Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302

Special Board Meeting
Thursday, January 15, 2009
Immediately Following the Instruction Committee Meeting
Board Room

AGENDA

1.	Call to Order, Roll Call and Introduction of Visitors	Jacques A. Conway
2.	Visitor Comments	
3.	Presentation and Discussion of the Baldridge Process (Todd Bloom)	Information
4.	Motion to Adjourn	Action

C: Board Members
Administrators

Oak Park and River Forest High School
District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: John Allen, Board Member
Attila J. Weninger, Superintendent

DATE: January 5, 2009

RE: Baldridge Organizational Assessment Proposal

BACKGROUND

As the Board is aware, we have been investigating and researching the Baldridge Organizational Assessment process over the past several months with the purpose of identifying a model that OPRFHS can use for systemic continuous improvement. To that end, we have identified a consultant, Todd Bloom, who has extensive, national experience with school districts in utilizing the Baldridge assessment process and in implementing improvement services. Todd and Blueprint Education Group LLC first came to our attention during a session on leadership succession conducted by Todd at the American Association of School Personnel Administrators (AASPA) national conference earlier in the fall. Over the succeeding months, we engaged Todd in telephone conference calls and emails and developed the attached proposal.

SUMMARY

First, we are attaching several documents for your review:

1. two, brief articles (back to back) from American Association of School Administrators (AASA) about the Baldridge process and awards (We are not seeking to apply for the award.);
2. *A Systems Perspective* – a graphical display of the assessment categories;
3. Education Criteria for Performance Excellence Framework;
4. six pertinent sections from the 2009-2010 Baldridge National Quality Program – Education Criteria for Performance Excellence. These six sections or categories are the basis of the process and comprise the substantive criteria in identifying where OPRFHS is performing well, in what areas improvements are necessary, and how we might address those areas of need. (The seventh category, Results, is not specifically identified because it is an embodiment of the first six, as Todd will explain in his presentation.); and
5. Blueprint Proposal.

Second, Todd has been invited to the Thursday, January 15, 2009 Special Board Meeting (immediately following the Instruction Committee meeting) to present the proposal, process, and engage the Board in a discussion about them. We ask that each Board member make every effort to be present for this meeting.

Third, typically the Baldridge process involves the Board and District and school administration; however, in our proposal development, we added at least two features which have not been used in other Baldridge school processes: broad stakeholder representation on the steering committee, and broad stakeholder involvement on each criterion team. These levels of involvement include Board members, administration, faculty, staff, students, and parents; in particular, student involvement is unique to this process. Our goal is to involve stakeholders who will develop buy-in and ownership of the process and improvement services.

Fourth, in February, we will be asking the Board to approve the proposal and to authorize the Administration to engage the services of Blueprint Education Group LLC in order to conduct the organizational assessment as provided in the proposal.

Finally, we have worked with Todd to retain the scope of work originally discussed and proposed while at the same time bring costs down, which Todd has done (10%+).

RECOMMENDATION
We recommend that the Board review the attached material and engage Todd Bloom from Blueprint Education Group LLC in a discussion regarding the proposal to provide an organizational assessment of OPRFHS.

Thank you for your consideration.

American Association of School Administrators

Learning From Baldrige Winners

The Baldrige Award is given by the president to education, health care, proprietary and nonprofit organizations that apply and are judged to be outstanding in seven areas: leadership, strategic planning, customer and market focus, measurement, analysis and knowledge management, human resource focus, process management and results.

Since 2001, four public school systems have won the award: the Chugach School District in Anchorage, Alaska (2001), the Pearl River School District in Pearl River, N.Y. (2001), the Community Consolidated School District 15 in Palatine, Ill. (2003), and the Jenks Public Schools in Jenks, Okla. (2005).

The Baldrige process requires school system leaders to pay attention to interrelationships and interdependencies within their districts and the external systemic environments. But the Baldrige process does not automatically create transformational change because that kind of change requires educators in a school district to transform their dominant paradigm for educating students to a totally new paradigm. Transforming from an industrial-age paradigm for teaching and learning (that sorts students into groups, delivers one-size-fits-all instruction and requires a fixed amount of content to be taught in a fixed amount of time) to an information-age paradigm for instruction (that provides students with a customized learning experience that requires the attainment of predetermined education standards before allowing a student to move on and allows the student to move on as soon as the standard is reached) requires change leaders to adjust the Baldrige process. The desired outcome ought to be a transformed school system operating within a totally new paradigm for teaching and learning that's better aligned with the requirements of the information age.

Even though the Baldrige Award process does not automatically create transformational change in a school district, it can be used for that purpose. The educators in the Chugach School District in Alaska, under the leadership of Roger Sampson and Richard DeLorenzo, used the Baldrige process to transform their dominant instructional paradigm.

The Baldrige process seems to require educators to create systemic change along what I call change paths: Path 1, transform a district's relationship with its external environment; Path 2, transform a district's core and supporting work processes; and Path 3, transform a district's internal social infrastructure (organization culture, reward system, communication and so on). These same change paths must be followed to create and sustain systemic transformational change.

Complete details about the Baldrige award process for school systems are available at www.baldrige.nist.gov/Education_Criteria.htm.

— Frank Duffy

Back to Strategic Communication During Times of Great Change

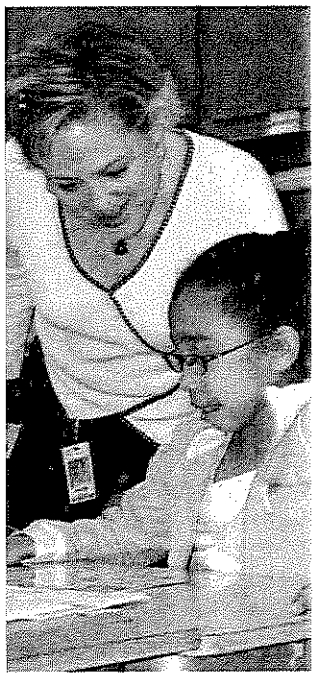
Return to Contents

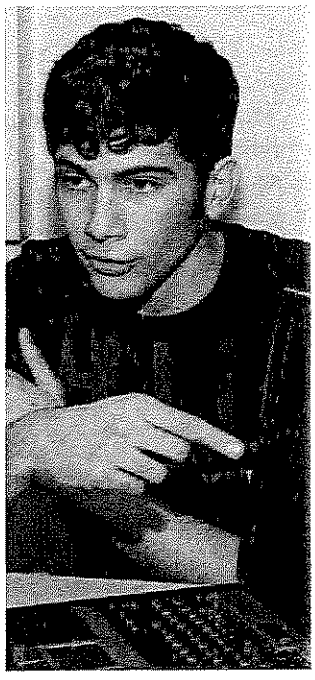
2009–2010 Baldrige National Quality Program

Education Criteria for Performance Excellence

leadership ethics





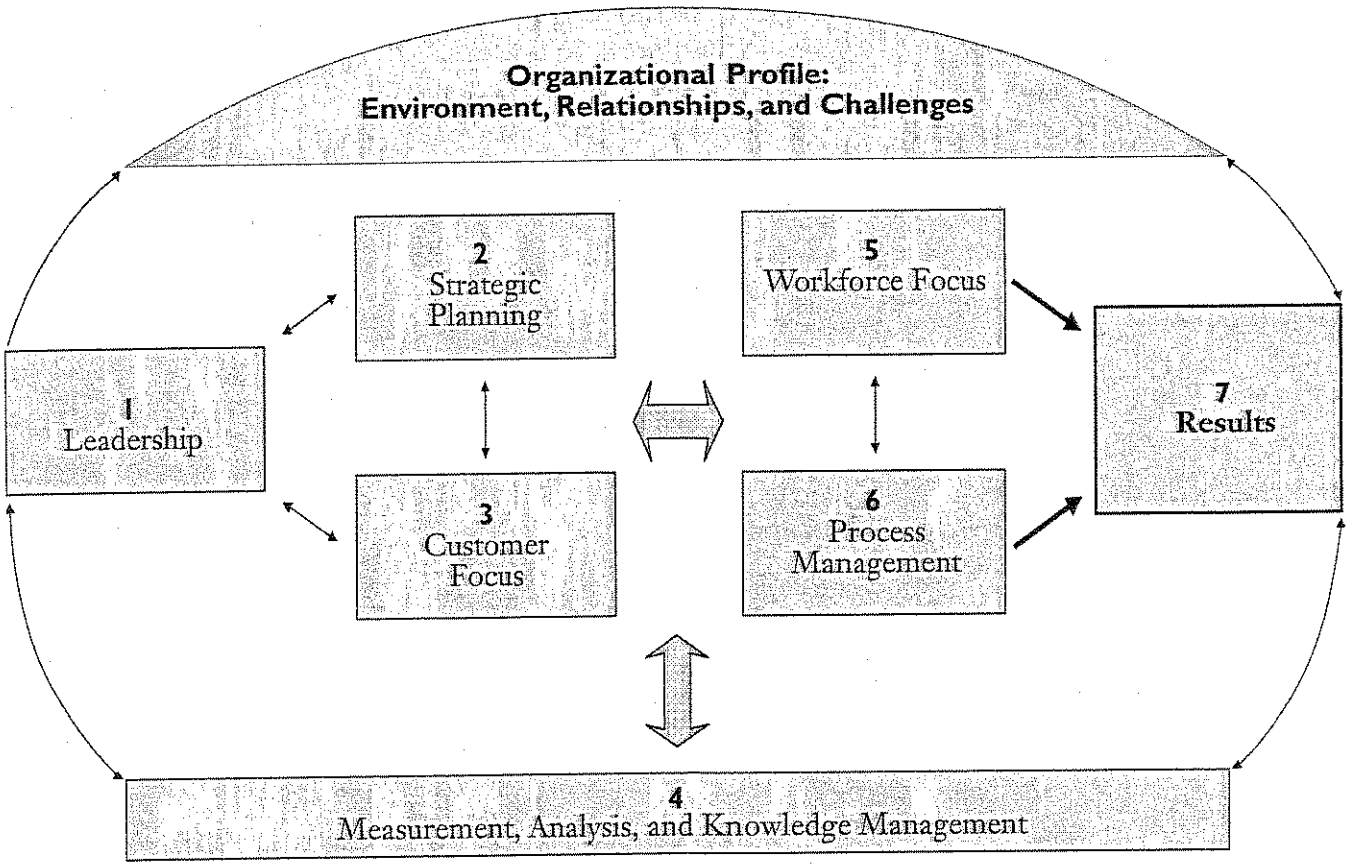


competitiveness

BALDRIGE National Quality Program

Performance Excellence and Innovation

Baldrige Education Criteria for Performance Excellence Framework
A Systems Perspective



Education Criteria for Performance Excellence Framework

The requirements of the Education Criteria for Performance Excellence are embodied in seven Categories, as follows:

1. **Leadership**
2. **Strategic Planning**
3. **Customer Focus**
4. **Measurement, Analysis, and Knowledge Management**
5. **Workforce Focus**
6. **Process Management**
7. **Results**

The figure on page iv provides the framework connecting and integrating the Categories.

From top to bottom, the framework has the following basic elements.

Organizational Profile

Your Organizational Profile (top of figure) sets the context for the way your organization operates. Your environment, key working relationships, and strategic challenges and advantages serve as an overarching guide for your organizational performance management system.

System Operations

The system operations are composed of the six Baldrige Categories in the center of the figure that define your operations and the results you achieve.

Leadership (Category 1), Strategic Planning (Category 2), and Customer Focus (Category 3) represent the leadership triad. These Categories are placed together to emphasize the importance of a leadership focus on students, stakeholders, and strategy. Senior leaders set your organizational direction and seek future opportunities for your organization.

Workforce Focus (Category 5), Process Management (Category 6), and Results (Category 7) represent the results triad. Your organization's workforce and key processes accomplish the work of the organization that yields your overall performance results.

All actions point toward Results—a composite of student, stakeholder, market and financial, budgetary, and internal operational performance results, including workforce, leadership, governance, and societal responsibility results.

The horizontal arrow in the center of the framework links the leadership triad to the results triad, a linkage critical to organizational success. Furthermore, the arrow indicates the central relationship between Leadership (Category 1) and Results (Category 7). The two-headed arrows indicate the importance of feedback in an effective performance management system.

System Foundation

Measurement, Analysis, and Knowledge Management (Category 4) are critical to the effective management of your organization and to a fact-based, knowledge-driven system for improving performance. Measurement, analysis, and knowledge management serve as a foundation for the performance management system.

Criteria Structure

The seven Criteria Categories shown in the figure are subdivided into Items and Areas to Address.

