Community, aimed at identifying and deploying the student-centered strategies necessary to increase student proficiency in Algebra I and launching a Research Collaborative aimed at supporting new and innovative basic exploratory research on

student centered learning principles for all students to catalyze development and building coherence within the field, which will continue to build the evidence base of good implementation, and develop approaches that help practitioners and policymakers apply student centered learning research in their unique settings; (3) building educator capacity to advance student-centered approaches to learning by supporting the Woodrow Wilson Academy of Teaching and Learning, an individualized, competency-based program that focuses on outcomes, supporting a two-year principal and teacher fellowship in Rhode Island where participants are trained in the design, implementation, and support of personalized learning initiatives, and launching a Rhode Island State Design team to develop solutions for the entire stack of integrated technologies to support student centered learning; (5) building public understanding and support for student-centered approaches to learning by supporting districts throughout the region in building their communications and community engagement capacity, so communities are better informed and engaged with regard to student-centered innovations, youth organizing groups in all six New England states to advocate for student-centered innovations in their schools and communities, the launch of authentic school-community engagement initiatives in more than a dozen New England districts, facilitating community conversations about the future of learning that meets the needs of all students, the development of the Students at the Center Hub, a one-stop resource for student-centered learning information, resources and tools for advocates, parents and educators.

### **New Tech Network**

#### *Previous Commitment:*

The New Tech Network committed to expanding to an additional 50 schools. 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 would 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 would 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.

#### *Commitment Update:*

Consistent with their commitment to expand by 50 additional schools over two years, the New Tech Network will open 26 additional schools in 2016. In this coming school year there will be nearly 200 public district and charter New Tech schools, in 28 states. New Tech Network 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, they estimate 75,000 students will be learning in NTN schools located in urban, rural, and suburban locales. In NTN schools, personalized learning is a component within project-based learning that enables students to gain the knowledge, skills and attributes necessary for success in the 21st century: mastery of content knowledge, critical thinking, collaboration, effective oral and written communication, and the ability to direct their own learning and outcomes.

#### *Commitment Metrics:*

- ✓ 62,000 students and 4,400 educators reached

- ✓ NTN students grow 61 percent more in higher-order thinking than peers
- ✓ 92 percent college persistence (4-year); 72 percent college persistence (2-year)
- ✓ 91 percent graduation rate (+9 percent from natl. average)
- ✓ 70 percent college enrollment
- ✓ Case studies in South Carolina show advanced test scores, enthusiasm, etc.

### Teacher Impact of New Tech Network

New Tech Network annually recognizes the Best in Network teacher who exemplifies successfully combining active exploration, application, authenticity and academic rigor. A committee of peers reviews all teacher submissions and selects the award winner, based on the student project that best creates an exemplary learning opportunity. This year's Best in Network Award went to Courtney VandeBunte of i3 Academy at Flagler Palm Coast Academy in Palm Coast, Florida, for her submission "Prosthetics for Paws." VandeBunte, a Science and Art Design teacher, received the award for a student-designed and produced prosthetic leg for a dog. VandeBunte challenged her "Anatomy of Design" students to design and build a prosthetic leg for Champ, a dog that had lost his leg in an accident. "Using 3D printers, the students turned their vision into reality and created a variety of prosthetic models to test on Champ," she said. "Their work continues as modifications are made in the hopes that one of these models will become the leg that will ultimately work for Champ." According to one of VandeBunte's peer reviewers, "Prosthetics for Paws involved tools, tasks and processes that required the students to push their limits. The most powerful and effective projects for students allow them to feel like they can have an impact on the world, and this project most definitely had a concrete impact on the lives of both two- and four-legged friends."

### **PAST Innovation Lab**

#### *Previous Commitment:*

The PAST Innovation Lab committed to creating new learning lab spaces where students from numerous schools could come to receive blended STEM learning experiences. This effort begins in Ohio, with other states to follow.

