

Executive PASS[®] Implementation Guide



**An Executive Mentoring Program
of the
Council for Educational Change**

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Introduction

The Executive PASS[®] Program model pairs a school CEO (a principal interested in school improvement) with a business CEO for the purpose of developing an executive relationship that results in the improvement of the academic performance of the students. Our research, based on activities conducted as part of the South Florida Annenberg Challenge, reveals that many practical, effective business practices: building a collective vision; using data-based decision making; utilizing incentives and rewards; developing a culture of "can do"; involving and informing all constituents/consumers; and celebrating successes can be readily applied to an educational organization.

Executive PASS incorporates "best practices" and strategies from the **Partnership to Advance School Success (PASS[®])** model, that results in demonstrated school improvement without a formal financial commitment from the business partner. The Executive PASS program model is based upon the successful PASS model, where a business CEO invests personal time as well as financial resources into a school, and becomes an executive mentor to the principal. Together, they build a business plan and budget to effect positive change at the school site. An Executive PASS Coordinator serves as the liaison between the principal and business leader to monitor and assist in the implementation of the program, and assure that the executive partners communicate on a regular basis.

The purpose of this document is to provide a procedural guide and sample materials that can be used by any school district, working in conjunction with a municipality, business chamber, or specifically identified successful business/corporate leaders, who are interested in developing executive partnerships with school principals. The Council for Educational Change monitors the fidelity of the implementation of the program and assists in the startup and evaluation of the program.

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Ready...

The Council for Educational Change accepts invitations to present the Executive PASS program to interested school districts and/or business/municipal leaders.

School District: Based on interest in implementing the Executive PASS model, convene an activation meeting with district leadership to discuss the concept, explore possible schools, identify a district liaison, and develop a timeline. This model operates best as a "voluntary" program.

Business/Municipal leaders: Based on interest in implementing the Executive PASS model, recruit business leaders interested in participating, and meet with the school district leaders to discuss making executive "matches," and the implementation process.

Note: It is important to hold an informal, **orientation session** so that executive "matches," principals and business leaders have a chance to meet and determine if they have positive chemistry. **Caution:** it is not possible to "legislate" a friendship. If this is to be a meaningful, productive executive relationship, both parties must feel comfortable and begin a relationship based on trust and mutual respect. The philosophy behind the program is to provide a support system for a principal so that he or she has someone with whom to discuss "challenges and concerns," and to mutually develop effective solutions. The business leader may have the capacity to bring human as well as material resources, a valuable external perspective, and creative strategies to the table.

At the culmination of the orientation session, if they agree, both executive partners sign a commitment form and are ready to implement the model.

Executive PASS business partners have reported personal satisfaction through their meaningful participation in school leadership activities. They feel that they can have a positive impact on improving student performance. The students they impact will, after all, form the basis of our future workforce and need to be prepared to compete effectively on a global level. The students also need to learn skills and values that will shape the quality of life of our citizenry. The business leader models volunteerism, mentorship, and a vehicle for "giving back" to society. Executive PASS is a win:win opportunity for everyone involved.

Set...

The Council for Educational Change can assist with the start up at the school site and provide or train an Executive PASS coordinator.

The Executive PASS Coordinator participates in the orientation at each school site where the business partner and the principal (perhaps with the school leadership team) meet together. The chemistry for the pairing is validated as they get better acquainted. The meeting agenda may include:

- discussion of the philosophy of the program and expectations, along with the review of roles and responsibilities for all partners.

Executives may identify/provide human and material and in-kind support to the school. For example: they can provide volunteers/mentors for students, secure access to technology, sponsor professional development opportunities, provide funds for incentives and rewards, and/or host events for staff, students and parents. They are encouraged to bring corporate banners and marketing materials for distribution at "their" school.

- initiation of an **Executive PASS Partnership Plan** form that identifies outcome objectives for the school and the activities to achieve success, and the nature of the meeting schedule.

