



Bank Street's Second Century: Progressive Education for Our Time

2015 Strategic Plan



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Executive Summary

Sixty years after *Brown v. Board of Education* and thirty years after *A Nation at Risk*, the crisis in public education remains. Despite decades of reform, the overwhelming evidence suggests America has not yet solved the challenge of educating our children. In 2015, we see this in the persistent segregation of schools with massive differences in services and in outcomes, the inattention to effective supports during those early years when the brain is developing most, and the lack of sufficient high quality teachers, particularly in our most underserved communities. The list of challenges is long and the public debates around education and the need for reform have become increasingly divisive, often pitting reformers, teachers, teacher educators, communities, and families against one another. The result is growing cynicism over whether success is possible, let alone realistic.

However, underneath all of the noise and politics, there is an emerging research base on how children learn, what classrooms and schools should look like, and how to scale that success to reach the diversity of children living in America in the 21st century. At the fulcrum are educators and caregivers: what they do and how they do it is the key to transforming lives of our children, from birth to adulthood.

Long considered a preeminent institution particularly in early childhood education, Bank Street is poised to lead the country towards effective education for all children. As it enters its second century, Bank Street knows how to train educators. From early childhood centers to hospitals, schools to museums, Bank Street has built a national reputation on the simple fact that our graduates know how to do the work that is right for children. They are trained in a model that Bank Street has honed for a century: combining study of human development, learning theory, and deep work on effective instructional practice with a sustained clinical placement that promotes significant practice and development as an educator prior to graduation. Furthermore, our children's programs: School For Children, Family Center, Bank Street Head Start, and Liberty LEADS serve as learning laboratories which demonstrate effective education in practice.

From the start, Bank Street has been a small college of large ambitions and impressive results, certainly when compared to better endowed institutions. A comprehensive external evaluation just completed by Stanford University of Bank Street graduates and their career paths demonstrates that students internalize the Bank Street model, are satisfied with their education, and stay in the field much longer than their counterparts educated at other New York State public and private schools. Graduates are also cited as "very prepared" or "prepared" by wide margins in survey data of their employers.

Since its inception, Bank Street has had an abiding commitment to public education. Bank Street advised Harlem educators in the 1940s, developed curricula and evaluation plans for Head Start in the 1960s, began training hundreds of school leaders for New York City in the 1990s, and today has active partnerships that range from the new work focused on supporting African American boys in Washington DC to our large scale initiative to strengthen early childhood teacher training and mentoring in New York City.

Today's generation of Trustees, faculty, and staff is leading Bank Street into a new century, continuing to project a national voice, nothing less. Several initiatives like creating a center for research on young children and families embody just that spirit.

Like other American colleges, the complex, fast-moving environment that Bank Street faces today brings serious challenges that are also great opportunities: first, protecting our hard-earned financial strength and developing new revenue streams; second, improving Graduate School enrollment with focused marketing as well as new programs including online study; third, strengthening Bank Street's organizational culture and institutional effectiveness to support institutional change; and fourth, the exciting opportunity for Bank Street to stimulate system-level change nationwide to improve teaching instruction as well as to inspire school and district change.

The strategic plan's architecture is bold, detailed, and substantive, and absolutely necessary to ensure another one hundred years of progressive education for children and teachers. Over the next several years, three priorities guide the work:

I—*Strengthen the College Community* by recruiting and retaining top faculty and practitioners, investing in facilities, and ensuring that faculty and students have the technology to prepare twenty-first century educators.

II—*Increase Impact on Educators* by forging new partnerships, creating innovative professional development to support schools and school systems, designing new degree programs, and sharpening the focus on research and education policy.

III—*Increase Impact on Children and Families* by expanding and replicating our most successful programs with which to reach more children and families while sustaining the quality for which we are known.

Bank Street's vision is clear and this one document written in spring and summer 2015 cannot capture a dynamic reality any more than a single snapshot can be a movie. The plan describes Ten College Initiatives in two phases, and we describe how the administration and faculty will implement and rigorously assess the plan's ambitious initiatives and goals. Most importantly, Bank Street is building a rigorous planning culture, one that has the right mix of smart vision and analytic detail. That said, the ripples outward from these high impact initiatives, singly and in powerful combination, will affect the lives of hundreds of schools, thousands of teachers, and tens of thousands of students.

Introduction

At Bank Street College, we teach children, and we teach the adults who teach children. We prepare educational leaders, and we graduate researchers, writers, and innovators. Bank Street graduates help schools and school districts strengthen and deepen instruction. The cluster of ideas and practices that inform all this work is known as the *Developmental-Interaction Approach*, which has evolved over a century, accommodating new ideas and learning strategies.

For one hundred years Bank Street's focus has been children—how they learn, what they need, what teachers need to help children learn, and the schools and communities that learners of every age and ability on school entrance need to reach their full potential. This could have been a sentimental endeavor that would not last. Bank Street's founders brought a tough-minded mentality to a tender-hearted mission—the welfare of children in a truly democratic society.

The first name chosen in 1916 was The Bureau of Educational Experiments, signaling Lucy Sprague Mitchell's resolve that education begin with the scientific study of children, their needs and interests. It is just not possible, she argued, to design the *right* school, or change a failed one, if we do not know, first of all, how children learn. For the welfare of children in a new century, inspired research and better practice must go hand in hand—neither can be left too far behind, or a noble project is put at risk.

Today Bank Street College is a \$53 million dollar enterprise with structural features that make planning and coordination more complicated for a small organization than it might first appear. The three divisions—Graduate School, School for Children, and Innovation, Policy & Research—have quite different functions under one mission, serve different clienteles, and live by different operating rhythms. Bank Street has over 600 children in direct service programs, over 800 graduate students, and thousands of current practitioners through continuing education, professional development, and policy/grant funded programs.

The *2015 Strategic Plan* describes ten bold initiatives that Bank Street will use to expand its contribution to children and families as well as teachers and schools while also ensuring the institution's fiscal stability for another one hundred years. To achieve its high goals, Bank Street will expand its capacity, first, to ensure the academic quality for which the institution is known and, second, to manage a dynamic agenda for change, both internally and externally, in terms of how the institution projects itself.