Items

There are 18 Items, each focusing on a major requirement. Item titles and point values are given on page 3. The Item format is shown on page 31.

Areas to Address

Items consist of one or more Areas to Address (Areas). Organizations should address their responses to the specific requirements of these Areas.

P Preface: Organizational Profile

P.1 Organizational Description

P.2 Organizational Situation

Categories and Items

1 Leadership

1.1 Senior Leadership

1.2 Governance and Societal Responsibilities

2 Strategic Planning

2.1 Strategy Development

2.2 Strategy Deployment

3 Customer Focus

3.1 Customer Engagement

3.2 Voice of the Customer

4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.2 Management of Information, Knowledge, and Information Technology

5 Workforce Focus

5.1 Workforce Engagement

5.2 Workforce Environment

6 Process Management

6.1 Work Systems

6.2 Work Processes

7 Results

7.1 Student Learning Outcomes

7.2 Customer-Focused Outcomes

7.3 Budgetary, Financial, and Market Outcomes

7.4 Workforce-Focused Outcomes

7.5 Process Effectiveness Outcomes

7.6 Leadership Outcomes

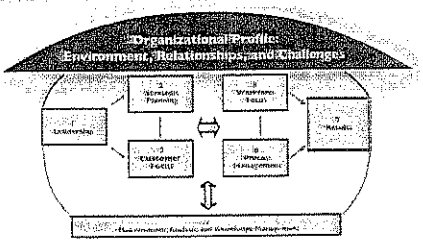
TOTAL POINTS

Note: The Scoring System used with the Criteria Items in a Baldrige assessment can be found on pages 69–71.

The Importance of Beginning With Your Organizational Profile

Your Organizational Profile is critically important because

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and results;
- it is used by the Examiners and Judges in application review, including the site visit, to understand your organization and what you consider important (you will be assessed using the Criteria requirements in relation to your organization's environment, relationships, influences, and challenges, as presented in your Organizational Profile); and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that the Organizational Profile can serve as your complete assessment, and you can use these topics for action planning.



P Preface: Organizational Profile

The *Organizational Profile* is a snapshot of your organization, the KEY influences on HOW you operate, and the KEY challenges you face.

P.1 Organizational Description: What are your key organizational characteristics?

Describe your organization's operating environment and your KEY relationships with students, STAKEHOLDERS, suppliers, and PARTNERS.

Within your response, include answers to the following questions:

a. Organizational Environment

(1) What are your organization's main EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES? What are the delivery mechanisms used to provide your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES?

(2) What are the KEY characteristics of your organizational culture? What are your stated PURPOSE, VISION, VALUES, and MISSION? What are your organization's CORE COMPETENCIES and their relationship to your MISSION?

(3) What is your WORKFORCE profile? What are your WORKFORCE groups and SEGMENTS? What are their education levels? What are the KEY factors that motivate them to engage in accomplishing your MISSION? What are your organization's WORKFORCE and job DIVERSITY, organized bargaining units, KEY benefits, and special health and safety requirements?

(4) What are your major facilities, technologies, and equipment?

(5) What is the regulatory environment under which your organization operates? What are the mandated federal, state, and local standards, curricula, programs, and assessments; applicable occupational health and safety regulations; accreditation requirements; administrator and teacher certification requirements; and environmental and financial regulations? What are your district boundaries and service offering restrictions, as appropriate?

b. Organizational Relationships

(1) What are your organizational structure and GOVERNANCE system? What are the reporting relationships between your GOVERNANCE board/policymaking body and your SENIOR LEADERS, as appropriate?

(2) What are your KEY market SEGMENTS, student SEGMENTS, and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your programs, offerings, student and STAKEHOLDER support and operations? What are the differences in these requirements and expectations among market SEGMENTS, student groups, and STAKEHOLDER groups?

(3) What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do these suppliers, PARTNERS, and COLLABORATORS play in your WORK SYSTEMS and in the delivery of your EDUCATIONAL PROGRAMS, OFFERINGS, and student and STAKEHOLDER support SERVICES? What are your KEY mechanisms for communicating and managing relationships with suppliers, students, and STAKEHOLDERS? What role, if any, do these groups play in your organizational INNOVATION PROCESSES? What are your KEY requirements for your suppliers?

Notes:

N1. The term "organization" refers to the unit being assessed. The unit might be a school, a school district, a postsecondary organization, or a major academic unit within a college or university.

N2. "Education" should be interpreted broadly. "Educational programs, offerings, and services" (P.1a[1]) may include courses (credit and noncredit), research, outreach, cooperative projects and programs, and supplemental educational services. Mechanisms for delivery of educational programs and offerings to your students and stakeholders might be direct or through partners or collaborators. Coordination of design and delivery processes should involve representatives of all work units and individuals who take part in delivery and whose performance affects overall education outcomes. This might include groups such as faculty in feeder and receiving programs; academic staff members; faculty from different departments, disciplines, or levels; and social service, advising, or counseling staff members.

N3. "Core competencies" (P.1a[2]) refers to your organization's areas of greatest expertise. Your organization's core competencies are those strategically important capabilities that are central to fulfilling your mission or provide an advantage in your education. Core competencies frequently are challenging for competitors or suppliers and partners to imitate and provide a sustainable competitive advantage.

N4. The terms "suppliers" and "partners" refer to providers of student services such as social services, before-/after-school day care, external bookstores, and transportation; partners such as future employers of students; and suppliers of goods for operations such as computing, photocopying, and grounds maintenance.

N5. Workforce groups and segments (including organized bargaining units) (P.1a[3]) might be based on the type of employment or contract reporting relationship, location, work environment, family-friendly policies, or other factors.

N6. Many education organizations rely heavily on volunteers to accomplish their work. These organizations should include volunteers in their discussion of their workforce (P.1a[3]).

N7. For some education organizations, governance and reporting relationships (P.1b[1]) might include relationships with foundation or other funding sources.

N8. Student segments and stakeholder groups (P.1b[2]) might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be segments based on differences and commonalities within the group. Your markets might be subdivided into market segments based on educational programs, offerings, services, or features; geography; volume; or other factors that your organization uses to define related market characteristics.

N9. Student segment, stakeholder group, and market segment requirements (P.1b[2]) might include special accommodation, customized curricula, safety, security, reduced class size, multilingual services, customized degree requirements, student advising, dropout recovery programs, administrative cost reductions, and electronic communication. Stakeholder group requirements might include socially responsible behavior and community service.

N10. Communication mechanisms (P.1b[3]) should be two-way and in understandable language, and they might be in person, via e-mail, Web-based, or by telephone. For many organizations, these mechanisms may change as student, stakeholder, and education community requirements change.

For additional description of this Item, see page 35.

Information for Understanding All Criteria Items

For definitions of key terms presented throughout the Education Criteria and Scoring Guidelines text in SMALL CAPS/SANS SERIF, see the Glossary of Key Terms on pages 59–68.

Frequently, several questions are grouped under one number (e.g., P.1a[3]). These questions are related and do not require separate responses. These multiple questions serve as a guide in understanding the full meaning of the information being requested.

The Items in the Baldrige Education Criteria are divided into three groups: the *Preface*, which defines your organizational environment; Categories 1–6, which define your organization's *Processes*; and Category 7, which contains your *Results* for your organization's processes.

Item notes serve three purposes: (1) to clarify terms or requirements presented in an Item, (2) to give instructions and examples for responding to the Item requirements, and (3) to indicate key linkages to other Items. In all cases, the intent is to help you respond to the Item requirements.

P.2 Organizational Situation: What is your organization's strategic situation?

Describe your organization's competitive environment, your KEY STRATEGIC CHALLENGES and ADVANTAGES, and your system for PERFORMANCE improvement.

Within your response, include answers to the following questions:

a. Competitive Environment

(1) What is your competitive position? What are your relative size and growth in your education sector or your markets served? What are the numbers and types of competitors and KEY COLLABORATORS for your organization?

(2) What are the principal factors that determine your success relative to your competitors and comparable organizations delivering similar services? What are any KEY changes taking place that affect your competitive situation, including opportunities for INNOVATION and collaboration, as appropriate?

(3) What are your KEY available sources of comparative and competitive data from within the academic community? What are your KEY available sources of comparative data from outside the academic community? What limitations, if any, are there in your ability to obtain these data?

b. Strategic Context

What are your KEY education and LEARNING, operational, human resource, and community-related STRATEGIC CHALLENGES and ADVANTAGES? What are your KEY STRATEGIC CHALLENGES and ADVANTAGES associated with organizational SUSTAINABILITY?

c. PERFORMANCE Improvement System

What are the KEY elements of your PERFORMANCE improvement system, including your evaluation, organizational LEARNING, and INNOVATION PROCESSES?

Notes:

N1. Principal factors (P.2a[2]) might include differentiators such as your academic program leadership, student-to-faculty ratio, student and stakeholder satisfaction, recruitment and retention of faculty and staff, geographic proximity, reputation, and program options.

N2. Strategic challenges and advantages (P.2b) might relate to technology; educational programs, offerings, and services; your operations; your student and stakeholder support; your education subsector; globalization; the value added by your community stakeholders, partners, and collaborators; and people.

N3. Performance improvement (P.2c) is an assessment dimension used in the Scoring System to evaluate the maturity of organizational approaches and deployment (see pages 69–71). This question is intended to help you and the Baldrige Examiners set an overall context for your approach to performance improvement. Approaches to performance improvement that are compatible with the systems approach provided by the Baldrige framework might include implementing Plan-Do-Study-Act improvement cycles; completing accreditation self-studies; applying nationally validated systems to improve teaching performance; performing independent institutional, departmental, or program assessments; and using other process improvement and innovation tools. A growing number of organizations have implemented specific processes for meeting goals in program, offering, and service innovation.

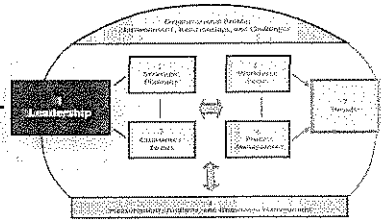
N4. Education organizations exist in a competitive environment; aside from the direct competition for students, they often must compete with other organizations to secure financial and human resources. This competition may involve other education organizations, as in the competition for grant funding or the opportunity to provide supplemental services. In the case of public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

For additional description of this Item, see page 36.

Page Limit

For the Baldrige Award applicants, the Organizational Profile is limited to five pages. These pages are not counted in the overall application page limit. Typing and formatting instructions for the Organizational Profile are the same as for the application. These instructions are given in the *Baldrige Award Application Forms*, which can be downloaded at www.baldrige.nist.gov/Award_Application.htm.

1 Leadership (120 pts.)



The *Leadership* Category examines HOW your organization's SENIOR LEADERS' personal actions guide and sustain your organization. Also examined are your organization's GOVERNANCE system and HOW your organization fulfills its legal, ethical, and societal responsibilities and supports its KEY communities.

1.1 Senior Leadership: How do your senior leaders lead? (70 pts.) Process

Describe HOW SENIOR LEADERS' actions guide and sustain your organization. Describe HOW SENIOR LEADERS communicate with your WORKFORCE and encourage HIGH PERFORMANCE.

Within your response, include answers to the following questions:

a. VISION, VALUES, and MISSION

(1) HOW do SENIOR LEADERS set organizational VISION and VALUES? HOW do SENIOR LEADERS DEPLOY your organization's VISION and VALUES through your LEADERSHIP SYSTEM, to the WORKFORCE, to KEY suppliers and PARTNERS, and to students and STAKEHOLDERS, as appropriate? HOW do SENIOR LEADERS' personal actions reflect a commitment to the organization's VALUES?

(2) HOW do SENIOR LEADERS personally promote an organizational environment that fosters, requires, and results in legal and ETHICAL BEHAVIOR?

(3) HOW do SENIOR LEADERS create a SUSTAINABLE organization? HOW do they create an environment for organizational PERFORMANCE improvement, the accomplishment of your MISSION and STRATEGIC OBJECTIVES, INNOVATION, competitive or role-model PERFORMANCE leadership, and organizational agility? HOW do they create an environment for organizational and WORKFORCE LEARNING? HOW do they develop and enhance their personal leadership skills? HOW do they participate in organizational LEARNING, in succession planning, and in the development of future organizational leaders?

b. Communication and Organizational PERFORMANCE

(1) HOW do SENIOR LEADERS communicate with and engage the entire WORKFORCE? HOW do SENIOR LEADERS encourage frank, two-way communication throughout the organization? HOW do SENIOR LEADERS communicate KEY decisions? HOW do they take an active role in reward and recognition programs to reinforce HIGH PERFORMANCE and a focus on the organization, as well as on students and STAKEHOLDERS?