The objective at every school must be improvement in the academic performance of the students. With this in mind, the partners list a minimum of two areas for focus during the school year. For example, develop incentive programs for students with perfect attendance (pizza party, special movie, etc.)

The scheduled contacts and communications are specified at this time. Will there be a weekly, monthly, bi-monthly, frequency of meetings? Will the method of communication be via e-mail, telephone, face-to-face, other? There is a great amount of flexibility provided...

- They may plan a "launch" or formal announcement of the partnership for their faculty, students and the parents/community. Press releases and publicity are encouraged...



Implementing the program. This is when the partners literally do a campus walk through, review the school data and needs and plan out how they will attain their Executive PASS objectives.

- They complete the Executive PASS Partnership Plan and set benchmarks to achieve their stated objectives.
- At the end of the year, the data to support the benchmarks are collected to determine the success of the partnership.
- They brainstorm ideas and strategies to explore, and seek out possible support mechanisms. These are utilized to track the success of the plan.
- They review the **Fidelity of Implementation** form that highlights "best practices" for achieving their objectives and maximizing the benefits of the program.
- They utilize the technical assistance expertise of their Executive PASS coordinator who can share success stories and tools to complement their work plan.
- They plan a ceremonial introduction of the Executives to appropriate internal and external stakeholders.
- They participate in scheduled networking sessions to share successes and challenges, and grow new ideas and approaches. The Council for Educational Change is able to schedule and facilitate networking sessions for participants.
- Examples of metrics to support the benchmarks include:
 - a) Documentation of improved student achievement in one or more subject areas;
 - b) Improved rate of student attendance;
 - c) Reduction in number of disciplinary referrals;
 - d) Increased parental participation.

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Creating a New Executive PASS® Partnership

1. Hold Orientation Meeting

- Begin with introductions and a tour of the school – discuss school’s needs
- Discuss purpose of the partnership
- Review roles and expectations for the Business Leader; Principal; Facilitator; District
- Review forms to be completed
- Establish preferred mode of communication (phone; email; in-person)
- Try to set up a meeting schedule/calendar
- Schedule next steps; next meeting dates
- Complete Commitment Form
- Complete Planning Form with measurable objectives or establish timeline/date for its completion

2. Planning and Assessment by Business Leader and Principal

- Tour the campus and visit classes, if not done previously
- Discuss “a way of work” – how often to meet in person; phone calls; email; upcoming school events; School Advisory Council meeting dates
- Review the School Improvement Plan
- Discuss school’s needs in any of the following areas (as appropriate):
 - Leadership development
 - Personnel
 - Utilization of technology
 - Office protocols
 - Guidance services
 - Parental involvement
 - Food service
 - Security
 - Business partnerships
 - School culture
 - Professional development
 - School operations
 - Communication
 - Facilities and maintenance
 - Instructional equipment and supplies
 - Transportation
 - Community services
 - Advocacy
- Identify instructional needs/goals
- Discuss possible staff and student incentives
- Determine a date for a celebration “kickoff” event
- Set the next meeting date

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3. Data Collection, Metrics, Monitoring and Assessment

- Establish measurable goals
- Identify, what will success look like?
- Establish procedures for gathering data that will enable monitoring and evaluating progress
- The data should enable assessment of progress against the eventual long term goal
- Submit brief Facilitator Monitoring Reports to the Council on the status of the Executive PASS objectives for each school on a quarterly basis.



4. Periodic Meetings

- Periodically, representatives from the Executive PASS schools may get together to compare experiences, share successes and problems, and collaborate on common needs. The Executive PASS coordinator will schedule and conduct the sessions with the Council.
- In the fall (October – November) and in the spring (March – April), the Executive PASS coordinator will schedule a networking meeting of all partnerships. The meeting is intended as an opportunity to compare experiences, share successes and problems, and collaborate on common needs.