Why is a Bank Street education needed now more than ever? For a strategic plan to be successful, the institution must understand the challenges of the day and respond while focusing its strengths and reducing its vulnerabilities. Our plan is being written in the midst of growing alarm about: income inequality, race and social class in America, the loss of manufacturing jobs, unequal access to health care, and segregated communities and schools because of misguided public policies. The criminal justice system is failing and a recent *New York Times* editorial warned that one in six black males too soon will be dead or in prison. To comment in these short paragraphs about the all-too-familiar path from segregated community to unequal schools to poor social and health outcomes does not say nearly enough about the lives lost and families torn asunder.

Bank Street is a small college that exists in the world's most dynamic city, and urbanization is a global trend of far-reaching consequence. While social problems afflict every community, it is the American city where the contradictions seem most striking. Whether a child goes to kindergarten in Oakland, or Flint, or Brooklyn, the right kind of early childhood education is vital to the health of our cities, if not our democracy.

Facing a tangle of hard, deep problems, we look to schools for help because education, especially early in life, is one place to redirect the trajectory of loss. But the American public school system, a proud pillar of democracy from the days of Horace Mann, faces its own challenges, mirroring those of our cities. Bank Street's forte is children, education, and progressive school leadership. While educators cannot be held accountable for the decay and damage of broken neighborhoods and lost jobs, Bank Street will be an insistent voice for better schools, better communities, and a resilient democracy.

Bank Street's Second Century will broaden and deepen its historic commitments. The values that guide our thinking are the same ones that have informed the mission since the college's founding, captured so well in the Credo. The direction taken by the plan may not be new, but our Ten College Initiatives greatly increase Bank Street's engagement with the city and with educators nationwide. Just as important, the tempo of change will build steadily as Bank Street projects new ideas and fresh enthusiasm. Three priorities guide the work:

I—*Strengthen the Community*, which includes: new communication systems and ways to track expertise and projects for collaboration; the creation of new systems and the identification of resources to support joint learning and professional development; and strategies to promote access to Bank Street for more diverse populations and to support a culture of diversity.

II—*Expand Impact on Educators*, which includes: new technical assistance to support school systems; new professional development offerings; new Graduate School offerings including a teacher residency and possible national expansion of graduate school programs using a blended delivery model; ways to invest in faculty research and support faculty policy writing; a new network of progressive educators building on Bank Street alumni; and a new Early Childhood Policy Center to broaden research and practice.

III—*Expand Impact on Children and Families*, which includes: expansion of School for Children sections and the possible replication of the school in another borough; expansion and replication of the Family Center; and documentation and publication of materials for parents focused on early childhood development.



By design, the *priorities* are mutually reinforcing. They express the strategic logic we have adopted to organize and administer a set of *initiatives* and *goals* that will touch every facet of institutional life, thus transforming the institution, its size, complexity, and reach. An innovative *theory of action* describes how the *priorities* and *initiatives* will be made real.

We begin, as our founders did, with a sharply defined mission.

Part I: Mission and Values

Credo

Bank Street's enduring values are rooted in a statement by the first president, Lucy Sprague Mitchell. She called it her *Credo* and asked,

“What potentialities in human beings—children, teachers, and ourselves—do we want to see develop?”

- A zest for living that comes from taking in the world with all five senses alert
- Lively intellectual curiosities that turn the world into an exciting laboratory and keep one ever a learner
- Flexibility when confronted with change and ability to relinquish patterns that no longer fit the present
- The courage to work, unafraid and efficiently, in a world of new needs, new problems, and new ideas
- Gentleness combined with justice in passing judgments on other human beings
- Sensitivity, not only to the external formal rights of the ‘other fellow,’ but to him as another human being seeking a good life through his own standards
- A striving to live democratically, in and out of schools, as the best way to advance our concept of democracy

Our Credo demands ethical standards as well as scientific attitudes. Our work is based on the enduring faith that human beings can improve the society we have created.”

Mission

The mission of Bank Street College is to improve the education of children and their teachers by applying to the education process all available knowledge about learning and growth and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society.

Vision

To improve the life chances of all children, Bank Street College will expand its work with exemplary teachers, courageous school leaders, and innovative researchers and practitioners to ensure another one hundred years of progressive education and its focus on learning and democratic ideals. To reach so high, Bank Street will transform itself to broaden its impact on children, families, and educators worldwide while ensuring the capacity to innovate and manage change, engaging the college community broadly and often.

Bank Street's Developmental-Interaction Approach

At Bank Street, we teach children, and we teach the adults who teach children. We prepare educational leaders, and we graduate researchers, writers, and innovators. Bank Street graduates help schools and school districts strengthen and deepen instruction. The cluster of ideas and practices that inform all this work is known as the *Developmental-Interaction Approach*, which has evolved over a century, accommodating new ideas and learning strategies. The values shaping this approach are very much alive in all of Bank Street's work, adding depth and coherence to progressive education at Bank Street.

A grounding value of Bank Street is the belief in the whole child and the child's human potentialities. Special demands are made of a progressive educator because teachers observe and respond to learners with an eye to what the late Maxine Greene called *openings* for what *could be* instead of what is. Rigorous training in holistic human development is essential: aspiring teachers study child development; aspiring school leaders also study adult development. In Bank Street's graduate programs, aspiring teachers learn to observe children, and aspiring leaders learn to observe teachers and themselves—all learn to record what they see and hear, exploring with colleagues the implications for better teaching. Constant reflection, focused advisement, and collaboration with colleagues—all are essential in a Bank Street education.

Bank Street's founder, Lucy Sprague Mitchell, captured another aspect of this value when she said: “[S]urely one had to understand children in order to plan a school that was right for their development.”¹ From John Dewey forward, progressive educators think differently about children, schools, and the process of education. Children are seen as complex beings who bring their whole selves to school, rather than as malleable intellects who leave the rest of themselves at home. Schools must respond to the whole child. It is not enough to address physical development on the playground, social development at the lunch table, and emotional development in a guidance counselor's office. Getting the learning environment *right* was a goal worth pursuing for Mitchell and her colleagues, and for those who follow their footsteps. In these days and times, getting it right means developing strong pedagogical content knowledge for teachers, connecting cognitive and academic skill development to socio-emotional development for both adults and children.