#### *Commitment Update:*

PAST committed to creating an R&D educational prototyping facility where post-secondary, K-12, and industry could come together to design and build the classrooms of tomorrow, today. In January 2016 the Innovation Lab rolled up its renovated doors to four workforce development, STEM-based Learning Labs -- Metro School's Bodies, Design, Growth, Digital & Energy, alongside both clean and dirty Fablabs to support the programs. In its inaugural year the Innovation Lab is rapidly accruing partnerships from industry and local post-secondary institutions to support, advise and implement new and exciting programs that resonate with the needs of workforce development and strengthen the pipelines into post-secondary programs and the workforce. The growing partnerships bring new and important advisors to the PAST Foundation Board expanding the Innovation Lab network. Finally, PAST is actively seeking partnerships and strategies that allow the existing Learning Labs to fluoresce, creating new and broader student opportunities, changing the delivery of content, and developing new and stronger ties to workforce and post-secondary.

*Commitment Metrics:*

- ✓ 125 student participants in Learning Labs
- ✓ 515 facility visitors over wide spread of ages and roles
- ✓ 12 programs hosted for networking and educational change
- ✓ 10+ new partnerships (public and private)
- ✓ 14 new extracurricular STEM programs

**Pittsburgh Public Schools**

*Previous Commitment:*

Pittsburgh Public Schools committed to open 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 could 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) was to be disbursed. The second cycle of STEAM mini-grants would double, to 11,000, the number of students with 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.

*Commitment Update:*

The STEAM Program at Pittsburgh Public Schools is broadly committed to remaking learning for their 26,000 students. At last year's Next Generation High Schools Summit, they specifically made the commitment to expand the applicant pool for their District's STEAM Mini Grant Fund to students for the spring 2016 disbursement cycle; this year one student group from the University of Preparatory School at Margaret Milliones received a grant for \$7,000. An additional \$39,700 was awarded to principals and teachers during the spring disbursement cycle.

The STEAM Mini Grant Program had already proven to be successful at catalyzing creativity and innovation in teaching and learning for faculty and principals across the District, and they were certain that students could develop successful project proposals as well. Students' successful proposal from Pittsburgh Milliones will allow them to establish a hydroponic greenhouse in which they will grow vegetables to be used in a cooking program that will pull chefs and community leaders into the School on a monthly basis during seminars.

### School Impact of Pittsburgh Public Schools

The District's STEAM Mini Grant Program has helped educators to remake learning for their students in schools across the district. The successful student proposal at Pittsburgh Millions will specifically impact that school's student body, teacher practice, and the school's community. Students will be impacted by the project, as they are exposed to academic content chosen by them. They have advocated for a healthy foods and environmental justice program throughout the design process, and this project will give them an opportunity to design standards-aligned learning opportunities with their teachers. This constitutes a shift in teachers' practice to collaborating with students around the design of curricula and instruction. Teachers will have the opportunity to venture outside of the strictures of managed curricula and explore culturally responsive entry points into content areas that were previously inaccessible. The co-generative dialogue that this project will facilitate at Pittsburgh Millions will be significant and will hopefully spread to other schools across the District, as they engage these student change agents as facilitators of professional learning for additional teachers and administrators. In addition to the students and the teachers who will be impacted by this project, the students' families will also benefit from the healthy cooking seminars hosted by the school. Working in collaboration with various community organizations, these healthy cooking seminars that utilize fruits and vegetables grown by the students will expose members of the community to ways that they can improve the health of their families through cooking fresh and locally grown produce. Additionally, students will be provided with information to be shared with their families, on a periodic basis, regarding recipes and community resources that will enable them to prepare fresh healthy food at home.

### **Real World Scholars**

#### *Previous Commitment:*

Real World Scholars (RWS) committed to provide micro-grants to 250 schools to help schools build web-based, student-run businesses to encourage entrepreneurial thinking.

#### *Commitment Update:*

Since the launch of the second year pilot, Real World Scholars funded over 40 classrooms with \$1,000- \$2,500 to start student-run businesses in 17 states. Close to 1,500 students were able to build real businesses in their classroom, learning 21st century skills like critical thinking, digital literacy, team collaboration, the entrepreneurial mindset, and social responsibility. Classes that started businesses included Engineering, Chemistry, Biology, Humanities, Math, and Business classes; student-run businesses sold products and services ranging from high-end furniture and handcrafted soap to apparel and video production services. Real World Scholars supported students with mentor support and curricular resources to aid in the business building process. Student businesses grossed over \$50K for community causes, exposing them to the entrepreneurial process and their role as global citizens in an increasingly connected world. In the coming school year, more than 220 classes all around the country will be building student run business. In partnership with organizations such as the High Tech High Network, Big Picture Learning, Expeditionary Learning, classes throughout the educational space in 25 states will be starting businesses as ways to dive deeper into core



curriculum, engage with the community outside of the classroom, and develop relevant skills for the innovation economy.