(2) HOW do SENIOR LEADERS create a focus on action to accomplish the organization's objectives, improve PERFORMANCE, and attain its VISION? What PERFORMANCE MEASURES do SENIOR LEADERS regularly review to identify needed actions? HOW do SENIOR LEADERS include a focus on creating and balancing VALUE for students and other STAKEHOLDERS in their organizational PERFORMANCE expectations?

Notes:

N1. Organizational vision (1.1a[1]) should set the context for strategic objectives and action plans, which are described in Items 2.1 and 2.2.

N2. A sustainable organization (1.1a[3]) is capable of addressing current organizational needs and possesses the agility and strategic management to prepare successfully for its future organizational and market environment. In this context, the concept of innovation includes both technological and organizational innovation to succeed in the future. A sustainable organization also ensures a safe and secure environment for the workforce and other key stakeholders. An organization's contributions to environmental, social, and economic systems beyond those of its workforce and immediate stakeholders are considered in its societal responsibilities (Item 1.2).

For additional description of this Item, see pages 36–37.

N3. A focus on action (1.1b[2]) considers the strategy, the workforce, the work systems, and the hard assets of your organization. It includes both innovation and ongoing improvements for student learning that may be achieved through such actions as implementing major education initiatives, integrating new technology, refining teaching methods or the curriculum design and development process, or incorporating faculty and staff training and development initiatives. It also includes the actions to accomplish your organization's strategic objectives.

N4. Your organizational performance results should be reported in Items 7.1–7.6.

N5. For those organizations that rely on volunteers to accomplish their work, responses to 1.1b(1) also should discuss your efforts to communicate with and engage the volunteer workforce.

1.2 Governance and Societal Responsibilities: How do you govern and fulfill your societal responsibilities? (50 pts.) Process

Describe your organization's GOVERNANCE system and APPROACH to leadership improvement. Describe HOW your organization assures legal and ETHICAL BEHAVIOR, fulfills its societal responsibilities, and supports its KEY communities.

Within your response, include answers to the following questions:

a. Organizational GOVERNANCE

(1) HOW does your organization review and achieve the following KEY aspects of your GOVERNANCE system?

- accountability for management's actions
- fiscal accountability
- transparency in operations and selection of and disclosure policies for GOVERNANCE board/policymaking body members, as appropriate
- independence in internal and external audits
- protection of STAKEHOLDER and stockholder interests, as appropriate

(2) HOW do you evaluate the PERFORMANCE of your SENIOR LEADERS, including the head of your organization? HOW do you evaluate the PERFORMANCE of members of your GOVERNANCE board/policymaking body, as appropriate? HOW do SENIOR LEADERS and your GOVERNANCE board/policymaking body use these PERFORMANCE reviews to further their development and to improve both their personal leadership EFFECTIVENESS and that of your board and LEADERSHIP SYSTEM, as appropriate?

b. Legal and ETHICAL BEHAVIOR

(1) HOW do you address any adverse impacts on society of your programs, offerings, services, and operations? HOW do you anticipate public concerns with current and future programs, offerings, services, and operations? HOW do you prepare for these concerns in a proactive manner, including conserving natural resources and using EFFECTIVE supplier management PROCESSES, as appropriate? What are your KEY compliance PROCESSES, MEASURES, and GOALS for achieving and surpassing regulatory, safety, accreditation, and legal requirements, as appropriate? What are your KEY PROCESSES, MEASURES, and GOALS for addressing risks associated with your programs, offerings, services, and operations?

(2) HOW does your organization promote and assure ETHICAL BEHAVIOR in all your interactions? What are your KEY PROCESSES and MEASURES or INDICATORS for enabling and monitoring ETHICAL BEHAVIOR in your GOVERNANCE structure, throughout your organization, and in interactions with students, STAKEHOLDERS, suppliers, and PARTNERS? HOW do you monitor and respond to breaches of ETHICAL BEHAVIOR?

c. Societal Responsibilities and Support of KEY Communities

(1) HOW do you consider societal well-being and benefit as part of your strategy and daily operations? HOW do you consider the well-being of environmental, social, and economic systems to which your organization does or may contribute?

(2) HOW does your organization actively support and strengthen your KEY communities? What are your KEY communities? HOW do you identify these communities and determine areas for organizational involvement, including areas related to your CORE COMPETENCIES? HOW do your SENIOR LEADERS, in concert with your WORKFORCE, contribute to improving these communities?

Notes:

N1. Societal responsibilities in areas critical to your organization's ongoing market success also should be addressed in Strategy Development (Item 2.1) and in Process Management (Category 6). Key results, such as results of regulatory, safety, accreditation, and legal compliance (including the results of mandated financial audits); reductions in environmental impacts through use of "green" technology, resource-conserving activities, or other means; or improvements in social impacts through organizational community involvement activities, should be reported as Leadership Outcomes (Item 7.6).

N2. Transparency in operations of your governance board/policymaking body (1.2a[1]) should include your internal controls on governance processes. For organizations that serve as stewards of public funds, stewardship of those funds and transparency in operations are areas of emphasis.

N3. Leadership performance evaluation (1.2a[2]) might be supported by peer reviews, formal performance management reviews, reviews by external advisory boards, and formal or informal workforce and other stakeholder feedback and surveys.

N4. You should report in 1.2b(1), as appropriate, how you address the legal and regulatory requirements and standards that govern your fundraising activities.

N5. Measures or indicators of ethical behavior (1.2b[2]) might include instances of ethical conduct breaches and responses, survey results on workforce perceptions of organizational ethics, ethics hotline use, implementation of institutional review board (IRB) principles in cases of research involving human and animal subjects, and results of ethics reviews and audits. They also might include evidence that policies, public disclosure of information, staff training, and monitoring systems are in place with respect to conflicts of interest, acceptable use of technology, use of active funds, or appropriate selection of vendors. Other measures or indicators might include the integrity of testing, workforce accreditation, and equal access to resources.

For additional description of this Item, see page 37.

N6. Areas of societal contributions and support of key communities appropriate for inclusion in 1.2c might include your efforts to strengthen local community services; community education; the environment, including collaborative activities to conserve the environment or natural resources; and practices of professional associations.

N7. The health and safety of your workforce are not addressed in Item 1.2; you should address these workforce factors in Item 5.2.

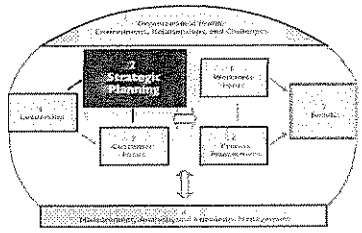
Assessment of Item Responses

Item responses are assessed by considering the Criteria Item requirements; your key organization factors presented in your Organizational Profile; and the maturity of your approaches, breadth of their deployment, and strength of your improvement process and results relative to the Scoring System. Refer to the Scoring System information on pages 69–71.

We felt that the Baldrige process was best to meet our mission statement . . . that all students can and will learn. We passionately believe that, and we looked for a model that would get us to that level of achievement. The Baldrige process works for us.

— Richard E. Maurer, Superintendent of 2001 Award recipient
Pearl River School District

2 Strategic Planning (85 pts.)



The *Strategic Planning* Category examines HOW your organization develops STRATEGIC OBJECTIVES and ACTION PLANS. Also examined are HOW your chosen STRATEGIC OBJECTIVES and ACTION PLANS are DEPLOYED and changed if circumstances require, and HOW progress is measured.

2.1 Strategy Development: How do you develop your strategy? (40 pts.) Process

Describe HOW your organization establishes its strategy to address its STRATEGIC CHALLENGES and leverage its STRATEGIC ADVANTAGES. Summarize your organization's KEY STRATEGIC OBJECTIVES and their related GOALS.

Within your response, include answers to the following questions:

a. Strategy Development PROCESS

(1) HOW does your organization conduct its strategic planning? What are the KEY PROCESS steps? Who are the KEY participants? HOW does your PROCESS identify potential blind spots? HOW do you determine your CORE COMPETENCIES, STRATEGIC CHALLENGES, and STRATEGIC ADVANTAGES (identified in your Organizational Profile)? What are your short- and longer-term planning time horizons? HOW are these time horizons set? HOW does your strategic planning PROCESS address these time horizons?

(2) HOW do you ensure that strategic planning addresses the KEY factors listed below? HOW do you collect and analyze relevant data and information pertaining to these factors as part of your strategic planning PROCESS?

- your organization's strengths, weaknesses, opportunities, and threats
- early indications of risks or major shifts in technology; EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; student and community demographics; markets; student and STAKEHOLDER preferences; competition; or the regulatory environment
- long-term organizational SUSTAINABILITY, including needed CORE COMPETENCIES
- your ability to execute the strategic plan

b. STRATEGIC OBJECTIVES

(1) What are your KEY STRATEGIC OBJECTIVES and your timetable for accomplishing them? What are your most important GOALS for these STRATEGIC OBJECTIVES?

(2) HOW do your STRATEGIC OBJECTIVES address your STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES? HOW do your STRATEGIC OBJECTIVES address your opportunities for INNOVATION in EDUCATIONAL PROGRAMS, OFFERINGS, SERVICES, and operations and your business model? HOW do your STRATEGIC OBJECTIVES address current and future CORE COMPETENCIES? HOW do you ensure that your STRATEGIC OBJECTIVES balance short- and longer-term challenges and opportunities? HOW do you ensure that your STRATEGIC OBJECTIVES consider and balance the needs of all students and KEY STAKEHOLDERS?

Notes:

N1. "Strategy development" refers to your organization's approach (formal or informal) to preparing for the future. Strategy development might utilize various types of forecasts, projections, options, scenarios, knowledge (see 4.2a for relevant organizational knowledge), or other approaches to envisioning the future for purposes of decision making and resource allocation. Strategy development might involve participation by key suppliers, partners, students, and stakeholders.

N2. The term "strategy" should be interpreted broadly. Strategy might be built around or lead to any or all of the following: addition or termination of services and programs; redirection of resources; modifications in instructional design; use of technology; changes in testing or adoption of standards; services to new, changing, and special student populations; new core competencies; geographic challenges; grants and endowments; research priorities; new partnerships and alliances; and new faculty and staff or volunteer relationships. It also might be directed toward meeting a new community or public need.

N3. Your organization's strengths, weaknesses, opportunities, and threats (2.1a[2]) should address all factors that are key to your organization's future success, including the following, as appropriate: learning-centered education to ensure student achievement; your student and stakeholder requirements, expectations, and opportunities; your opportunities for innovation and role-model performance; your core competencies; your competitive environment and your performance relative to competitors and comparable organizations; education reform; technological and other key innovations or changes

that might affect your educational programs and services and how you operate, as well as the rate of that innovation; your workforce and other resource needs; your ability to capitalize on diversity; your opportunities to redirect resources to higher-priority programs, offerings, services, or areas; financial, budgetary, societal, ethical, regulatory, technological, security, and other potential risks and opportunities; your ability to prevent and respond to emergencies, including natural or other disasters; changes in the local, national, or global economy; the requirements, strengths, and weaknesses of partners and suppliers; and other factors unique to your organization.

N4. Your ability to execute the strategic plan (2.1a[2]) should address your ability to mobilize the necessary resources and knowledge. It also should address your organizational agility based on contingency plans, or if circumstances require, a shift in plans and rapid execution of new or changed plans.

N5. Strategic objectives that address key challenges and advantages (2.1b[2]) might include rapid response, customization of educational offerings, partnerships, workforce capability and capacity, joint ventures, understanding a changing education market, rapid innovation, and information management. Responses to Item 2.1 should focus on your specific challenges and advantages—those most important to your students' success and to strengthening your organization's overall performance.

N6. Item 2.1 addresses your overall organizational strategy, which might include changes in educational programs, offerings, and services, and in customer engagement processes. However, the Item does not address educational program or service design, or customer engagement strategies; you should address these factors in Items 3.1 and 6.1, as appropriate.

For additional description of this Item, see pages 38–39.

2.2 Strategy Deployment: How do you deploy your strategy? (45 pts.) Process

Describe HOW your organization converts its STRATEGIC OBJECTIVES into ACTION PLANS. Summarize your organization's ACTION PLANS, HOW they are DEPLOYED, and KEY ACTION PLAN PERFORMANCE MEASURES or INDICATORS. Project your organization's future PERFORMANCE relative to KEY comparisons on these PERFORMANCE MEASURES or INDICATORS.