A second grounding value is a belief that learning and growth happen through dynamic relationships with others, with the environment, and with knowledge. Education should be an active, ardent engagement with people, environments, materials, and ideas, in and out of class. Rather than follow a fixed, narrow curriculum focused on testing, the teacher or school leader seeks out a child's evolving strengths and personal interests, using this understanding to inspire new energy for learning as well as the confidence to work on new challenges and to explore new ideas.

Progressive educators do not draw a bright line between the classroom and the world outside. Bank Street educators see the world outside the classroom as places for exploration and learning and, for this reason, social studies is the curriculum's center. Learners of all ages need diverse opportunities to represent, apply, and extend what they have experienced. For children, this can take place in the playground, the art room, the block corner, or the school kitchen. For graduate students, the integration happens in internships, conferences, and the workplace. As children and adults alike grow as active and confident learners, opportunities to represent *new* understandings take on *new* forms—the first meaning of a progressive education.

A third value follows—the integration of research and schooling, grounding research in the real lives of children and teachers. With this understanding, schools become laboratories for creative exploration. With support from adults, young children deepen their understanding of themselves, their world, and the world of ideas and symbols through map-making, storytelling, movement, woodworking, music, or dramatic play. Classes for children emphasize free and guided play, children’s most important “work.” Teachers and researchers work together to observe and understand children as well as to improve educational practice.

So, education at Bank Street is a moral undertaking where commitments to social justice and democratic schooling are deeply held and frame a fourth grounding value. Again, taking guidance from John Dewey, Bank Street educators know that their emphasis on the individual must be balanced with an emphasis on the development of democratic



community. Education is a critical vehicle for achieving a more democratic society—schools must be places where children and adults enact democracy, developing the qualities needed for active citizenship. Living the value of social justice means that Bank Street students and teachers examine their own assumptions and work to strengthen their practice. They engage in policy dialogue and

public debate concerning contemporary educational issues. To support social change, graduates advocate for policies and practices that respond to the evolving strengths and needs of children, families, and communities.

A progressive approach to learning and life draws on a rich history from John Dewey and Lucy Sprague Mitchell to Barbara Biber and Edna Shapiro, but the thinking is not static. What are the next challenges for extending progressive theory and practice for a second century? Bank Street’s strategic plan commits itself to several responses.

The future of Bank Street’s approach to teaching and learning requires *new research* including documenting the curriculum, whether at our Head Start program on the Lower East Side or the Family Center on the main campus.

- We know that learning from experience can be improved by reflection, but in what ways? Are some ways preferred?
- How does the core theory apply, not just to children, but to adults across the life span?
- Bank Street educates school leaders, but how does planned change in a Bronx high school or Queens school district connect to our signature approach?

To improve Bank Street's reach and impact, we want policy makers and school leaders to come to Bank Street for new thinking and best practices. Qualitative studies, in general, and case studies, in particular, are useful tools because their use depends on close observation and reflection, which are Bank Street strengths. School- and classroom-based knowledge creation was at the heart of Bank Street's founding and can offer valuable new insights into the educational issues facing the City and country.

Second, observers have noted that the Developmental-Interaction Approach has not been easy to codify and, for that reason alone, not easy to evaluate, or to disseminate. Its assumptions and principles seem powerful to many teachers, but elusive to others—a formal articulation of the theory with extensions would benefit the broader educational community and further elucidate Bank Street's philosophy.

Third, Bank Street in the 1980s was a national leader in thinking about the personal computer and learning. The *Voyage of the Mimi* was created for television as well as advances in early childhood study of math and science, one of Bank Street's signature strengths. In the same fashion, progressive theory and methods today need to respond to the emergent technological environment and the impact on family and social life, classroom and workplace. Bank Street wants to prepare children and the adults who care for them for a fast-moving digital century of fewer and fewer boundaries, geographically and intellectually.

Generations of Bank Street educators affirm the power of a progressive education to stimulate social change and, like our founders, we remain mindful of the great responsibility and good fortune that comes to those who make education their life's calling.

Part 2: Planning Process

The *2015 Strategic Plan* was developed over the summer, fall, and early spring of 2014-15. It builds on the *2015 Decennial Self-Study*'s analyses and recommendations for improvement, written for the Middle States Association. The critical elements in the plan are: the community engagement process; the theory of action that undergirds both the process and the plan; the identification of college initiatives; and implementation and assessment plans for the most promising initiatives, work that has begun but will accelerate over the summer and early fall.

Strategic Planning at Bank Street

Institutional planning at Bank Street has gone through three distinct phases, from the *2005 Strategic Plan* to the strategy-guided evaluations of auxiliary programs in 2008-2014 to today's *2015 Strategic Plan*.

Since 2011, Bank Street also has engaged in intensive planning and evaluation, preparing for three external accreditation reviews: *2013-14 National Council for Accreditation of Teacher Education (NCATE) Self-Study for the Graduate School*; *2014 New York Association of Independent Schools (NYSAIS) Self-Study for the School for Children*; and *2015 Decennial Self-Study* for the Middle States Association. All reports can be found on the *Strategic Planning Portal*.

The *2015 Decennial Self-Study* served as a SWOT analysis. The central themes that emerged were strengthening an *integrated organizational culture* and improving the college's structures and core processes. Other themes that are picked up in the strategic plan are: improved internal communications; improved transparency and college governance; support for faculty development and research; new program development in areas such as international education and online learning; investing in fund raising; improved financial planning and budget monitoring; and increased accountability.

In sum, the assessments of the three self-studies led directly to the *2015 Strategic Plan*. These three self-studies built a college-wide consensus for institutional renewal whereas the strategic plan has refined the analyses and charted new directions for the college as a whole.

Process for Engaging the Bank Street Community

Over the fall term, an inclusive planning process unfolded at a fast pace, including some 22 separate meetings with cross-divisional participation, led by the president and his vice president for strategy and operations, culminating in a half-day retreat off-campus on November 7, 2014, which was attended by 150 members of the faculty, staff, and board.