5. Setting Goals

- The primary focus of each partnership should relate to improving student achievement. Therefore, the partnership goals, and activities, should:
 - Focus on school improvement and student achievement
 - Be measurable
 - Be able to be monitored and evaluated
- Suggested target areas may include, but are not limited to:
 - Securing mentors/tutors or volunteers for the school
 - Increasing community, parental involvement in the school
 - Creating a parent academy or volunteer academy to support literacy/STEM
 - Utilizing technology to enhance learning
 - Developing field experiences for students/staff to grow awareness of career opportunities – practical application of school work to the work place

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6. Examples of Implementation Strategies for Consideration:

(Please be advised, the ideas below do not constitute a checklist.)

Incentive Programs

- Celebration of "successes"
- Teacher recognition for "above and beyond"
- Student attendance
- Individual, class and school wide test score improvements
- Student recognition
- Periodic rewards/awards
- Teacher attendance

Curriculum Support

- Mentoring/tutoring
- STEAM activities
- Literacy initiatives
- Projects in academic areas

Life Experiences

- Career days
- College tours
- Etiquette training
- Community tours
- Field trips
- Shadowing a mentor

Technology

- Individual web pages
- Integration of technology into curriculum
- TV production center
- Tutoring
- Parental training/family literacy
- Virtual learning

School Administration

- Identifying and removing hurdles
- Management by walking around
- Grants to supplement needs
- Creative scheduling
- Training of staff
- School Improvement Plan review
- Reducing student/adult ratio
- Improve attendance

Parent Strategies

- Make it/Take it Parent workshops
- Increased involvement
- Volunteers
- Parent/family technology training
- Pre-school parent training
- Parent/Teacher tool kit

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Literacy

- Increase number of books read
- Book Clubs
- Accelerated Reader
- Trade books
- Book of the Month
- Book Drives
- Classroom libraries
- Traveling library

Community Relations

- Community calendar of events
- School achievement celebrations
- Participation in school events
- Business Partners

7. The Role of the Principal

The school team (Principal, Business Leader and Facilitator) will establish a "way of work" as a result of the orientation and training provided.

Principal leadership is the foundation for a successful partnership. Under the Executive PASS model, the Principal plays the following role:

- Work with the Business Leader to develop an Executive PASS plan
- Open his/her school to the change efforts
- Schedule orientation for major players
- Participate in orientation and meetings
- Encourage and market program to faculty, parents, and community
- Work closely and openly with Business Leader
- Reexamine, modify, and adapt School Improvement Plan (if needed)
- Collect and analyze the data to determine whether the anticipated performance improvements are materializing
- Assist in developing monitoring, reports, and assessments
- Attend networking meetings of Executive PASS participants



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8. The Role of the Business Partner

The school team (Principal, Business Leader and Facilitator) will establish a “way of work” as a result of the orientation and training provided. By bringing the business perspective to an Executive PASS school, the Business Leader assists the Principal in strengthening leadership skills. The Business Leader plays the following role in the program:

- Make time for orientation and school visits
- Work with the Principal to develop plan
- Hold a partnership meeting with the principal
- Mentor one or more days per month and be available by phone as necessary
- Schedule time for Principal visits to the company
- Help secure human and material resources as appropriate
- Create a true partnership, be accessible
- Attend networking meetings of Executive PASS program



9. The Role of the Program Facilitator

The school team (Principal, Business Leader and Facilitator) will establish a "way of work" as a result of the orientation and training provided

Facilitators are professional educators who understand the public school system, have curriculum expertise and a desire to make a positive contribution. The Facilitator plays the following role in the Executive PASS program:

- Work with the Business Leader and the Principal to develop the partnership relationship
- Conduct on-site orientations (complete Commitment and Planning forms)
- Complete an assessment of school change issues in accordance with the implementation timeline
- Complete the Executive PASS Plan
- Serve as the educational advisor and Historian to the partnership
- Develop and complete visitation/communication log with each partnership (at least two per month)
- Meet with the school’s Leadership Team as appropriate
- Complete requested monitoring reports (quarterly) to include the status of the Executive PASS objectives for each school
- Plan and assist in the delivery of fall and spring Networking Sessions and share successes
- Summarize successes/accomplishments at each school and collect evaluation forms
- Provide assistance to each of their assigned partnerships as needed