Within your response, include answers to the following questions:

a. ACTION PLAN Development and DEPLOYMENT

(1) What are your KEY short- and longer-term ACTION PLANS? What are the KEY planned changes, if any, in your PROGRAMS, OFFERINGS, AND SERVICES; your students, STAKEHOLDERS, and markets; and how you will operate?

(2) HOW do you develop and DEPLOY ACTION PLANS throughout the organization to your WORKFORCE and to KEY suppliers, PARTNERS, and COLLABORATORS, as appropriate, to achieve your KEY STRATEGIC OBJECTIVES? HOW do you ensure that the KEY outcomes of your ACTION PLANS can be sustained?

(3) HOW do you ensure that financial and other resources are available to support the accomplishment of your ACTION PLANS, while meeting current obligations? HOW do you allocate these resources to support the accomplishment of the plans? HOW do you assess and manage the financial and other risks associated with the plans?

(4) HOW do you establish and DEPLOY modified ACTION PLANS if circumstances require a shift in plans and rapid execution of new plans?

(5) What are your KEY human resource or workforce plans to accomplish your short- and longer-term STRATEGIC OBJECTIVES and ACTION PLANS? HOW do the plans address the potential impacts on people in your WORKFORCE and any potential changes to WORKFORCE CAPABILITY and CAPACITY needs?

(6) What are your KEY PERFORMANCE MEASURES or INDICATORS for tracking the achievement and EFFECTIVENESS of your ACTION PLANS? HOW do you ensure that your overall ACTION PLAN measurement system reinforces organizational ALIGNMENT? HOW do you ensure that the measurement system covers all KEY DEPLOYMENT areas, student SEGMENTS, and STAKEHOLDERS?

b. PERFORMANCE PROJECTION

For the KEY PERFORMANCE MEASURES or INDICATORS identified in 2.2a(6), what are your PERFORMANCE PROJECTIONS for both your short- and longer-term planning time horizons? HOW are these PROJECTIONS determined? How does your projected PERFORMANCE compare with the projected PERFORMANCE of your competitors or comparable organizations? How does it compare with KEY BENCHMARKS, GOALS, and past PERFORMANCE, as appropriate? If there are current or projected gaps in PERFORMANCE against your competitors or comparable organizations, HOW will you address them?

Notes:

N1. Strategy and action plan development and deployment are closely linked to other Items in the Criteria. The following are examples of key linkages:

- Item 1.1 for how your senior leaders set and communicate organizational direction;
- Category 3 for gathering student, stakeholder, and market knowledge as input to your strategy and action plans and for deploying action plans;
- Category 4 for measurement, analysis, and knowledge management to support your key information needs, to support your development of strategy, to provide an effective basis for your performance measurements, and to track progress relative to your strategic objectives and action plans;
- Category 5 for meeting your workforce capability and capacity needs, for workforce development and learning system design and needs, and for implementing workforce-related changes resulting from action plans;
- Category 6 for changes to core competencies, work systems, and work process requirements resulting from your action plans; and
- Item 7.6 for specific accomplishments relative to your organizational strategy and action plans.

N2. Measures and indicators of projected performance (2.2b) might include changes resulting from significant anticipated innovations in educational programs, services, and technology; the redirection of resources; the effectiveness of research and services; the improved performance of administrative and other support functions; improvements in safety; and new legislative mandates or legal requirements.

For additional description of this Item, see page 39.

I see the Baldrige process as a powerful set of mechanisms for disciplined people engaged in disciplined thought and taking disciplined action to create great organizations that produce exceptional results.

—Jim Collins, author of *Good to Great: Why Some Companies Make the Leap ... and Others Don't*

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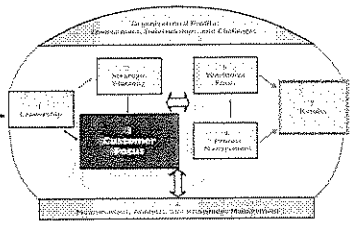
3 Customer Focus (85 pts.)



The *CUSTOMER Focus* Category examines HOW your organization engages its students and STAKEHOLDERS for long-term market success. This ENGAGEMENT strategy includes HOW your organization builds a student- and stakeholder-focused culture. Also examined is HOW your organization listens to the VOICE OF ITS CUSTOMERS (your students and STAKEHOLDERS) and uses this information to improve and identify opportunities for INNOVATION.

3.1 Customer Engagement: How do you engage students and stakeholders to serve their needs and build relationships? (40 pts.) Process

Describe HOW your organization determines EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES to support their use by students and STAKEHOLDERS. Describe also HOW your organization builds a student- and STAKEHOLDER-focused culture.

Within your response, include answers to the following questions:

a. EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES, and Student and STAKEHOLDER Support

(1) HOW do you identify and innovate EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES to meet the requirements and exceed the expectations of your students, STAKEHOLDERS, and market SEGMENTS (identified in your Organizational Profile)? HOW do you identify and innovate EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES to attract new students and STAKEHOLDERS and provide opportunities for expanding relationships with existing students and STAKEHOLDERS, as appropriate?

(2) HOW do you determine your KEY mechanisms to support use of your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES and enable students and STAKEHOLDERS to seek information and otherwise utilize your PROGRAMS, OFFERINGS, AND SERVICES? What are your KEY means of student and STAKEHOLDER support, including your KEY communication mechanisms? How do they vary for different students, STAKEHOLDERS, or market SEGMENTS? How do you determine your students' and STAKEHOLDERS' KEY support requirements? HOW do you ensure that student and STAKEHOLDER support requirements are DEPLOYED to all people and PROCESSES involved in student and STAKEHOLDER support?

(3) HOW do you keep your APPROACHES for identifying and innovating EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES and for providing student and STAKEHOLDER support current with your organization's needs and directions?

b. Building a Student and STAKEHOLDER Culture

(1) HOW do you create an organizational culture that ensures a consistently positive student and STAKEHOLDER experience and contributes to CUSTOMER ENGAGEMENT? HOW do your WORKFORCE PERFORMANCE management system and your WORKFORCE and leader development systems reinforce this culture?

(2) HOW do you build and manage relationships with students and STAKEHOLDERS to

- acquire new students and STAKEHOLDERS;
- meet their requirements and exceed their expectations at each stage of their relationship with you; and
- increase their ENGAGEMENT with you?

(3) HOW do you keep your APPROACHES for creating a student- and STAKEHOLDER-focused culture and building student and STAKEHOLDER relationships current with organizational needs and directions?

Notes:

N1. "Customer engagement" refers to your students' and stakeholders' investment in your educational programs, offerings, and services. Characteristics of engagement include retention and loyalty, students' and stakeholders' willingness to make an effort to choose and remain with your education organization, and their willingness to actively advocate for and recommend your organization and its programs, offerings, and services.

N2. "Educational programs, offerings, and services" (3.1a[1]) refers to all the important characteristics of programs, offerings, and services available throughout each stage of students' and stakeholders' relationships with you. This includes the period from students' initial decisions to enroll in your organization through the time of their departures. The focus should be on features that affect students' and stakeholders' preferences, loyalty, general and special needs, and

requirements. These features might include curricular focus, student placement following completion of the educational goal or training objective, workforce composition, extracurricular activities, or tuition and associated costs. Key programs, offerings, and services also might take into account how transactions occur and factors such as student and stakeholder data privacy and security. Your results on performance relative to key educational program, offering, and service features identified as student requirements should be reported in Item 7.1, and those concerning students' and stakeholders' perceptions and actions (outcomes) should be reported in Item 7.2.

For additional description of this Item, see page 40.

N3. The goal of student and stakeholder support (3.1a[2]) is to make your organization easy to receive educational programs, offerings, and services from and responsive to your students' and stakeholders' expectations.

N4. Student and stakeholder relationship building (3.1b[2]) might include the development of partnerships or alliances with stakeholders.

Let me recall the staggering benefits which are waiting for the [United States] as we go forward with our own quality revolution:

— Regaining market share
— Bringing back the jobs we exported
— Wiping out the bulk of our trade deficit

Those are goals which deserve the unified support of all of us. The activities surrounding the Baldrige Award have been a valuable contribution toward reaching those goals.

—Joseph M. Juran, founder of the Juran Institute, Inc.

3.2 Voice of the Customer: How do you obtain and use information from your students and stakeholders? (45 pts.)

Process

Describe HOW your organization listens to your students and STAKEHOLDERS and acquires satisfaction and dissatisfaction information. Describe also HOW student and STAKEHOLDER information is used to improve your market success.

Within your response, include answers to the following questions:

a. Student and STAKEHOLDER Listening

(1) HOW do you listen to students and STAKEHOLDERS to obtain actionable information and to obtain feedback on your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES, and your student and STAKEHOLDER support? How do your listening methods vary for different students, STAKEHOLDER groups, or market SEGMENTS? How do your listening methods vary across the stages of their relationships with you? HOW do you follow up with students and STAKEHOLDERS on the quality of EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; student and STAKEHOLDER support; and transactions to receive immediate and actionable feedback?

(2) HOW do you listen to former students and STAKEHOLDERS, potential students and STAKEHOLDERS, and students and STAKEHOLDERS of competitors to obtain actionable information and to obtain feedback on your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; STAKEHOLDER support; and transactions, as appropriate?

(3) HOW do you manage student and STAKEHOLDER complaints? HOW does your student and STAKEHOLDER complaint management PROCESS ensure that complaints are resolved promptly and EFFECTIVELY? HOW does your complaint management PROCESS enable you to recover your students' and STAKEHOLDERS' confidence, and enhance their satisfaction and ENGAGEMENT? HOW does your complaint management system enable aggregation and ANALYSIS of complaints for use in improvement throughout your organization and by your PARTNERS, as appropriate?

b. Determination of Student and STAKEHOLDER Satisfaction and ENGAGEMENT

(1) HOW do you determine student and STAKEHOLDER satisfaction and ENGAGEMENT? How do these determination methods differ among student and STAKEHOLDER groups and market SEGMENTS, as appropriate? HOW do your measurements capture actionable information for use in exceeding your students' and STAKEHOLDERS' expectations and securing their ENGAGEMENT? HOW do your determination methods enable aggregation and ANALYSIS of data for use in improvement throughout your organization and by your PARTNERS, as appropriate?

(2) HOW do you obtain and use information on your students' and STAKEHOLDERS' satisfaction relative to their satisfaction with your competitors? HOW do you obtain and use information on your students' and STAKEHOLDERS' satisfaction relative to the satisfaction levels of students and STAKEHOLDERS of other organizations delivering similar educational services or to industry BENCHMARKS, as appropriate?

(3) HOW do you determine student and STAKEHOLDER dissatisfaction? HOW do your measurements capture actionable information for use in meeting your students' and STAKEHOLDERS' requirements and exceeding their expectations in the future? HOW do your determination methods enable aggregation and ANALYSIS of data for use in improvement throughout your organization and by your PARTNERS, as appropriate?

c. ANALYSIS and Use of Student and STAKEHOLDER Data

(1) HOW do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES to identify current and anticipate future student and STAKEHOLDER groups and market SEGMENTS? HOW do you consider students and STAKEHOLDERS of competitors and other potential students and STAKEHOLDERS, and markets in this segmentation? HOW do you determine which students, STAKEHOLDER groups, and market SEGMENTS to pursue for current and future PROGRAMS, OFFERINGS, AND SERVICES?

(2) HOW do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES to identify and anticipate KEY student and STAKEHOLDER requirements (including PROGRAM, OFFERING, AND SERVICE features) and changing expectations and their relative importance to students' and STAKEHOLDERS' enrollment, purchasing, or relationship decisions? HOW do you identify and anticipate how these requirements and changing expectations will differ across students, STAKEHOLDER groups, and market SEGMENTS, and across all stages of their relationships with you?

(3) How do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES, to improve marketing, build a more student- and STAKEHOLDER-focused culture, and identify opportunities for INNOVATION?

(4) How do you keep your APPROACHES for student and STAKEHOLDER listening; determination of student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT; and use of student and STAKEHOLDER data current with your organization's needs and directions?

Notes:

process for capturing student- and stakeholder-related information. Voice-of-the-customer processes are intended to be proactive and continuously innovative to capture stated, unstated, and anticipated student and stakeholder requirements, expectations, and desires. The goal is to achieve customer engagement. Listening to the voice of the customer might include gathering and integrating various types of student and stakeholder data, such as survey data, focus group findings, and complaint data that affect students' and stakeholders' enrollment and engagement decisions.

N2. Student and stakeholder listening information could include data about specific educational program and service features, customer engagement data, students' and stakeholders' future actions (e.g., transfers or positive referrals), and complaint data. "Actionable information" refers to specific aspects of your programs, offerings, and services and interactions that affect students' and stakeholders' future relationships with your organization.