Other meetings were held with School for Children parents and Graduate School students. Concurrently, a *Steering Committee* was convened with broad representation and it met regularly (Appendix A shows the membership).²

Theory of Action

The *2015 Strategic Plan* was produced by a theory of action brought to Bank Street by the new leadership team, who had developed the strategy to plan and manage change in the world's largest public school system. The new team brought an *investment and growth theory of change*. The strategy identifies organizational strengths while reaching out to the Bank Street community.

Bank Street gets stronger only by first building on what we already do well, finding ways to magnify current work. Then, we build on these strengths, whether that means to expand the scale of work with children and families or to deepen the institution's approach in specific areas by promoting research and innovation. The leadership sought and obtained pivotal investments from new partners like the Gates and Wallace foundations for new programs and capacity building.

The premise is clear: if we are successful building on our strengths and grow aggressively in those areas, we can build an impactful Bank Street that will reach many more children, families, and educators as well as affect the broader policy debate nationwide.

The goal is to stimulate a *virtuous cycle* of improved morale and renewed commitment by faculty and staff, leading to new resources and fresh contributions to policy debate, thus attracting public attention and new friends, eventually strengthening enrollment, board participation, and financial support of the institution—all in a self-reinforcing cycle to strengthen the entire college.

Just as critical for a new direction is the need to build momentum quickly. To move at the pace we project, the organization needs to be nimble and responsive. That means that roles must be clear and project management skills must be brought to a level that is unusual in higher education, all for the purpose of reducing the friction that comes with concurrent change projects.

Some of the initiatives and goals we describe represent aspirations that will evolve as plan meets reality, especially with complex projects in Phase II. For instance, the administration slowed the implementation of a new section in the School for Children because the calendar was too aggressive. Other adjustments are expected. A strategic plan as far-reaching as ours, captured at a point in time, will not unfold like a lockstep march—the vital element is the resolve to transform the academic quality and impact of Bank Street College, making prudent adjustments as we go.³

Finally, the plan, its initiatives and goals, does not signal a “left or right turn” from Bank Street’s mission and core values. Rather, the Ten College Initiatives build on our shared values and well-established strengths, which we consider next.

Institutional Strengths

Bank Street has built a reputation nationally and internationally, having had for nearly one hundred years a crystal clear mission to serve children and an equally well-defined pedagogy, the Developmental-Interaction Approach to teaching and learning. Using several methods, the *2015 Decennial Self-Study* enumerated a long list of positive attributes such as the following:

Bank Street’s clinical approach to education prepares graduate students for the demands of the workplace. We use a year-long supervised fieldwork and advisement course.

Bank Street has two dedicated faculties in the School for Children and the Graduate School who bring long experience and clinical acumen, and who, in their teaching and advising, embody the same pedagogy.

The Graduate School has high rates of degree completion and low rates of student loan default, partly because of integrated student services, including academic support, career coaching, and job placement.

A comprehensive learning assessment system was created to foster continuous program improvement in graduate studies, and two years of graduate student data has been gathered and evaluated, leading to program improvement.

Creative praxis and innovative theory can be found in programs like the Lower East Side Head Start Center, IPR grants like “Making Pre-K Count,” and the summer institutes to train 4,000 universal pre-K teachers for New York City.

An external evaluation by Stanford University of Bank Street graduates and their career paths suggests that students internalize the Bank Street approach, are satisfied with most aspects of their education, and stay in the field much longer than their counterparts educated at other New York State public and private schools. Graduates are also cited as “very prepared” or “prepared” by a sample of 175 employers. These remarkable findings suggest potential for expanded fund raising in Bank Street’s network of more than 10,000 alumni.

Bank Street’s Second Century builds on the institution’s strengths. We are a small, independent college of modest means that has, nonetheless, demonstrated for one hundred years an abiding commitment to public education. Bank Street advised Harlem educators in the 1940s, developed curricula and evaluation plans for Head Start in the 1960s, and today has active partnerships that range from the public school Midtown West to an innovative “Math for All” training program in use in Chicago.

So, from the start, Bank Street has been a small college with large ambitions and impressive results, certainly when compared to better endowed institutions. Our founders wanted Bank Street to affect education policy broadly, which is why Lucy Sprague Mitchell and Harriett Johnson started with multi-disciplinary research on child development, doing so years before opening a nursery school and later a college to train teachers. Today’s generation of Trustees, faculty, and staff is leading Bank Street into a new century, continuing to project a national voice, nothing less. Several initiatives embody just that spirit.

Bank Street’s Environment and Its Challenges

A comprehensive analysis of Bank Street’s environment was done for the 2015 *Decennial Self-Study* and the arguments and data analysis need not be repeated. Four topics are briefly described here: institutional finances, Graduate School enrollment, Bank Street’s distinctive organizational culture, and the opportunity in education for system-level change



to improve teaching instruction and school and district quality.

First, Bank Street College enjoys a strong financial position: debt is minimal and net assets increased \$4.7 million and \$3.4 million for years ending June 30, 2014 and 2013, respectively. Significant cash reserves have been accumulated. The endowment is nearly \$17 million and we have a combined investment pool of \$37 million.

Still, the long-term vitality of an

American college depends on its endowment. Bank Street’s funds have been growing but remain modest for a college of our stature that is one hundred years old.

Audited financial statements for the past two years are found on the *Strategic Planning Portal*. Bank Street's net assets have increased over the five years ending June 30, 2014 by responding to: a) fluctuation in operations that included lower than expected enrollment in the Graduate School, increasing revenue from the School for Children, and additional efficiencies to decrease expenses; and b) increases in non-operating activities related to post-retirement health benefits, endowment contributions, and investment returns.

Bank Street's budget is tuition dependent but, at 65%, less so than for many American colleges. A large component of what makes up the rest of the budget is grant and contract dependent. For that reason, the administration needs to be alert and agile in order to sustain and build grant and contract revenue.

