# Collegiate Edu-Nation P-20 System Model Handbook for 21ˢᵗ Century School Transformation*

# Abstract

A Handbook for

District Leadership, School Administrators,

and Community Stakeholders

Pursuing Transformative Results in Public Schools

by

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## Our Mission

The mission of the Collegiate Edu-Nation P-20 System Model is to transform public education for all students, especially for those in small rural schools, to provide affordable access to college-ready, career-ready preparation leading to higher education and industry-recognized certifications and to serve as a state and national resource for such efforts.

## Our Vision

Our P-20 vision for achieving this mission is to:

• Break the cycle of generational poverty by creating a sense of high aspirations and expectations for college and career success among students, families, and communities, especially in STEM-based workforce shortage areas critical to solving global challenges.

• Provide affordable access to relevant, rigorous education that leads concurrently to 90% attainment of students earning a high school diploma/associate degree and industry-certifications, 90% earning a bachelor's degree, and 90% of that group earning postgraduate degrees and certifications.

• Strengthen a spirit of innovation to transform and extend educational best practice, advance rural school research, and promote P-20 faculty preparation, reward, and professional development.

## Our Purpose

To review the technological-social-economic-cultural change and resulting challenges to traditional education systems, particularly in small rural schools. Examine strategies to increase student aspirations, engagement, fulfillment, performance outcomes, and college and career readiness. Discuss accommodations to advance academic-workplace competence. Consider elements to boost innovation. Examine financial needs for powering transformation. Assess impact and learner achievement over time.

## Target Audience

The target audiences of the Collegiate Edu-Nation P-20 System Model include early adopters, school boards of trustees, school administrators, parents, students, teachers, community college partners, senior college partners, and charitable foundations.

## Overview of Chapters

## Part I. Transformation in a Sea Change

**Chapter 1. What we know about trends shaping 21st Century education and workforce skills.** Things are changing. Five megatrend indicators are population growth, the impact of technology, environmental degradation, migration-immigration, and global terrorism. "There is substantial evidence…that the public education system has reached the point where continued improvement will not be possible absent significant changes..."

Ascione, L. (2017). These are the top 10 workforce skills students will need by 2020. *eCampus News*. Retrieved from https://www.ecampusnews.com/2017/06/20/top-workforce-skills-2020/

Bersin, J. (2017). Catch the wave: The 21st century career. *Deloitte Review,* Issue 21. Retrieved from https://www2.deloitte.com/insights/us/en/deloitte-review/issue-21/changing-nature-of-careers-in-21st-century.html

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**Chapter 2. Comparing present and future education using a constant-comparative rationale.** The effects of build structures, infrastructures, and educational deserts. Importance of community investments, demographics, ownership, and access. Implications for transformation implementation and scalability. Creating pathways to produce productive, active, and social members of society. Guiding questions include changes in 21st century life skills, students, teachers, instruction, assessment, curricula, and learning technologies.

Witt, R., & Orvis, J. (2010). *A guide to becoming a school of the future*. National Association of Independent Schools. Retrieved from https://www.nais.org/Articles/documents/NAISCOASchools.pdf

## Part II. Planning and Preparing for Change

**Chapter 3. Clarifying community values and social influences.** Defining community core values and social forces and creating vision, mission, timelines, access, engagement, and business plans while remaining responsive to workforce-career needs. Recognizing assumptions, benefits, and constraints.

Alexander, K. D. (2016). Five-year education plan, 2016-2021 Collegiate Edu-Vet—A veterinary teaching hospital. Retrieved from http://www.roscoe.esc14.net/users/0001/Collegiate%20Edu-Vet%20docs/Brochure%20CEVVTHP%20Education%20Plan%20Booklet%2020May-5.pdf

Kaplan, R. S. (2017). A balanced approach to monetary policy. Federal Reserve Bank of Dallas. Retrieved from https://www.dallasfed.org/news/speeches/kaplan/2017/rsk171127.aspx

**Chapter 4. Aligning financial and strategic planning.** Education as an investment in human capital. Comparing past, present, and anticipated educational policies, patterns, legal, financial standards, controls, categories, and income sources. Texas trends and macro vs. micro finances. Unemployment rates and earning by educational attainment. Rural school-level issues. Financing the transformation. Identifying and sequencing interventions that increase performance outcomes and college and career readiness.