For additional description of this Item, see pages 40–41.

N3. Determining student and stakeholder satisfaction and dissatisfaction (3.2b) might include the use of any or all of the following: surveys, formal and informal feedback, dropout rates, absenteeism rates, student conflict data, and complaints. Information might be gathered on the Web, through personal contact or a third party, or by mail. Determining student and stakeholder dissatisfaction should be seen as more than reviewing low student and stakeholder satisfaction scores. Dissatisfaction should be independently determined to identify root causes of dissatisfaction and enable a systematic remedy to avoid future dissatisfaction.

N4. Other organizations providing similar educational services (3.2b[2]) might include organizations that are not competitors but provide similar services in other geographic areas or to different populations.

The Baldrige Award is so important to our nation … because, really, by continuing to learn America can continue to lead.

—John O. Grettenberger, General Manager of 1990 Award recipient
Cadillac Motor Car Company

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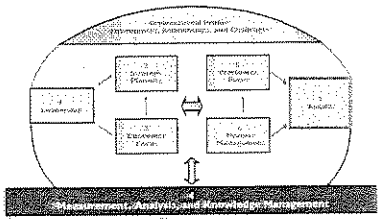
4 Measurement, Analysis, and Knowledge Management (90 pts.)



The *Measurement, Analysis, and Knowledge Management* Category examines HOW your organization selects, gathers, analyzes, manages, and improves its data, information, and KNOWLEDGE ASSETS and HOW it manages its information technology. The Category also examines HOW your organization reviews and uses reviews to improve its PERFORMANCE.

4.1 Measurement, Analysis, and Improvement of Organizational Performance: How do you measure, analyze, and then improve organizational performance? (45 pts.)

Process

Describe HOW your organization measures, analyzes, reviews, and improves student and operational PERFORMANCE through the use of data and information at all levels and in all parts of your organization.

Within your response, include answers to the following questions:

a. PERFORMANCE Measurement

(1) HOW do you select, collect, align, and integrate data and information for tracking daily operations and for tracking overall organizational PERFORMANCE, including progress relative to STRATEGIC OBJECTIVES and ACTION PLANS? What are your KEY organizational PERFORMANCE MEASURES, including KEY short-term and longer-term budgetary and financial MEASURES? How frequently are these MEASURES determined? HOW do you use these data and information to support organizational decision making and INNOVATION?

(2) HOW do you select and ensure the EFFECTIVE use of KEY comparative data and information to support operational and strategic decision making and INNOVATION?

(3) HOW do you keep your PERFORMANCE measurement system current with educational service needs and directions? HOW do you ensure that your PERFORMANCE measurement system is sensitive to rapid or unexpected organizational or external changes?

b. PERFORMANCE ANALYSIS and Review

HOW do you review organizational PERFORMANCE and capabilities? What ANALYSIS do you perform to support these reviews and to ensure that conclusions are valid? HOW do you use these reviews to assess organizational success, PERFORMANCE relative to competitors and comparable organizations, and progress relative to STRATEGIC OBJECTIVES and ACTION PLANS? HOW do you use these reviews to assess your organization's ability to respond rapidly to changing organizational needs and challenges in your operating environment?

c. PERFORMANCE Improvement

HOW do you translate organizational PERFORMANCE review findings into priorities for continuous and breakthrough improvement and into opportunities for INNOVATION? HOW are these priorities and opportunities DEPLOYED to FACULTY, STAFF, other work groups, and functional-level operations throughout your organization to enable EFFECTIVE support for their decision making? When appropriate, HOW are the priorities and opportunities DEPLOYED to your feeder and/or receiving schools and to your suppliers, PARTNERS, and COLLABORATORS to ensure organizational ALIGNMENT?

Notes:

N1. Performance measurement (4.1a) is used in fact-based decision making for setting and aligning organizational directions and resource use at the classroom, departmental, key process, school/college, and organizational levels.

N2. Comparative data and information (4.1a[2]) are obtained by benchmarking and by seeking competitive comparisons. "Benchmarking" refers to identifying processes and results that represent best practices and performance for similar activities, inside or outside the academic community. Competitive comparisons relate your organization's performance to that of comparable organizations and/or student populations and competing organizations.

N3. Organizational performance reviews (4.1b) should be informed by organizational performance measurement, performance measures reported throughout your Criteria Item responses, and performance measures reviewed by senior leaders (1.1b[2]), and they should be guided by the strategic objectives and action plans described in Items 2.1 and 2.2. The reviews also might be informed by internal or external Baldrige assessments.

N4. Analysis (4.1b) includes examining performance trends; organizational, academic community, and technology projections; and comparisons, cause-effect relationships, and correlations. Analysis should support your performance reviews, help determine root causes, and help set priorities for resource use. Accordingly, analysis draws on all types of data: student, student group, school program, stakeholder, financial and market, operational, budgetary, and competitive/comparative.

N5. The results of organizational performance analysis and review should contribute to your organizational strategic planning in Category 2.

N6. Your organizational performance results should be reported in Items 7.1–7.6.

For additional description of this Item, see pages 41–42.

4.2 Management of Information, Knowledge, and Information Technology: How do you manage your information, organizational knowledge, and information technology? (45 pts.)

Process

Describe HOW your organization ensures the quality and availability of needed data, information, software, and hardware for your WORKFORCE, students and STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS. Describe HOW your organization builds and manages its KNOWLEDGE ASSETS.

Within your response, include answers to the following questions:

a. Data, Information, and Knowledge Management

(1) How do you ensure the following properties of your organizational data, information, and knowledge?

- accuracy
- integrity and reliability
- timeliness
- security and confidentiality

(2) How do you make needed data and information available? How do you make them accessible to your WORKFORCE, students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS, as appropriate?

(3) How do you manage organizational knowledge to accomplish

- the collection and transfer of WORKFORCE knowledge;
- the transfer of relevant knowledge from and to students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS;
- the rapid identification, sharing, and implementation of best practices; and
- the assembly and transfer of relevant knowledge for use in your strategic planning PROCESS.

b. Management of Information Resources and Technology

(1) How do you ensure that hardware and software are reliable, secure, and user-friendly?

(2) In the event of an emergency, how do you ensure the continued availability of hardware and software systems and the continued availability of data and information?

(3) How do you keep your data and information availability mechanisms, including your software and hardware systems, current with educational service needs and directions and with technological changes in your operating environment?

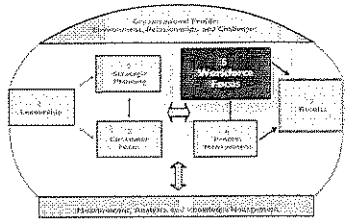
Notes:

N1. Data and information availability (4.2a[2]) is of growing importance as the Internet and school Web sites are used increasingly for student-school and stakeholder-school interactions and as intranets become more important as a major source of organization-wide communications.

N2. Data and information access (4.2a[2]) might be via electronic or other means.

For additional description of this Item, see pages 42–43.

5 Workforce Focus (85 pts.)



The *Workforce Focus* Category examines HOW your organization engages, manages, and develops your WORKFORCE to utilize its full potential in ALIGNMENT with your organization's overall MISSION, strategy, and ACTION PLANS. The Category examines your ability to assess WORKFORCE CAPABILITY and CAPACITY needs and to build a WORKFORCE environment conducive to HIGH PERFORMANCE.

5.1 Workforce Engagement: How do you engage your workforce to achieve organizational and personal success? (45 pts.)

Process

Describe HOW your organization engages, compensates, and rewards your WORKFORCE to achieve HIGH PERFORMANCE. Describe HOW members of your WORKFORCE, including leaders, are developed to achieve HIGH PERFORMANCE. Describe HOW you assess WORKFORCE ENGAGEMENT and use the results to achieve higher PERFORMANCE.

Within your response, include answers to the following questions:

a. WORKFORCE Enrichment

(1) HOW do you determine the KEY factors that affect WORKFORCE ENGAGEMENT? HOW do you determine the KEY factors that affect WORKFORCE satisfaction? HOW are these factors determined for different WORKFORCE groups and segments?

(2) HOW do you foster an organizational culture that is characterized by open communication, HIGH-PERFORMANCE WORK, and an engaged WORKFORCE? HOW do you ensure that your organizational culture benefits from the diverse ideas, cultures, and thinking of your WORKFORCE?

(3) HOW does your WORKFORCE PERFORMANCE management system support HIGH-PERFORMANCE WORK and WORKFORCE ENGAGEMENT? HOW does your WORKFORCE PERFORMANCE management system consider WORKFORCE compensation, reward, recognition, and incentive practices? HOW does your WORKFORCE PERFORMANCE management system reinforce a focus on students, STAKEHOLDERS, and the organization, as well as achievement of your ACTION PLANS?

b. WORKFORCE and Leader Development

(1) HOW does your LEARNING and development system address the following factors for your WORKFORCE and your leaders?

- your organization's CORE COMPETENCIES, STRATEGIC CHALLENGES, and accomplishment of its ACTION PLANS, both short-term and long-term
- organizational PERFORMANCE improvement and INNOVATION
- ethics and ethical business practices
- the breadth of development opportunities, including education, training, coaching, mentoring, and work-related experiences, as appropriate

(2) HOW does your LEARNING and development system address the following factors for your WORKFORCE?

- their LEARNING and development needs, including those that are self-identified and those identified by supervisors and managers
- the transfer of knowledge from departing or retiring workers
- the reinforcement of new knowledge and skills on the job

(3) HOW do you evaluate the EFFECTIVENESS and efficiency of your LEARNING and development systems?

(4) HOW do you manage EFFECTIVE career progression for your entire WORKFORCE? HOW do you accomplish EFFECTIVE succession planning for supervisor, administrator, and other leadership positions? HOW do you ensure that FACULTY AND STAFF are appropriately certified or licensed?

c. Assessment of WORKFORCE ENGAGEMENT

(1) How do you assess WORKFORCE ENGAGEMENT? What formal and informal assessment methods and MEASURES do you use to determine WORKFORCE ENGAGEMENT and WORKFORCE satisfaction? How do these methods and MEASURES differ across WORKFORCE groups and SEGMENTS? How do you use other INDICATORS, such as WORKFORCE retention, absenteeism, grievances, safety, and PRODUCTIVITY to assess and improve WORKFORCE ENGAGEMENT?

(2) How do you relate your WORKFORCE ENGAGEMENT assessment findings to KEY organizational RESULTS reported in Category 7 to identify opportunities for improvement in both WORKFORCE ENGAGEMENT and organizational RESULTS?

Notes:

N1. "Workforce" refers to the people actively involved in accomplishing the work of your organization. It includes your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. It includes team leaders, supervisors, faculty leaders, and administrators at all levels. People supervised by a contractor should be addressed in Category 6 as part of your larger work systems. For those education organizations that also rely on volunteers, "workforce" includes these volunteers, as appropriate.

N2. "Workforce engagement" refers to the extent of workforce commitment, both emotional and intellectual, to accomplishing the work, mission, and vision of the organization.

N3. The characteristics of "high-performance work" environments (5.1a[2] and 5.1a[3]) in which people do their utmost for the benefit of their students and stakeholders and for the success of the organization are key to understanding an engaged workforce. These characteristics are described in detail in the definition of "high-performance work" on page 62.

N4. Compensation, recognition, and related reward and incentive practices (5.1a[3]) include promotions and bonuses that might be based on performance, skills acquired, and other factors. In some education systems, compensation is set by law, regulation, or bargaining unit agreement. Since recognition can include monetary and nonmonetary, formal and informal, and individual and group mechanisms, reward and recognition systems do permit flexibility. Recognition systems for volunteers who contribute to the work of your organization should be included, as appropriate.

N5. Your organization may have unique considerations relative to workforce development, learning, and career progression. If this is the case, your response to 5.1b should include how you address these considerations.

N6. Identifying improvement opportunities (5.1c[2]) might draw on your workforce-focused results presented in Item 7.4 and might involve addressing workforce-related problems based on their impact on your organizational results reported in response to other Category 7 Items.

For additional description of this Item, see pages 43–44.

It is a privilege to accept [the Baldrige Award] on behalf of the Monfort College's faculty, staff, students, alumni, and friends. We are here because of their continued commitment to performance excellence and investment in the approach of viewing yesterday's performance as an opportunity for a better tomorrow.

—Joe F. Alexander, Dean of 2004 Award recipient Kenneth W. Monfort College of Business

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5.2 Workforce Environment: How do you build an effective and supportive workforce environment? (40 pts.)