In sum, over the past five years, Bank Street has taken steps to improve planning and resource allocation in response to



the 2009 financial crisis such as controlling costs, improving budget controls, and exploring alternative revenue. A small but persistent deficit has existed, offset by an overall increase of net assets due to low debt, a cash reserve, positive investment returns, and a growing endowment. Appendix B shows the trend lines.

Second, total enrollment in Bank Street's graduate programs has risen for most of the past thirty

years, but has declined since 2010 (Appendix C shows the trend line). While Bank Street's graduate enrollment has decreased 33% over the last five years, the trend is not comparable to the peer competitors like TC or NYU. Rather, the decline reflects several factors working in combination including a market-wide decline, the phase out of Middle School programs and Teach for America (TFA) partnership, and a combination of factors including price and program mix.⁴

The greatest contributors to Bank Street's budget are the Graduate School (GSE) and the School for Children (SFC), with additional contributions from Innovation, Policy & Research (IPR), the Family Center, and the Book Store. The strategic plan sets forth Ten College Initiatives by which to expand Bank Street's reach and impact while generating new net revenue streams after investment.

Third, the 2015 Decennial Self-Study found that Bank Street's close-knit organizational culture is a powerful asset valued by employees. The report also noted certain challenges when it comes to timely communication and transparency in decisions. In addition to a crowded calendar and packed facility on W. 112th Street, Bank Street takes pride in identifying itself as a *progressive college*, where the values of transparency and inclusion give shape to the college's distinctive culture. People expect to be involved and this sentiment can slow central planning, or create questions if the process has not been transparent, or not perceived to be so. Thus, several of the initiatives and goals address the need to strengthen communication and governance while also improving organizational clarity and effectiveness. This work is critical today because most of the plan's initiatives and goals require, if anything, *increased* collaboration and efficiency.

Finally, one contemporary challenge faced by all schools of education is, for Bank Street, a dramatic opportunity. Every year, hundreds of volumes to reform teaching and learning are published. Elements of the formulas for change are familiar (if difficult to integrate or fund): attracting talented teachers and keeping them engaged over a career; preparing them with evidence-based knowledge of best practices; close supervision of clinical experience, especially in the early years; socialization by steps into the profession; professional development that teachers want and will use; and support for system change by well-trained school and district leaders.

While passionate opinions exist about policies like high-stakes testing or Common Core, the level of analysis is too low. For a system problem of this magnitude, America needs a national consensus and road map for *system-level change* by which desired shifts in instructional theory and practice will be addressed with a cohesive and integrated set of policies and cooperating institutions.

The challenge is enormous and Bank Street will do its part. To address this city-wide and national challenge, we believe Bank Street has a *competitive advantage* made of four elements:

- A defined knowledge base and well-established clinical expertise
- An advisement method for the supervision of teachers in training and their socialization to the profession
- Professional development programs recognized by institutions like the Department of Education as well as major foundations
- New leadership team that understands the complexity of taking the best ideas about teaching and learning and implementing them at scale

Bank Street's Second Century and its initiatives will focus on the students, teachers, and schools we know best. Next we describe the strategic priorities that drive the plan, and its initiatives and goals for change.

Part 3: Strategic Priorities and College Initiatives

Three Strategic Priorities

Three Strategic Priorities were used to organize the ideas under review for possible investment:

I—*Strengthen the College Community*

II—*Expand Impact on Educators*

III—*Expand Impact on Children and Families*

Bank Street's strategy advances a group of college-wide initiatives organized and implemented in two phases over the course of five years. The Ten College Initiatives will be staged in phases, first to strengthen the core, then building from the core to broaden impact as suggested in Table 1. Because the change effort will be as ambitious as it is complex, those initiatives that have few moving pieces and lower risk are addressed first. In Table 1 they are identified for *Phase 1* and range from expanding the School for Children to new degree programs in the Graduate School to various ways for increasing Bank Street's reach and impact on the profession as well as the general public.

Those included in *Phase 2*, like the possible replication of the School for Children in Brooklyn, involve advance planning as well as increased financial exposure (and projected increased gain).

Several of the initiatives connect with others and most have a number of goals subsumed under them (specific *objectives* and *measures* will be developed later as part of implementation).

Phase and year do not align perfectly. A given initiative might run over several years and the separate phases may have important goals in another phase.

Several initiatives also require us to *build organizational capacity* such as increased support for grants and contract management. The 2015 *Decennial Self-Study* and planning engagement meetings both identified a widespread sentiment that Bank Street, a growing organization, needs to operate at a higher level in terms of: transparency in decisions, managing change, and having efficient college programs and administrative supports. To accomplish the strategic priorities and their bold initiatives, we had, first, to improve how we function as a community. Put simply, the plan addresses obstacles at Bank Street in the way of faculty and staff getting things done.

Table 1. Ten College Initiatives

Phase 1	
Initiative 1.	Expand School for Children Enrollment
Initiative 2.	Increase Graduate School Enrollment:
	Goal 2.1: Create New Degree Programs
Initiative 3.	Increase Professional Development for Teachers, Schools, and School Systems:
	Goal 3.1: Establish the Bank Street Education Center
	Goal 3.2: Increase Professional Development Contracts
	Goal 3.3: Document Curricular Efforts to Support Professional Development
Initiative 4.	Establish an Early Childhood Policy Center
Initiative 5.	Strengthen the College Community:
	Goal 5.1: Improve Internal Communications
	Goal 5.2: Strengthen College Governance
	Goal 5.3: Support Faculty and Staff Research
	Goal 5.4: Support Diversity and Social Justice
	Goal 5.5: Engage the Alumni
Initiative 6.	Improve College Infrastructure:
	Goal 6.1: Improve Organizational Clarity and Effectiveness
	Goal 6.2: Improve Grants and Contracts Oversight
	Goal 6.3: Organize Institutional Research
	Goal 6.4: Update Facility and Campus Plans
	Goal 6.5: Strengthen Information Technology
	Goal 6.6: Expand Library Services
	Goal 6.7: Expand Fund Raising
Phase 2	
Initiative 7.	Investing in Quality Teacher Training
Initiative 8.	Evaluate the Feasibility of a School for Children in Brooklyn
Initiative 9.	Develop an Online Delivery Program
Initiative 10.	Evaluate the Feasibility of a Bank Street Public School

NB: Initiatives and goals may extend over five years because of advanced planning needed with Phase 2 projects.