College Board. (2017). Trends in higher education. Retrieved from https://trends.collegeboard.org/

**Chapter 5. Planning and preparing for change: Roles, responsibilities, rewards.** Recognizing and applying adoption-diffusion theory. Steps in coordinating and facilitating internal/external stakeholders. Critical roles and responsibilities of change agents. Rewards of active communication channels. Establish strategic workforce partnerships—including Collegiate Edu-Nation and emerging business and industry partnership opportunities.

Hora, M. T. (2017. February 1). *Beyond the skills gap*. National Association of Colleges and Employers. Retrieved from http://www.naceweb.org/career-readiness/trends-and-predictions/beyond-the-skills-gap/

Texas Education Agency. (2018). Rural schools task force. Retrieved from https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Rural_Schools_Task_Force/

## Part III. Beyond the Idea: Executing the Plan

**Chapter 6. Cultivating aspirations, expectations, hope, and grit.** Essential, consistent ingredients include aspirations and expectations that are crucial for school transformation and community sustainability. The learning/development of the adults in the system is critical to its success and sustainability. Addressing the internal development of leadership while acknowledging the natural in-out flow of critical players is a fundamental element of a sustainable model. Organizational behavior shows that innovators/early adopters typically have short attention spans and move on to the next project quickly. Successional adopters/leaders sustain innovation. It is at this stage that successful adoption and scaling occurs.

Duckworth, A. (2016a). *Grit: The power of passion and perseverance*. New York, NY: Scribner.

Govindarajan, V., & Trimble, C. (2010). *The other side of innovation: Solving the execution challenge*. Boston, MA: Harvard Business School Publishing.

**Chapter 7. Creating an environment for innovation.** Shifting attention to the task of executing innovation. Matching operating environments with models. Building the right team. Dividing the labor. Running a disciplined experiment. Reducing risk and the fear of failure. Creating mutual respect. Recognizing incompatibilities within the system. Sustaining what works while building something new.

> Govindarajan, V., & Trimble, C. (2013b). *How Stella saved the farm: A tale about making innovation happen*. New York, NY: St. Martin's Press.

**Chapter 8. Scaffolding the change process.** Review 30 years of scaffolding literature as a method for identifying and using strategies, modeling, practice, and mastery. Scaffolding used for the content, task, and material acquisition. Scaffolding scenarios for preschool through higher education with non-negotiable interventions.

> Pinantoan, A. (2013). *Instructional scaffolding: A definitive guide*. Sydney, Australia: InformED: Open colleges. Retrieved from https://www.opencolleges.edu.au/informed/teacher-resources/scaffolding-in-education-a-definitive-guide/.

**Chapter 9. Transforming curriculum and instruction**. Four questions to guide the principles of curriculum and instruction. Dewey's cycle of learning guiding problem-solving. Implications for college-ready, career-ready learners equipped with foundations, associate degrees, baccalaureate degrees, career development, early college, entrepreneurship, industry internships, industry-recognized certifications, lifelong learning, planned development, public-private partnerships, STEM themes, and STEM/Early College curricula.

> Camins, A. H. (2015, February 12). What's the purpose of education in the 21st century? *The Washington Post*. Answer Sheet. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2015/02/12/whats-the-purpose-of-education-in-the-21st-century/?utm_term=.67d00f402a63

**Chapter 10. Transforming innovation to practice**. Recognizing innovations that affect education. Building on adoption-diffusion theories. Identifying, nurturing, and rewarding innovation in schools, programs, and classrooms.

> Horn, M. B. (2014). *Why public schools struggle to innovate*. GettingSmart. Retrieved from https://www.gettingsmart.com/2014/07/public-schools-struggle-innovate/

**Part IV. Assessing Achievement**

**Chapter 11. Evaluating progress and measuring outcomes.** Evaluation is the alpha-omega for educational transformation. Recognizing the purpose, value, and types of evaluation are critical. Identifying stakeholders and the importance of communication. Continuous feedback/revision cycles of setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Progress can be measured by adopting rubrics for students, parents, teachers, and school outcomes. Aspirations/expectation trends (of students, parents, and teachers). Collecting, analyzing, and interpreting data to guide decision-making, policies, and practices. College-ready, Career-ready indicators. Long-term measures include social mobility, income parity, employability, and adult literacy. Reporting performance to stakeholders that explains the underlying complexity of achievement and contributes to the collective vision and purpose.

> Cody, A. (2009, May 25). Five good assumptions about school change. *Education Week*. Retrieved from http://blogs.edweek.org/teachers/living-in-dialogue/2009/05/five_good_assumptions_about_sc_1.html
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> Guskey, T.R. (2003). How classroom assessments improve learning. Retrieved from http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx

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