Process

Describe HOW your organization manages WORKFORCE CAPABILITY and CAPACITY to accomplish the work of the organization. Describe HOW your organization maintains a safe, secure, and supportive work climate.

Within your response, include answers to the following questions:

a. WORKFORCE CAPABILITY and CAPACITY

(1) HOW do you assess your WORKFORCE CAPABILITY and CAPACITY needs, including skills, competencies, and staffing LEVELS?

(2) HOW do you recruit, hire, place, and retain new members of your WORKFORCE? HOW do you ensure your WORKFORCE represents the diverse ideas, cultures, and thinking of your hiring and student and STAKEHOLDER community?

(3) HOW do you manage and organize your WORKFORCE to accomplish the work of your organization, capitalize on the organization's CORE COMPETENCIES, reinforce a focus on students and STAKEHOLDERS and on the organization, exceed PERFORMANCE expectations, address your STRATEGIC CHALLENGES and ACTION PLANS, and achieve the agility to address changing organizational needs?

(4) HOW do you prepare your WORKFORCE for changing CAPABILITY and CAPACITY needs? HOW do you manage your WORKFORCE, its needs, and your needs to ensure continuity, to prevent WORKFORCE reductions, and to minimize the impact of WORKFORCE reductions, if they do become necessary?

b. WORKFORCE Climate

(1) HOW do you address workplace environmental factors to ensure and improve WORKFORCE health, safety, and security? What are your PERFORMANCE MEASURES and improvement GOALS for each of these WORKFORCE needs? What are any significant differences in these factors and PERFORMANCE MEASURES or targets for different workplace environments?

(2) HOW do you support your WORKFORCE via policies, services, and benefits? HOW are these tailored to the needs of a diverse WORKFORCE and different WORKFORCE groups and SEGMENTS?

Notes:

N1. "Workforce capability" (5.2a) refers to your organization's ability to accomplish its work processes through the knowledge, skills, abilities, and competencies of its people. Capability may include the ability to build and sustain relationships with your students and stakeholders; to innovate and transition to new technologies; to develop new educational programs, offerings, services, and work processes; and to meet changing organizational, market, and regulatory demands.

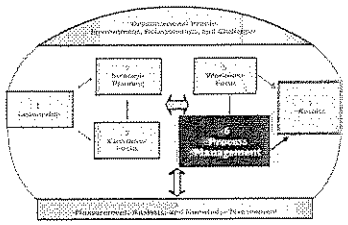
"Workforce capacity" (5.2a) refers to your organization's ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver your programs, offerings, and services to your students and stakeholders, including the ability to meet varying demand levels.

N2. Workforce capability and capacity should consider not only current needs but also future requirements based on your strategic objectives and action plans reported in Category 2.

N3. Preparing your workforce for changing capability and capacity needs (5.2a[4]) might include ensuring subject-matter expertise and an understanding of the cognitive, social-emotional, and ethical development of students. It also might address training in and experience with teaching strategies, facilitation skills, and learning assessment, as well as how to use learning research theory and how to report information and data on student progress. It also might include frequent communication, considerations of workforce employment and employability, career counseling, and outplacement and other services.

For additional description of this Item, see pages 44–45.

6 Process Management (85 pts.)



The *PROCESS Management* Category examines HOW your organization designs its WORK SYSTEMS and HOW it designs, manages, and improves its KEY PROCESSES for implementing those WORK SYSTEMS to deliver student and STAKEHOLDER VALUE and achieve organizational success and SUSTAINABILITY. Also examined is your readiness for emergencies.

6.1 Work Systems: How do you design your work systems? (35 pts.) Process

Describe HOW your organization designs its WORK SYSTEMS and determines its KEY PROCESSES to deliver student and STAKEHOLDER VALUE, maximize student LEARNING and success, prepare for potential emergencies, and achieve organizational success and SUSTAINABILITY.

Within your response, include answers to the following questions:

a. WORK SYSTEMS Design

(1) HOW do you design and innovate your overall WORK SYSTEMS? HOW do you decide which PROCESSES within your overall WORK SYSTEMS will be internal to your organization (your KEY WORK PROCESSES) and which will use external resources?

(2) HOW do your WORK SYSTEMS and KEY WORK PROCESSES relate to and capitalize on your CORE COMPETENCIES?

b. KEY WORK PROCESSES

(1) What are your organization's KEY WORK PROCESSES? HOW do these PROCESSES contribute to delivering student and STAKEHOLDER VALUE, student LEARNING and success, financial return, organizational success, and SUSTAINABILITY?

(2) HOW do you determine KEY WORK PROCESS requirements, incorporating input from students and STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS, as appropriate? What are the KEY requirements for these PROCESSES? HOW do you anticipate and prepare for individual differences in student LEARNING capabilities, rates, and styles? HOW is information on student SEGMENTS and individual students used in the design of your KEY WORK PROCESSES to engage all students in ACTIVE LEARNING?

c. Emergency Readiness

HOW do you ensure WORK SYSTEM and workplace preparedness for disasters or emergencies? HOW does your disaster and emergency preparedness system consider prevention, management, continuity of operations, and recovery?

Notes:

N1. "Work systems" refers to how the work of your organization is accomplished. Work systems involve your workforce, your key suppliers and partners, your contractors, your collaborators, and other components needed to produce and deliver your programs, offerings, services, and support processes. Your work systems coordinate the internal work processes and the external resources necessary for you to succeed in your market.

N2. Your key work processes (6.1b[1]) are your most important internal value creation processes and might include design and delivery of your programs, offerings, and services; student and stakeholder support; and support processes. Your key work processes are the processes that involve the majority of your organization's workforce and produce student and stakeholder value.

N3. Disasters and emergencies (6.1c) might be weather-related, utility-related, security-related, or due to a local or national emergency, including potential pandemics. Emergency considerations related to information technology should be addressed in Item 4.2.

For additional description of this Item, see pages 45–46.

6.2 Work Processes: How do you design, manage, and improve your key organizational work processes? (50 pts.)

Process

Describe HOW your organization designs, implements, manages, and improves its KEY WORK PROCESSES to deliver student and STAKEHOLDER VALUE and achieve organizational success and SUSTAINABILITY.

Within your response, include answers to the following questions:

a. WORK PROCESS Design

HOW do you design and innovate your WORK PROCESSES to meet all the KEY requirements? HOW do you incorporate new technology, organizational knowledge, and the potential need for agility into the design of these PROCESSES? HOW do you incorporate CYCLE TIME, PRODUCTIVITY, cost control, and other efficiency and EFFECTIVENESS factors into the design of these PROCESSES?

b. WORK PROCESS Management

(1) HOW do you implement and manage your WORK PROCESSES to ensure that they meet design requirements? HOW does your day-to-day operation of these PROCESSES ensure that they meet KEY PROCESS requirements? HOW is input from your WORKFORCE, students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS used in managing these PROCESSES, as appropriate? What are your KEY PERFORMANCE MEASURES or INDICATORS and in-process MEASURES used for the control and improvement of your WORK PROCESSES?

(2) HOW do you prevent variability in the implementation of your WORK PROCESSES that may lead to variations in student LEARNING or student success, as appropriate? HOW do you minimize overall costs associated with inspections, tests, and PROCESS or PERFORMANCE audits, as appropriate? HOW do you prevent errors and rework?

c. WORK PROCESS Improvement

HOW do you improve your WORK PROCESSES to maximize student success; to improve EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; and to keep the PROCESSES current with educational needs and directions? HOW do you incorporate a measurement plan that makes EFFECTIVE use of FORMATIVE and SUMMATIVE ASSESSMENT? HOW do you incorporate the RESULTS of the organizational PERFORMANCE reviews discussed in response to Item 4.1 into the SYSTEMATIC evaluation and improvement of your WORK PROCESSES? HOW are WORK PROCESS improvements and lessons learned shared with other organizational units and PROCESSES to drive organizational LEARNING and INNOVATION?

Notes:

N1. In-process measures (6.2b[1]) are the data that you collect and analyze at key points in your work processes to determine how well a particular process is performing. Education organizations should note that in-process measures are fundamentally different from formative assessments. While formative assessments can yield student outcome data that may be predictive of end-of-process performance, they do not provide sufficient information to make operational decisions about improving the process itself. Such decisions require an understanding of the critical inputs—such as time, materials, or behaviors—and outputs—such as quality, quantity, or efficiency—needed to maintain operational control.

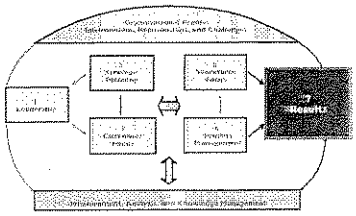
N2. To improve process performance (6.2b) and reduce variability, your organization might implement approaches such as the Plan-Do-Study-Act methodology or other process improvement tools (e.g., ISO 9000:2000 standards, Six Sigma methodology, or a Lean Enterprise System). These approaches might be part of your performance improvement system described in response to P.2c in the Organizational Profile.

N3. In addition to those processes associated with student learning, work processes that maximize student success might include those targeted at ensuring effective transitions between education levels (e.g., elementary to secondary, secondary to postsecondary, and two-year postsecondary to four-year postsecondary) and might include such mechanisms as multilevel teaming, articulation and transfer agreements, and concurrent enrollment. Such processes also could include those targeted at successful student progression within a program (e.g., efforts related to "promotion" at the elementary and secondary level or to "persistence" at the postsecondary level).

N4. The results of improvements in student learning should be reported in Item 7.1. All other work process performance results should be reported in Item 7.5.

For additional description of this Item, see pages 46–47.

7 Results (450 pts.)



The *RESULTS* Category examines your organization's PERFORMANCE and improvement in all KEY areas—student LEARNING outcomes; CUSTOMER-focused outcomes; budgetary, financial, and market outcomes; WORKFORCE-focused outcomes; PROCESS EFFECTIVENESS outcomes; and leadership outcomes. PERFORMANCE LEVELS are examined relative to those of competitors and other organizations with similar programs and services.

7.1 Student Learning Outcomes: What are your student learning results? (100 pts.)

Results

Summarize your organization's KEY student LEARNING RESULTS. SEGMENT your RESULTS by student and market SEGMENTS, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.

Provide data and information to answer the following questions:

a. Student LEARNING RESULTS
What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student LEARNING and improvement in student LEARNING? How do these RESULTS compare with the PERFORMANCE of your competitors and comparable organizations and of other appropriate student and market SEGMENTS?

Notes:

N1. Results reported in this Item should include results from your primary assessments of student learning. These may include test results related to local, state, and national requirements or mandates, such as the No Child Left Behind Act. In addition, student learning results should relate to the key student learning features identified as student and stakeholder requirements and expectations in P.1b(2), based on information gathered in Items 3.1 and 3.2. The measures or indicators should address factors that affect student and stakeholder preference, such as those included in Item P.1, Note 9, and Item 3.1, Note 2.

N2. For many education organizations, student learning measures are mandated by federal, state, or local legislation or policy, or by the reporting requirements associated with the receipt of federal, state, or external grant funds. These measures should be identified and reported in your response to this Item.

N3. Demonstrations of improvement in student learning should be evaluated in comparison to education organizations with similar performance levels for their entering students or comparable student populations (i.e., performance indicators for students with similar characteristics). Methods for demonstrating improvement in student learning might involve longitudinal and cohort studies or other value-added methodologies. Results covering three years or more are preferred.

For additional description of this Item, see pages 47–48.

7.2 Customer-Focused Outcomes: What are your student- and stakeholder-focused performance results? (70 pts.)

Results

Summarize your organization's KEY student- and STAKEHOLDER-focused RESULTS for student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT. SEGMENT your RESULTS by EDUCATIONAL PROGRAM, OFFERING, AND SERVICE features, and by student, STAKEHOLDER, and market SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Student- and STAKEHOLDER-Focused RESULTS
(1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student and STAKEHOLDER satisfaction and dissatisfaction? How do these RESULTS compare with the student and STAKEHOLDER satisfaction LEVELS of your competitors and other organizations providing similar PROGRAMS, OFFERINGS, AND SERVICES?

(2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student and STAKEHOLDER relationship building and ENGAGEMENT? How do these RESULTS compare over the course of time as students and stakeholders utilize your programs and services, as appropriate?

Notes:

N1. Student and stakeholder satisfaction, dissatisfaction, relationship building, and engagement results reported in this Item should relate to the student segments, stakeholder groups, and market segments discussed in P.1b(2) and Category 3 and to the listening and determination methods and data described in Item 3.2. Results data might include feedback from students and stakeholders and their overall assessment of education and operations.