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10. The Role of the Program Coordinator

The Executive PASS Coordinator will manage the Executive PASS activities for the Council for Educational Change. The Executive PASS Coordinator responsibilities will include:

- Assist the Executive PASS partnerships, as needed, help to recruit corporate sponsors and Executive PASS mentors, as requested
- Assist in conducting orientation sessions for new partnerships, where appropriate
- Ensure that the initial “way of work” planning session is held in a timely manner
- Ensure that the appropriate data is being collected, review that data to evaluate and provide feedback regarding the fidelity of implementation
- Conduct quarterly review of partnership implementation status and provide assistance as needed to insure program success
- Make semi-annual presentations at networking meetings
- Arrange networking meetings of the “Executive PASS” participants
- Attend periodic meetings of Executive PASS Principals and Business Leaders as requested

11. The Role of the School District

- Recruit Business Leaders and match them to targeted schools
- Support program by designating time for partnership activities
- Take part at orientation meetings
- Provide ongoing support to the partnership
- Facilitate the collection and analysis of student performance data and other measures to gauge the fidelity of implementation and effectiveness of the Executive PASS plans
- Recognize successful partnerships, (perhaps at School Board Meetings, etc.)

12. Evaluation and Metrics

Each Executive PASS school’s Implementation is unique, and each school’s evaluation is based on its objectives; therefore each school’s evaluation will be unique as well.

- Given the stated program objectives, determine what measures will be collected.
- Are these plans producing the intended results?
- Have the goals been achieved?
- Indicate how often data will be collected (e.g. monthly, quarterly) and by whom.

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13. Suggested Trends for Consideration

There are common trends and metrics that each school can track to measure the impact and progress of the Executive PASS model.

General:

- student learning gains
- graduation rates
- attendance/tardy trends (students and teachers)
- disciplinary referrals
- parent complaints and commendations (school climate survey)
- enrollment/completion in advanced math and science courses
- enrollment in students taking advanced placement and dual enrollment
- overall parental involvement and participation in PTA meetings and school events
- active participation on SAC committee
- increase in volunteer hours contributed by community members
- Increase in community partners and donors
- Increase/decrease percent of students participating in programs like Reading Counts etc.
- How many students are actively using the media center?

Extra-Curricular Activities:

- Increase of students attending Saturday or after school Extended Learning sessions
- Performance of students attending Saturday or evening sessions vs. their peers who also needed help but chose not to attend
- Parents attending evening classes (if applicable)
- Increase of students participating in various academic, cultural or athletic clubs/teams
- Parents attending concerts, athletic events, or other activities beyond the school day
- Increased attendance at community board meetings, Chamber of Commerce meetings etc. by the Principal, AP etc. and how many of Rotary, Elks, Chamber etc. members regularly participate in School Advisory Council?
- What community service activities are students regularly engaged in and how many students are participating?

Magnet Schools

- How many students are returning to your magnet school programs?
- How over or under enrolled are your magnet programs?
- What percentage of the eligible population chooses to attend your school?



General advice from successful Executive PASS partnerships:

The Executive PASS partnership is an excellent opportunity to make a big difference in participating schools. Partners agree that the program has positively impacted the overall school operation but most important, student achievement. The partnership can provide the expertise in leadership to create a paradigm shift in the climate, culture, vision and mission of the schools. Some partners described as the most rewarding aspect, to see the partnership making these remarkable changes in the educational environment.

Executive PASS[®] Partnership Commitment

- We commit to participate in an Executive PASS partnership.
- We will collaborate to use the expertise of the business partner to infuse business strategies into the school operations.
- We will create a cooperative way of work to make the partnership successful.
- We will be a force for quality education in Osceola County and the State of Florida.