Phase 1 Initiatives

The text and tables that follow provide an overview—detailed analyses can be found in Appendices, or in exhibits on the *Strategic Planning Portal*. To reduce the burden on readers, we have not included budgets or detailed charts for every initiative or goal.

Initiative 1. Expand School for Children

To strengthen programs for children and families, Bank Street will build upon an institutional asset: the opportunity to expand the School for Children, which is robust academically and fiscally. Each year unmet demand exists for the “5/6s class” (kindergarten)—dozens of families cannot enroll because only two sections now admit students.

Table 2. Estimated Revenues and Costs of Expanding a Section in the School for Children, Years 1-7



Existing capacity of 4-6 classrooms can accommodate additional students. Instead of two sections of 23, we will enroll three sections of 20 for an increase of 14. The School will serve more families as well as offer smaller class size. Additional revenue will be used for financial aid to families and also to fund student services. Moreover, the thinking is that enrollment has not yet reached optimal size. By modestly increasing scale, new resources can augment the curriculum and generate funding for the College.

Adding enrollment will require rethinking space in the 112th Street building and increasing staff and faculty for the “5/6s.” Moreover, enrollment would expand a section each grade year as the children grow. While planning is underway, this initiative will begin in 2016-17 school year to give faculty and staff time to prepare. Tuition will be based on current SFC model: \$37,050 (up to 9/10s), \$40,045 (older than 9/10s), 16% scholarships, and 5% annual growth. Program costs for each classroom will be \$35K to outfit classrooms with furniture and initial supplies, and an additional \$597 per student for instruction-related materials.

Net revenue is projected to increase from \$200K in the first year to \$900K by year 5.

Initiative 2. Increase Graduate School Enrollment

To address Graduate School enrollment, a critical challenge of the next three years, several steps are being taken:

1. *Tuition*: Adjust tuition in line with Bank Street's closest competitors.
2. *Financial Aid & Scholarship*: Improve Financial Aid and Scholarship award timing and process to ensure that students have necessary information to make informed decisions.
3. *Admissions*: Partner with marketing experts to improve our recruitment strategy.
4. *Credit Requirements*: Complete the curriculum review currently underway to assess credit requirements, identify redundancies, and improve program quality.
5. *Cohort Programs*: Continue to plan for the creation of new cohort programs.

Additionally, specific mid- and long-term initiatives are under consideration. These include:

1. *New Degree Programs*: Develop programs that prepare teachers in shortage areas of Special Ed, English as a Second Language, and STEM related (science, technology, engineering and math).
2. *National Expansion*: Find ways to make Bank Street's approach for training teachers and leaders accessible to educators in other communities through a combination of online and in-person training.
3. *Teacher Residency*: Develop a consortium of districts, states, and teacher prep partners to improve the quality of teacher preparation nationwide and to launch a Bank Street residency teacher prep program.

Bank Street wants to expand enrollment in all programs. The challenge is not retention but the number of new admits—once enrolled, recent data analysis shows that Bank Street retains 90% of its graduate students, a notably high proportion. A consulting contract with Noel Levitz proposes to give us recommendations on: relationships with feeder institutions, ways to improve student connection with the website, and research on the marketing and communication plans of competitors.

The 2015 *Decennial Self-Study* recommended that innovative programs are needed that reduce cost, number of credits, and time to degree, thus enabling graduates to get into the workforce earlier with less debt. Additionally, the Graduate School's Divisional Task Force has an extensive curriculum review underway to identify credits or course materials that are repetitive or extraneous. Credit requirement reductions may be piloted in a few programs to reduce the cost of a Bank Street degree, in accord with student feedback.