N2. Measures and indicators of satisfaction with your programs and services relative to students' and stakeholders' satisfaction with competitors and comparable organizations (7.2a[1]) might include gains and losses of your students from or to other schools or alternative means of education, such as charter schools, home schooling, or corporate educational programs. Results also might include information and data from independent organizations and key stakeholders, such as survey results, competitive awards, recognition, and ratings. The information and data should reflect comparative satisfaction (and dissatisfaction). Information on the comparative performance of your students should be included in Item 7.1.

For additional description of this Item, see page 48.

7.3 Budgetary, Financial, and Market Outcomes: What are your budgetary, financial, and market performance results? (70 pts.)

Results

Summarize your organization's KEY budgetary, financial, and market PERFORMANCE RESULTS by student SEGMENTS, STAKEHOLDER groups, or market SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Budgetary, Financial, and Market RESULTS

(1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of budgetary and financial PERFORMANCE, including aggregate MEASURES of cost containment or financial viability, as appropriate?

(2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of market PERFORMANCE, including market share or position, market and market share growth, and new markets entered, as appropriate?

Notes:

N1. Responses to 7.3a(1) might include measures such as instructional and general administration expenditures per student or as a percentage of the total budget; income, expenses, reserves, and endowments; tuition and fee levels; cost per academic credit; annual grants and awards; cost avoidance or savings; performance to budget; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. Measures should relate to the budgetary and financial measures reported in 4.1a(1) and the financial management approaches described in Item 2.2.

N2. New markets entered (7.3a[2]) might include offering Web-based services or distance learning.

For additional description of this Item, see pages 48-49.

7.4 Workforce-Focused Outcomes: What are your workforce-focused performance results? (70 pts.)

Results

Summarize your organization's KEY WORKFORCE-focused RESULTS for WORKFORCE ENGAGEMENT and for your WORKFORCE environment. SEGMENT your RESULTS to address the DIVERSITY of your WORKFORCE and to address your WORKFORCE groups and SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. WORKFORCE RESULTS
   (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of WORKFORCE ENGAGEMENT and WORKFORCE satisfaction?
   (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of WORKFORCE and leader development?
   (3) What are your current LEVELS and TRENDS in KEY MEASURES of WORKFORCE CAPABILITY and CAPACITY, including staffing LEVELS and appropriate skills?
   (4) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of your WORKFORCE climate, including WORKFORCE health, safety, and security and WORKFORCE services and benefits, as appropriate?

Notes:

N1. Results reported in this Item should relate to processes described in Category 5. Your results should be responsive to key work process needs described in Category 6 and to your organization's action plans and human resource or workforce plans described in Item 2.2.

N2. Responses to 7.4a(1) should include measures and indicators identified in response to 5.1c(1).

N3. Those organizations that rely on volunteers should include results for their volunteer workforce, as appropriate.

For additional description of this Item, see page 49.

7.5 Process Effectiveness Outcomes: What are your process effectiveness results? (70 pts.)

Results

Summarize your organization's KEY operational PERFORMANCE RESULTS that contribute to opportunities for enhanced student LEARNING and to the improvement of organizational EFFECTIVENESS, including your organization's readiness for emergencies. SEGMENT your RESULTS by programs and offerings; by student and market SEGMENTS; and by PROCESSES and locations as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. PROCESS EFFECTIVENESS RESULTS
   (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of the operational PERFORMANCE of your WORK SYSTEMS, including WORK SYSTEM and workplace preparedness for disasters or emergencies?
   (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of the operational PERFORMANCE of your KEY WORK PROCESSES, including PRODUCTIVITY, CYCLE TIME, and other appropriate MEASURES of PROCESS EFFECTIVENESS, efficiency, and INNOVATION?

Notes:

N1. Results reported in Item 7.5 should address your key operational requirements as presented in the Organizational Profile and in Items 6.1 and 6.2. Include results of mission-specific research and outreach processes, as appropriate. Include results not reported in Items 7.1–7.4.

N2. Results reported in Item 7.5 should provide key information for analysis and review of your organizational performance (Item 4.1), demonstrate use of organizational knowledge (Item 4.2), and provide the operational basis for improved student learning outcomes (Item 7.1); customer-focused outcomes (Item 7.2); and budgetary, financial, and market outcomes (Item 7.3).

N3. Appropriate measures and indicators of work system performance (7.5a[1]) might include supplier and partner performance; program, offering, service, and work system innovation rates and results; simplification of internal jobs and job classifications; changing supervisory ratios; response times for emergency drills or exercises; and results for work relocation or contingency exercises.

For additional description of this Item, see pages 49–50.

7.6 Leadership Outcomes: What are your leadership results? (70 pts.) Results

Summarize your organization's KEY GOVERNANCE and SENIOR LEADERSHIP RESULTS, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ETHICAL BEHAVIOR, societal responsibility, and support of KEY communities. SEGMENT your RESULTS by work units, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Leadership and Societal Responsibility RESULTS

(1) What are your RESULTS for KEY MEASURES or INDICATORS of accomplishment of your organizational strategy and ACTION PLANS?

(2) What are your KEY current findings and TRENDS in KEY MEASURES or INDICATORS of GOVERNANCE and fiscal accountability, both internal and external, as appropriate?

(3) What are your RESULTS for KEY MEASURES or INDICATORS of regulatory, safety, accreditation, and legal compliance?

(4) What are your RESULTS for KEY MEASURES or INDICATORS of ETHICAL BEHAVIOR and of STAKEHOLDER trust in the SENIOR LEADERS and GOVERNANCE of your organization? What are your RESULTS for KEY MEASURES or INDICATORS of breaches of ETHICAL BEHAVIOR?

(5) What are your RESULTS for KEY MEASURES or INDICATORS of your organization's fulfillment of its societal responsibilities and your organization's support of its KEY communities?

Notes:

N1. Measures or indicators of strategy and action plan accomplishment (7.6a[1]) should address your strategic objectives and goals identified in 2.1b(1) and your action plan performance measures and projected performance identified in 2.2a(6) and 2.2b, respectively.

N2. Responses to 7.6a(2) might include financial statement issues and risks, important internal and external auditor recommendations, and your senior leaders' response to these matters.

N3. Regulatory, safety, accreditation, and legal compliance results (7.6a[3]) should address requirements described in 1.2b. Workforce-related occupational health and safety results (e.g., Occupational Safety and Health Administration [OSHA] reportable incidents) should be reported in 7.4a(4).

For additional description of this Item, see page 50.

N4. For examples of measures of ethical behavior and stakeholder trust (7.6a[4]), see Item 1.2, Note 4.

N5. Responses to 7.6a(5) should address your organization's societal responsibilities discussed in 1.2b(1) and 1.2c(1), as well as support of the key communities described in 1.2c(2). Measures of contributions to societal well-being might include reduced energy consumption; the use of renewable energy resources, recycled water, and alternative approaches to conserve resources (e.g., increased audio and video conferencing); and the global use of enlightened labor practices.

We recognize the awesome honor and myriad responsibilities that accompany the [Malcolm Baldrige National Quality Award] . . . Jenks staff members look forward to providing contributions on many fronts, and we will be specifically focused on sharing our quality practices with other school districts as we all strive to help lead our country toward a world-class education system.

—Kirby A. Lehman, Superintendent of 2005 Award recipient
Jenks Public Schools

Changes From the 2008 Education Criteria

The Education Criteria for Performance Excellence have evolved significantly over time to help organizations address a dynamic environment, focus on strategy-driven performance, address concerns about governance and ethics, and, most recently, consider the key decisions driving both short-term success and long-term organizational sustainability. The Criteria have continually progressed toward a comprehensive, integrated systems perspective of overall organizational performance management.

The year-to-year changes to the Baldrige Criteria have been evolutionary. However, since the Baldrige Program's inception over 20 years ago, the changes to the Criteria have been revolutionary. They have evolved from having a specific focus on manufacturing quality to a comprehensive strategic focus on overall organizational competitiveness and sustainability. With each update of the Criteria, the Program must balance two important stakeholder considerations. On one hand, there is a need for Criteria that are at the leading edge of validated management practice to help users address the increasingly complex challenges they face; on the other hand, there is a desire for the Criteria to remain stable in order to provide users continuity in their performance assessments. In 2008, minimal revisions were made, in light of the major revisions made in 2007. Continuing its efforts to balance stakeholders' needs for both currency and stability, starting in 2009, the Program is moving to a formal two-year revision cycle, making these the 2009–2010 Education Criteria for Performance Excellence.

The most significant revisions to the 2009–2010 Criteria address three areas of importance: (1) customer (student and stakeholder) focus, (2) organizational core competencies, and (3) sustainability and societal responsibilities.

The concept of customer engagement has received increasing attention as organizations compete in competitive local markets and are asked to prepare their students to compete in a global marketplace. The Education Criteria questions probe your ability to identify and deliver relevant educational programs, offerings, and services to your students and stakeholders now and in the future. The questions ask about your organization's student and stakeholder culture and how it contributes to customer engagement. The questions probe how you listen to the voice of the customer and, more importantly, how you use the information gathered. Is your organization student and stakeholder focused?

While core competencies were introduced as an important concept in the 2007 Baldrige Criteria, their strategic significance was not fully exploited. The Criteria questions now probe the relationship of your core competencies to your organization's mission, strategy, and sustainability. Is your organization competent in the areas that will deliver its sustainability?

Leading organizations are paying increased attention to the sustainability of their environmental, social, and economic systems. The Criteria questions probe how you contribute to the well-being of these systems and what your specific contributions have been. Is your organization fulfilling its societal responsibilities?

The most significant changes in the Criteria and the Criteria booklet are summarized as follows:

- The number of Areas to Address has increased from 37 to 41 to increase clarity and definition; the number of Criteria Items remains unchanged at 18, plus 2 in the Preface: Organizational Profile.
- The **Preface: Organizational Profile** now includes your core competencies as a key characteristic of your organizational environment.
- Category 1, **Leadership,** includes an enhanced focus on sustainability and societal responsibilities and the senior leaders' role.
- Category 2, **Strategic Planning,** introduces core competencies as a strategic concept.
- Category 3, **Customer Focus**, has been redesigned around customer engagement and the voice of the customer.
- Category 4, **Measurement, Analysis, and Knowledge Management,** clearly separates but emphasizes both the importance of information and knowledge management and the management of information technology and systems.
- Category 5, **Workforce Focus,** has been simplified to add clarity and focus to important aspects of workforce engagement.
- Category 6, **Process Management,** has been reorganized for a more logical flow of the questions.
- Category 7, **Results,** has been aligned with the changes in Categories 1–6 to encourage the measurement of important and appropriate results.
- The Core Value previously related to social responsibility has been retitled and rewritten to reflect the larger sustainability concepts embodied in **societal responsibility.**
- Three terms have been added to the Glossary of Key Terms: customer engagement, voice of the customer, and work processes. In addition, the definition of sustainability has been expanded to reflect societal aspects of organizational sustainability.
- The Results Scoring Guidelines have been modified to specifically address performance projection expectations in each scoring range. Also, performance projections have been included in the sample results figure

Blueprint Education Group LLC
12/12/08

Proposal for

Baldrige Organizational Assessment for Oak Park - River Forest School District

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I. Summary

Blueprint Education Group LLC ("Blueprint") respectfully submits this proposal to deliver a *Baldrige Organizational Assessment* for the Oak Park and River Forest High School District 200 ("OPRFHSHS"). Blueprint's founder and partners are uniquely experienced and positioned to provide the necessary facilitation, guidance, and support to the leaders and staff at OPRFHS. The *Baldrige Organizational Assessment* is intended to accomplish the following goals:

- Introduce the Baldrige Education process and criteria to leadership and staff
- Assess organizational performance according to the Baldrige Education Criteria
- Identify opportunities for OPRFHS organizational improvement
- Prioritize OPRFHS opportunities for improvement
- Develop a suggested implementation plan for key OPRFHS opportunities for improvement

Blueprint's Managing Partner, Todd Bloom, Ph.D., as well as his Blueprint partners, have significant experience assessing organizational performance and leading change within school districts. Blueprint's team is comprised of individuals who hold both terminal degrees in business and education as well as experience applying organizational diagnostics and efficiency/effectiveness improvement approaches in school districts. As a testament to Blueprint staff capabilities, we are proud to have been selected by the national leader in process management in education, American Productivity and Quality Center (APQC), to serve as its consultant and developer for the organization's process management services for K-12.