*Commitment Metrics:*

- ✓ 1,200 students reached (15-16); 7,000 more projected (16-17)
- ✓ 200+ teachers trained
- ✓ \$50,000 in student profits directed to philanthropy
- ✓ \$65,000 classroom funding 15-16, \$250,000 classroom funding 16-17

**Silicon Schools Fund**

*Previous Commitment:*

The Silicon Schools Fund (SSF) committed to launching a new \$40 million fund in the Bay Area to create the next generation of innovative schools. Over the next five years, SSF would support the launch of 40 new schools, thereby creating 20,000 new spaces for students. SSF grants would 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 built on SSF's work over the prior 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 was to create schools that became both laboratories of innovation for new school models and proof points of what was possible for others to replicate across the country.

*Commitment Update:*

The Silicon Schools Fund has raised thirty-five million dollars towards its goal of funding the launch of forty new schools on the leading edge of the personalized learning movement. These 40 new schools will open in the Bay Area of California by 2021.

*Commitment Metrics:*

- ✓ Anticipates funding 40 new schools
- ✓ 20,000 students served by 2021
- ✓ \$35 million raised

**Student Voice**

*Previous Commitment:*

Student Voice (SV) committed to collecting input from more than 10,000 students in all 50 states on what schools need to look like. Based on the input received, SV would 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 would support and certify schools that use student voices in school improvement process.

*Commitment Update:*

Since the Next Generation High School summit, Student Voice's team of high school and college students has been working intently to ensure that all students have the opportunity for their voice to be heard in the discussion about how to improve school and next-generation learning opportunities. Student Voice has spent the last 6 months employing a number of strategies to interact with students and work to gather, amplify, and leverage their voices to improve their education. Recognizing that they do not have all the answers, they have experimented with what works and

what doesn't. They plan to spend the next six months scaling the strategies that have been successful.

In living rooms and classrooms around the country, Student Voice has convened groups of students, parents, teachers, and administrators to host open and frank discussions about schools. Since January, they have conducted well over 100 of these roundtable discussions. Facilitated by one of their experienced student facilitators, using their Roundtable Facilitators Guide, these discussions explore the 12 rights outlined in their Student Bill of Rights to discuss how school could be improved. For many students, this is the first experience they have thinking critically about how to improve their schools. It's not enough for just Student Voice to hear what students are saying about how to improve school; their voices should be heard in spaces where questions on school improvement are being debated and decisions are being made. Student Voice has long observed a critical lack of student presence in these spaces which include education conferences, school governance bodies, education committee hearings, and more. Whether the focus is on STEM, equity, or even deeper learning, when one does not include students at the center of the conversation, one limits themselves to working on the margins of school improvement. Student Voice has worked with organizations as well as state and local governments across the country to bridge this gap.

*Commitment Metrics:*

- ✓ 17 states visited
- ✓ 45 schools visited
- ✓ 65 hours of recorded roundtable discussion
- ✓ 5,000+ students reached
- ✓ 1000+ votes on Student Bill of Rights
- ✓ 100 student participants in advocacy training

### Student Voice's Student Impact

Robert Gordon is a recently graduated senior from North Middle High School in South Carolina's historically underfunded "Corridor of Shame". After hearing about the outsized role Robert plays in his school during a Student Voice hosted roundtable, they connected Robert with the resources to help tell his story to a larger audience starting with Student Space, a Student Voice affiliated organization in South Carolina. StuSpace helped Robert to draft talking points and record his classmates' opinions to present them at a lobby day in Columbia in front of state lawmakers and policy leaders. Afterwards, they connected Robert with NPR Ed reporter Anya Kamenetz who immediately saw the importance of his story and published a viral profile of Robert and his efforts which described Robert as the "principal" of his rural high school. Robert's story is just one of many example of how students, empowered through their work with Student Voice, are changing their communities for the better.