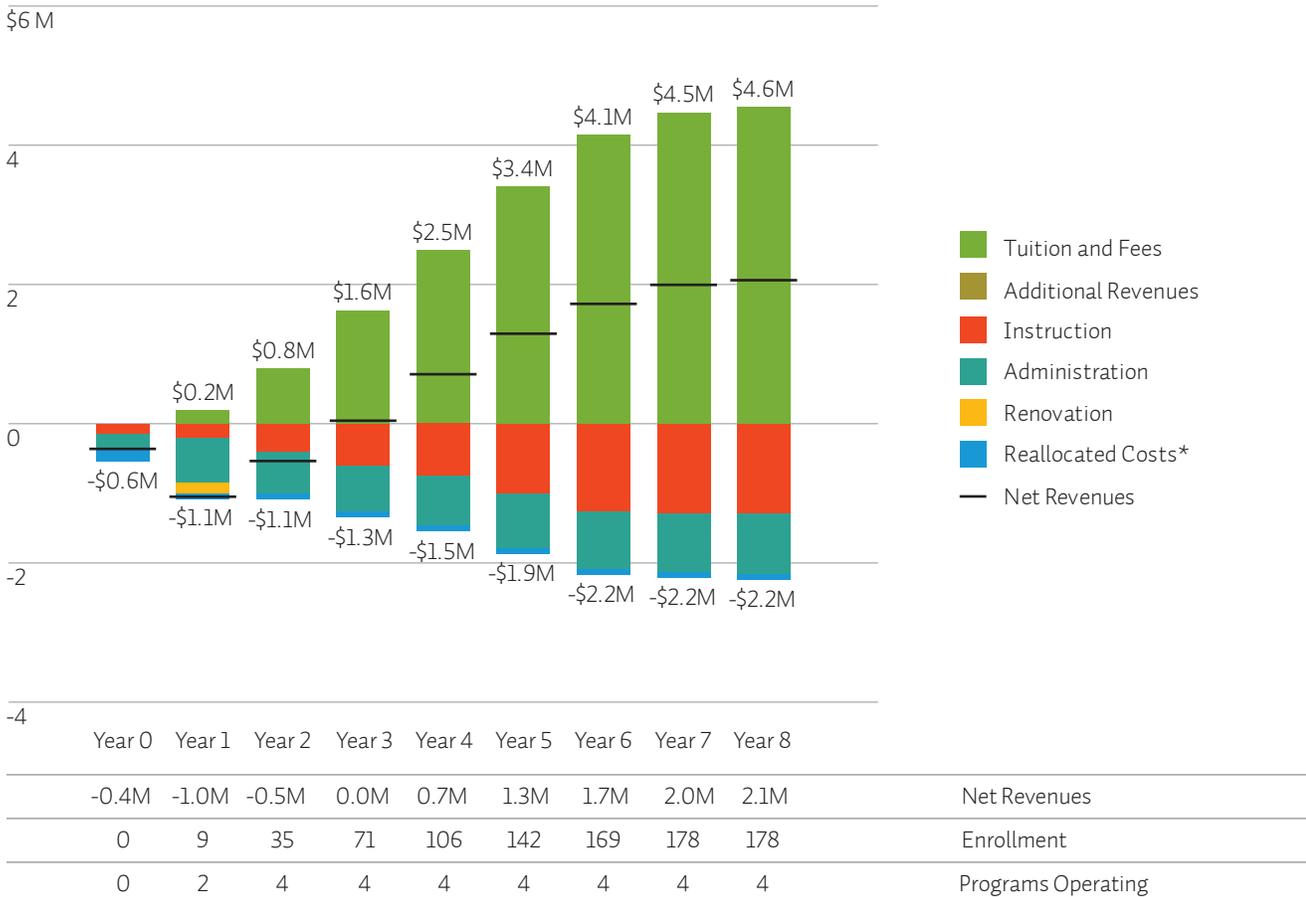
Goal 2.1: Create New Degree Programs

To improve enrollment in the Graduate School, Bank Street will add new programs where a market exists for which we have qualified teachers and supervisors. The Graduate School has strengths in ESL and Special Education, and can adapt proposals already written in order to seek State, CAEP (formally NCATE), and regional accreditation approvals quickly. Demand also exists for teacher preparation in science and math—Bank Street faculty members are limited, so new staff members will be necessary. Also, Bank Street's constructivist approach to math and science with children is a powerful alternative to traditional methods.

Bank Street will begin with ESL and Secondary Special Education while also planning new programs in science and math for later implementation. Enrollment could begin for the ESL and Secondary Special Education programs in the 2016-17 academic year. Table 3 shows projected net revenue for four new programs where breakeven occurs in the

third year, followed by steady increases to \$2 million by year 7. The targets for enrollment were estimated by applying Bank Street’s current market share to the total local enrollment, scaling up to target over five years. Details for estimated costs are shown on the *Strategic Plan Portal*.

Table 3. Estimated Revenues and Costs of Four New Graduate Programs, Years 0-8



Initiative 3. Increase Professional Development for Teachers, Schools, and School Systems

Bank Street’s work with educators is world renowned. The findings of a comprehensive Stanford University evaluation report are impressive: our graduates are remarkable teachers, school leaders, and innovators who embrace the Bank Street mission and stay in the profession longer than a comparison group.

In spring and summer 2014, Bank Street produced a major professional development event for New York City’s Department of Education: Training all teachers for the Mayor’s new Universal Pre-K initiative. Four thousand educators worked with Bank Street-trained facilitators. For 2015, Bank Street again trained 4,000 teachers in the summer. We added a year-long in-school coaching program and training for school leaders.

Going forward, Bank Street has three goals. We will establish the Bank Street Education Center as the hub for all professional development work, expanding our work with educators through professional supports, teacher training, and degree programs, reaching many more educators in New York City, nationally, and internationally. Recent contacts with alumni suggest that they are eager to have opportunities for professional development for themselves and to bring this training to other teachers (the vital work to engage our alumni is discussed later).

Goal 3.1: Expand Bank Street Education Center

In 2014-15, Bank Street created the Bank Street Education Center with startup funding from the Gates and Wallace foundations. Its mission is to foster equity and to create lasting change in systems of schools (districts, states, and other educational management organizations) by providing guidance and support in four areas:

- (1) Designing and implementing instructional policies and strategies
- (2) Creating useful instructional tools and resources
- (3) Building internal capacity at all system levels
- (4) Establishing feedback loops to continuously improve quality of instruction

The Center will market to school systems *a new strategy for professional development*. The thinking will combine the faculty's deep knowledge of how children develop emotionally, socially, and cognitively, with how adults learn best. Hard-won lessons learned in America's largest public school system will be used to improve system-level change management, stakeholder engagement, and the complex work of implementation at scale.

Rather than an endless succession of patchwork changes from on high, Bank Street will foster a *spirit of collaboration*. School systems will be supported to build new tools to ensure that professional learning supports change leadership and teaching practice, thus improving instruction in classrooms and outcomes for more students, especially those in high need areas.