My Blueprint partners and I look forward to the opportunity to serve OPRFHS though the proposed *Baldrige Organizational Assessment.*

Regards,

Todd Bloom, Ph.D.
Managing Partner
Blueprint Education Group LLC

Blueprint Education Group LLC is a registered Minnesota limited liability company (EIN: 61-150-4811). The company is headquartered at 2101 Morton Road, Wayzata, Minnesota 55391. Todd Bloom is Principal Owner of Blueprint Education Group LLC. Additional information about the company and its services is available by contacting Todd Bloom at (952) 807-5345 or fax at (888) 269-4915 or email tbloom@BlueprintEducationGroup.com.

II. Introduction

Blueprint Education Group LLC ("Blueprint") is a Minnesota-based professional services organization committed to assisting public school districts overcome their most pressing operational challenges. Blueprint services focus on bringing focus and efficiency to school district operations while maintaining or increasing organizational effectiveness. Blueprint and its founder, Todd Bloom, Ph.D., are proud to have worked on such projects with the following sampling of schools district and education organization clients, especially its most recent client, American Productivity and Quality Center (APQC). APQC is the nation's premier business and education process benchmarking organization. In fact, APQC's founder, Jack Grayson, was also a founder of the National Malcom Baldrige Award. Blueprint recently developed and delivered a series of K-12 process management booklets and workshops for APQC.

- APQC
- Anoka-Hennepin School District, MN
- New York City Board of Education, NY
- Denver Public Schools, CO
- Lansing School District, MI
- Orange County Public Schools, FL
- Sarasota County Schools, FL
- Charleston County School District, SC
- Ysleta Independent School District, TX
- Deer Valley Unified School District, AZ
- Polk County Schools, FL
- Lake County Schools, FL
- Utah State University
- eSchool Solutions Inc., FL
- Technology Information Education Services (TIES), MN

While most U.S. school districts face stagnating or shrinking budgets, they must also contend with increasing performance accountability. School districts are simply being asked to "do more with less." In response to these formidable pressures, Blueprint has delivered its *Baldrige Organizational Assessment* as well as improvement services to assist school districts in their response to these organizational needs in an efficient, effective, and sustainable manner.

III. Procedure/Scope of Work

The following is a Scope of Work for the *Baldrige Organizational Assessment*. A more specific set of action steps and activities will be developed and presented during Phase I of the project.

Phase I: Readiness and Scope

- Establish District/Board and Executive Team Sponsorship as John Allen and Attila J. Weninger
- Communicate Project goals and expectations
- Create Project Plan
- Assign staff to Baldrige Steering Committee: Board of Education (1), Superintendent (1), District Leadership Team (7), Faculty Senate (1); Student (1)
- Assign staff to six Baldrige Criterion Teams (Seventh "Results" criterion distributed): Board of Education (1 for each); Building and District Leadership Teams (2 for each); Division Heads (at least 1 for each); Faculty (2 for each); Staff (2 for each); Parent (1 for each); Student (1 for each)
- Establish Meeting timeline for Steering Committee (1 per month) and Criterion Teams (2 per month)

PHASE I DELIVERABLES [Final deliverables developed by Consultant]:

Project Plan Document

Phase II: Assess Organizational Performance

- Steering Committee Meetings (90 minutes each; 1 per month):
    - Meeting 1: Review of Project, Baldrige process, and Education Criteria [Consultant-facilitated; on-site]
    - Meetings 2 - 4: Review of Committee Progress [Consultant-facilitated; on-site]
    - Meeting 5: Presentation of Criteria Response by Teams; Discussion [Consultant-facilitated; on-site]
- Criterion Teams Meetings (90 minutes each, 2 per month):
    - Meeting 1: Review of Project, Baldrige process, and Education Criteria [Consultant-facilitated; on-site; same day as Steering Committee Meeting 1]

- Meeting 2: Overview of Baldrige Question Set 1; Data collection & documentation plan
- Meeting 3: Overview of Baldrige Question Set 2; Data collection & documentation plan
- Meeting 4: Review documentation for Question Set 1 data; refine
- Meeting 5: Review documentation for Question Set 2 data; refine
- Meeting 6: Review documentation for Question Set 1 and 2 [Consultant-facilitated; on-site; same day as Steering Committee Meeting 4]
- Meeting 7: Review Final documentation for Question Set 1 and 2 (and improvement opportunities – see Phase III)
- Meeting 8: Discuss presentation of Criterion assessment (and improvement opportunities – see Phase III) to Steering Committee
- Meeting 9: Present Criterion assessment (and improvement opportunities – see Phase III) to Steering Committee [Consultant-facilitated; on-site; same day as Steering Committee Meeting 5]

PHASE II DELIVERABLES [Final deliverables developed by Consultant]:

Final Organizational Profile; PowerPoint presentation

Phase III: Identify and propose organizational improvement opportunities

- Steering Committee Meetings:
  - Meeting 5* (see Phase II): Presentation of improvement recommendations by Teams; Discussion and prioritization of improvement recommendations [Consultant-facilitated; on-site; same day as Criterion Team Meeting 9]
- Criterion Team Meetings:
  - Meeting 7 (see Phase II): Discuss documented improvement opportunities
  - Meeting 8 (see Phase II): Discuss presentation of improvement opportunities
  - Meeting 9* (see Phase II): Present improvement recommendations to Steering Committee [Consultant-facilitated; on-site; same day as Steering Committee Meeting 5]

*** Note: Steering Committee AND Criterion Team meetings #5 and #9 coincide**

PHASE III DELIVERABLES [Final deliverables developed by Consultant]:

Improvement Recommendations document; presentation document

Phase IV: Develop a draft implementation plan for three (3) key organizational improvement opportunities

- Develop an Implementation Plan for three key improvement opportunities that includes the following: basis of need, project plan, interdependency analysis, estimated costs, timeline, deliverables, success metrics, and milestones
- Present Implementation Plans to Steering Committee

PHASE IV DELIVERABLES [Final deliverables developed by Consultant]:

Implementation Plan; Implementation Plan PowerPoint presentation

IV. Timetable

The following is an expected timetable for the *Baldrige Organizational Assessment*.

	Description of Work	**Start and End Dates**
Phase I	Readiness and Scope [1-day site visit]	August 15 – August 30
Phase II	Assess organizational performance according to the Baldrige Education Criteria [Minimum 4, 1-2 day site visits; 1 per month]	September 1 – December 15
Phase III	Identify and propose organizational improvement opportunities [1, 1-2 day site visit]	September 1 – December 15
Phase IV	Develop a draft implementation plan for three (3) key organizational improvement opportunities	November 1 – December 15

V. Fees

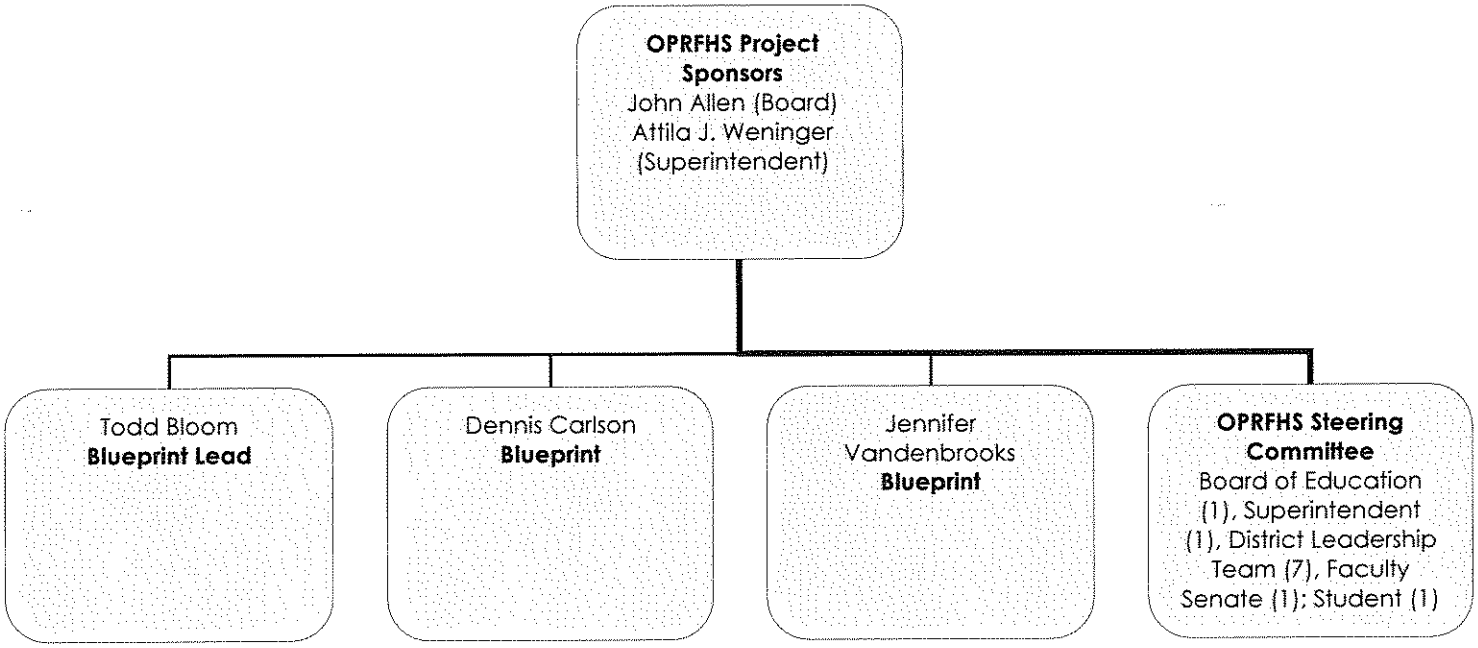
The following table describes the fee for the *Baldrige Organizational Assessment*. For each Phase of work, 50% of the Phase price will be paid at the start of the Phase and the remaining 50% will be paid upon completion of the phase.

Additional requested services outside the scope of this proposal will be presented in a separate proposal. Fees include all necessary and customary travel expenses. It is anticipated that there will be 5-6 2-day (1 overnight) visits.

	Description of Work	**Costs**
Phase I	Readiness and Scope	$2,000.00
Phase II	Assess organizational performance according to the Baldrige Education Criteria	$10,000.00
Phase III	Identify and propose organizational improvement opportunities	$5,000.00
Phase IV	Develop a draft implementation plan for three (3) key organizational improvement opportunities	$5,000.00
Total		**$22,000.00**

VI. Key Personnel

Blueprint Managing Partner, Todd Bloom, will serve as the *Baldrige Organizational Assessment* Lead Consultant. As needed, Todd Bloom may utilize the advisory services of Blueprint Partners, Jennifer Vandenbrooks, former Managing Director of Kaplan K12 Learning Services and Dennis Carlson, Interim Superintendent of Anoka Hennepin School District (MN). Critical to the success of this project is the involvement of OPRFHS leadership in the form of a Project Sponsor and Steering Committee that will work with the Lead Blueprint Consultant.



VII. Endorsements

Blueprint is proud to share feedback it receives about its work in a variety of U.S. school district and education organizations. Below are selected individuals who may be contacted to learn more about the quality of Blueprint services and its founder, Todd Bloom. Additional references are available upon request.

- Dr. Virginia McElyea, Superintendent, Deer Valley Unified School District, Phoenix, Arizona. Contact: 623.445.5000 or Virginia.McElyea@dvusd.org
- Jerry Molinoski, Associate Superintendent for Human Resources, Ysleta Independent School District, El Paso, Texas. Contact: 915.434.0402 or jmolinoski@yisd.net
- Renee Harper, Director, Office of School-Based Support Services at New York City Board of Education, New York City, New York. Contact: 718.935.3626 or RHarper@schools.nyc.gov
- Tom Heideman, Vice Chairman of the Board for Anoka Hennepin School District, Coon Rapids, MN. Contact: tom.w.heidemann@honeywell.com

VIII. Next Steps

The following are the suggested Next Steps for a successful launch of the *Baldrige Organizational Assessment*.

1. Board of Education presentation (January 2009)
2. Present and accept scope, deliverables, timeline, and budget (February 2009)
3. Project kick-off meeting (August 2009)
4. Organizational assessment/Phases I – IV (August – December 2009)
5. Deliver project blueprint (December 2009)

IX. Proposal Acceptance

Signing this Proposal Acceptance signifies OPRFHS agreement to purchase from Blueprint Education Group LLC its *Baldrige Organizational Assessment* in accordance with the terms, conditions and fees described in this proposal.

Please fax a signed copy of this Proposal Acceptance to Todd Bloom at 888/ 269-4915.

Oak Park and River Forest High School District 200

Signature of OPRFHS Official	Date
Attila J. Weninger	Superintendent

Blueprint Education Group LLC

Signature of Blueprint Education Group LLC Official	Date
Todd Bloom	Managing Partner