### University of Toledo

*Previous Commitment:*

The University of Toledo in Ohio committed to developing a curricular model that would provide 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 would engage underrepresented students in real-world issues in the context of their own neighborhoods through the use of geospatial technologies and skills. These students would gain knowledge and tools for enhancing their communities, as well as exposure to career opportunities in high-growth STEM sectors.

*Commitment Update:*

The University of Toledo is leading a NSF Innovative Technology Experiences for Students and Teachers (ITEST) research grant entitled “Advancing Geospatial Thinking and Technologies in Grades 9-12: Citizen Mapping, Community Engagement, and Careers in STEM”. One of the goals of the project is to introduce students in grades 9-12, who are among underrepresented groups, to spatial thinking, technology, and related STEM careers in the context of neighborhood challenges and opportunities during two, two-week summer workshops. The second workshop was held in June 2016, where 17 students in an inner city school participated and presented their results to their family members and key community leaders, such as the Mayor of Toledo, the Department of Neighborhoods, City Council members, Toledo Fair Housing, and neighborhood nonprofit organizations. They used technology and data to explore housing, community needs, crime, and community gardens and parks. The experiences of these students during summers 2015 and 2016 will serve as a model for curriculum that the University has already begun to create and pilot in their teacher advisors’ classrooms, which has reached other students. Ultimately, they plan to produce curriculum that integrates innovative uses of technology into topics that address 21st century issues while embedding a focus on careers throughout the course of the learning modules. The final product will be designed to be used in both social and physical science classrooms in a variety of school settings with topics that can be applied to local, regional, national, and global scales.

**The William and Flora Hewlett Foundation**

*Previous Commitment:*

A funder collaborative led by the William and Flora Hewlett Foundation committed to seeking to support 1,000 local school leaders across 50 states to redesign their schools using their own resources. Funders planned for participation in the collaborative included 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 was to 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 would be to create a massive open online course (MOOC) that introduced school leaders across the country to the process of school redesign focused on deeper learning. The goal was to have at least 1,000 leaders from all 50 states participate in this course. School Retool would then 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 would 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.

*Commitment Update:*

The High School Redesign: School Retool funder collaborative, led by the William and Flora Hewlett Foundation (and including the J.A. and Kathryn Albertsons Family Foundation, the Colorado Education Initiative, Ted Dintersmith, the Einhorn Family Charitable Trust, the Grable Foundation, the Nellie Mae Education Foundation, the Overdeck Family Foundation, and the Raikes Foundation) intend to commit (or are considering) \$750,000 to support high school redesign through the School Retool project.

At the White House Next Gen High School Summit 2015, the School Retool funder collaborative launched the School Retool: 50 States of Hacking challenge to support local school leaders across the country to build the mindset to evolve their schools toward deeper learning through simple, evidence-based experiments called hacks. They committed to creating a) an online program to reach 1,000 leaders from all 50 states who are creating Next Gen high schools through design-based “DIY” efforts; and b) a pilot test of regional fellowship programs in at least 10 states.

In the months following the summit, the School Retool team created the Shadow A Student Challenge - a campaign that encouraged school leaders to take part in a crash course in empathy by spending a day immersing in student life, and seeing their own schools from a student’s point of view. The Shadow A Student platform offered detailed instructions and supports for participants, such as tips (“silence your walkie-talkies, throw on sneakers”), a detailed toolkit, as well as a mini course on hacking toward Deeper Learning by creating a small experiment.

The School Retool team also continued to work towards the goal of offering School Retool cohorts in more states. These efforts included expanding the team, establishing local and regional partnerships, training additional coaches to support this growth, and running new cohorts. By the end of the 2015-2016 school year, School Retool expanded to 3 cohorts in 3 new states, impacting 47 principals and 33,000 students. The fellowship will expand to 6 cohorts in 4 new states in the fall of 2016 (2 states will replicate their cohort from spring 2016), impacting up to 120 principals and over 70,000 students.

*Commitment Metrics:*

- ✓ Participation from over 1,400 educators and 1,066 school leaders
  - ✓ 97percent of participants would recommend experience to others
  - ✓ School Retool cohort reached 67 school leaders and 40,000 students
  - ✓ Anticipating 14 additional cohorts will include 160,000 more students
-