BUSINESS PARTNER

NAME: _____

COMPANY: _____

ADDRESS: _____

PHONE: _____

PHONE: _____

EMAIL: _____

Signature/Date

SCHOOL PRINCIPAL

NAME: _____

SCHOOL: _____

ADDRESS: _____

PHONE: _____

PHONE: _____

EMAIL: _____

Signature/Date



General advice from successful Executive PASS partnerships:

Interacting with experienced mentors has resulted in enhancing Principals' performance. It has afforded principals the opportunity to gather new ideas and ways to become a more effective leader. It has affected the Principal's leadership by strengthening his or her skills when interacting with other leaders and those accomplished in the field of education as well as the business world. As a result, participating principals consider themselves more confident and involved with their teachers and staff in collaborative decision making. As stated by one school principal: *"Planning with successful leaders has been a tremendous growth for me as a school leader."*

Executive PASS® Partnership Plan

1. The objective at every school must be, improvement in the academic performance of their students. With this in mind, list a minimum of two areas on which you would like to focus this year. Indicate area of focus for each initiative. e.g. – Incentive Programs – Provide monthly incentives for students with perfect attendance (pizza party, special movie, etc.). Suggestions include:

- | | |
|--|--|
| <input type="checkbox"/> Increasing parent/community participation | <input type="checkbox"/> Professional Development activities |
| <input type="checkbox"/> Business's services to assist school | <input type="checkbox"/> Organizational strategies |
| <input type="checkbox"/> Mentoring/tutoring for students | <input type="checkbox"/> Interview strategies |
| <input type="checkbox"/> Mentoring for new teachers | <input type="checkbox"/> Delegation strategies |
| <input type="checkbox"/> Incentive Programs (student/staff) | <input type="checkbox"/> Other |

Develop objective 1 and activities to achieve success? Please include data you will collect to determine whether or not you were successful.

Develop objective 2 and activities to achieve success? Please include data you will collect to determine whether or not you were successful.

2. What scheduled contacts are planned to ensure ongoing communication?
Please check "methods" and anticipated "frequency"

Methods	Weekly	Monthly	Bi-monthly	As needed	Other:
<input type="radio"/> E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Face-to-Face Contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What assistance can CEC provide to make this a positive experience?

School Name_____

Principal's Name_____

Business Name_____

Executive's Name_____



General advice from successful Executive PASS partnerships:

Teamwork and commitment facilitate the partner's work. Partners are aware that having a real good plan of action and a clear understanding of their goals leads to school progress. Being committed and involved as part of the process will allow the partners to support each other, stay on task and be organized for a more effective result. The earlier the partners get involved in the process and the more stable they are while being part of the program, the more successful their work as a team will be.

Fidelity of Implementation: Executive PASS® Model

Please darken the circle that best
represents your level of implementation



Low Implementation		Intermediate	High Implementation	
1. Mandated participation			Voluntary participation	
①	②	③	④	⑤
2. Poor chemistry among participants			Commitment/Compatibility among participants	
①	②	③	④	⑤
3. Sparse or no regular communication			Regular, on-going communication	
①	②	③	④	⑤
4. Change in principal/team			Consistency in principal/leadership team	
①	②	③	④	⑤
5. Change in CEO			Consistency in CEO/business partner	
①	②	③	④	⑤
6. Poor utilization of resources			Effective utilization of resources	
①	②	③	④	⑤
7. Lack of incentives and rewards			Use of incentives and rewards	
①	②	③	④	⑤
8. No measurable objectives			Implementation of plan of measurable objectives	
①	②	③	④	⑤
9. No use of evaluation			Completion of evaluation to determine progress	
①	②	③	④	⑤
10. No plans to sustain			Plans for sustainability	
①	②	③	④	⑤
11. Little positive reinforcement			Celebration of successes/recognitions	
①	②	③	④	⑤
12. No impact on improving school culture			Involve community to build culture of excellence	
①	②	③	④	⑤

Name of Respondent: _____

☐ Principal

Date: _____

☐ Business Leader