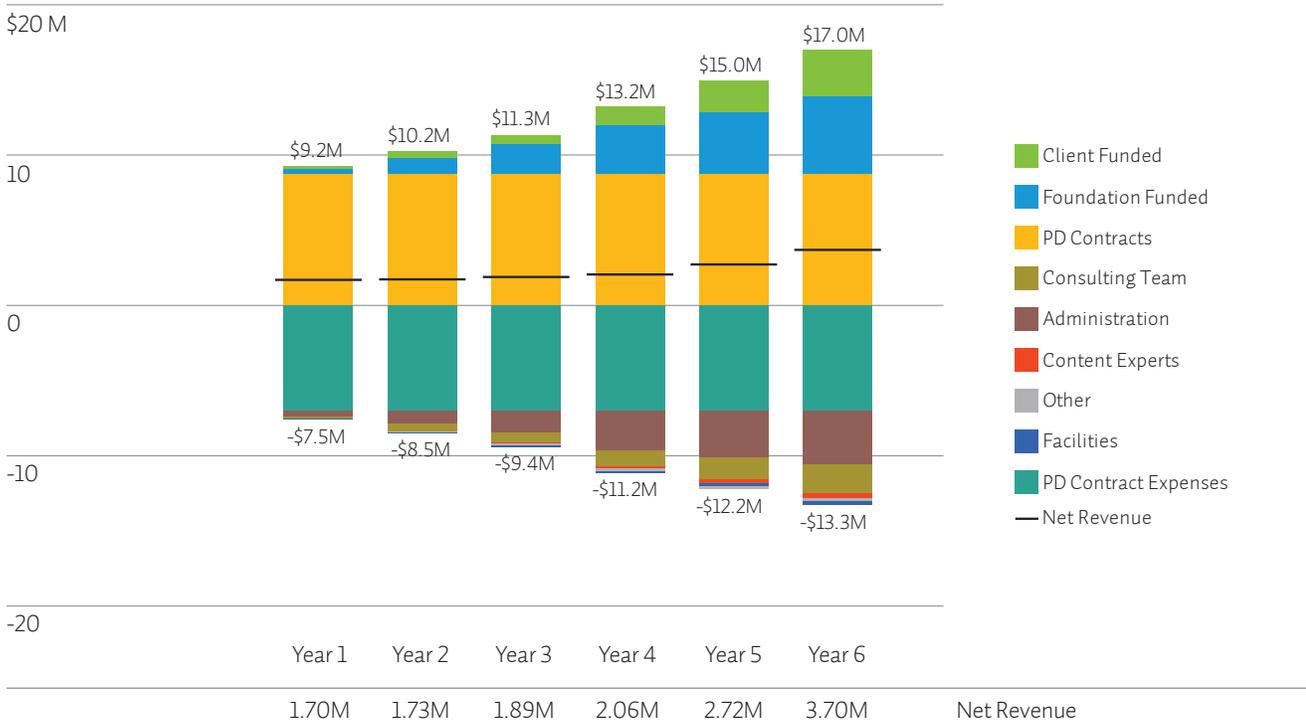
Technical assistance will be developed by the Center, which will work with school systems to build a *throughline for learning*, a connecting logic between the professional development provided to teachers and the strategy for supporting quality instruction at every organization level. The Center was established in 2014-15 and work has already begun with several partners, impacting educators working at various grade levels in school systems functioning within more than five states. Building on this revenue and with additional foundation funding, the Center will sustain its growth, eventually fully funding its staff and expenses.

Goal 3.2: Increase Professional Development Contracts

Bank Street will develop and integrate the capacity to dramatically increase the depth and breadth of our impact in the public sphere. Some work is underway in 2015 around the following products and projects:

- Document instructional materials for teachers, principals, districts, and parents
- Build supports for existing professional development to simplify the process of providing professional development and coaching, including: a streamlined contracting process, an inventory of available facilitators and experts, and support for the management of professional development projects so that our providers can spend their time focusing on program quality
- Identify new areas of strength within Bank Street as well as unmet needs in the field
- Seek new clients and funding for existing offerings and new programs, particularly for Bank Street's nationally-recognized work in emotionally responsive practice, culturally responsive practice, mathematics through *Math for All*, and performance assessment work for principals entering the profession
- Fund evaluation research to assess and improve all Bank Street professional development projects
- Use professional development programs as a launch pad to develop and publish policy writings, op-eds, and blogs that address vital issues in education policy and practice
- Host conferences on national and regional policy matters to expand thinking and enlist the support of fellow progressive educators

Table 4. Estimated Revenues and Costs of Bank Street Education Center, Years 1-6



NB: Sums may not reconcile because of rounding error

Table 4 shows combined estimates of revenue and expense for the Bank Street Education Center for six years, beginning with SY 2015 that projects a net revenue estimate of \$1.7M. Building on the success of the work in summer 2014 with DOE’s Universal Pre-K initiative, Bank Street increased its support in summer 2015, also extending into a new coaching project during the school year. The DOE work preparing pre-K teachers is projected to continue, but is not the only contract envisioned. We expect client support to increase slowly as well as foundation support, predicated on the basis of our success in the first two years with the Gates and Wallace foundations. Administration costs, once established, are expected to be stable, thus yielding an increasing return on investment reaching \$3.7M in the sixth year. Details are available on the *Strategic Planning Portal*.

Goal 3.3: Document Curricular Efforts to Support Professional Development

Three projects are envisioned under this goal: documentation of the School for Children curriculum for use with a replication and possible expansion; curriculum development for professional development and coaching; and an extension of the international work in the Graduate School.

The exact nature of the products is not yet defined. We may end up producing a *toolkit* with a scope and sequence, a *teacher’s guide* about how to develop/utilize curriculum in context, and perhaps *videos* that show a Bank Street teacher in action. A project manager will be identified.

Bank Street in 2013-14 began to organize an international initiative based on earlier work by individual faculty members. Presently, graduate faculty members are engaged in work in Bangladesh, China, Brazil, India, Liberia, Singapore, and Nepal. Some of these are longstanding partnerships, others are emerging—all are impacting communities around the world. The Graduate School wants to strengthen its institutional capacity to support international education training and development.

Initiative 4. Establish an Early Childhood Policy Center

Bank Street will establish an Early Childhood Policy Center to document best practices, develop new theory, and conduct applied research. Aligned with Bank Street’s mission and values, new theory and research will be produced and disseminated so that policymakers will come to Bank Street for new thinking and evidence to support progressive practice.

Theories and practices that were considered radical for much of Bank Street’s history are now firmly in the mainstream, thanks to a convergence of evidence from several disciplines (education, developmental psychology, neuroscience, and cognitive science). Today, a consensus exists: from the first days of life, infants and toddlers are constantly learning and exploring the world around with all the senses. A consensus is also forming about the practices and policies that support early learning across the early childhood age span, and about the need to respond, sensitively and thoughtfully, to the natural variation in children’s development. While the principles of a *child-centered*



education are no longer controversial, research is needed so that the principles can be applied, not only in classrooms, but across all settings where young children and their families live and learn.

Bank Street’s early childhood educators and the research they produced have advanced the field by modeling *close observation of individual children*, learner-centered practice, and the value of placing social studies at the heart of the curriculum. Bank Street prepares early childhood teachers who are deeply curious and knowledgeable about

development and they keep the progressive flame burning, even during periods when behaviorist theories prevail. But Bank Street’s founders would also be moved to action—because too little is being done to enhance the prospects of today’s young children, especially those living in poverty.

Five challenges lie ahead:

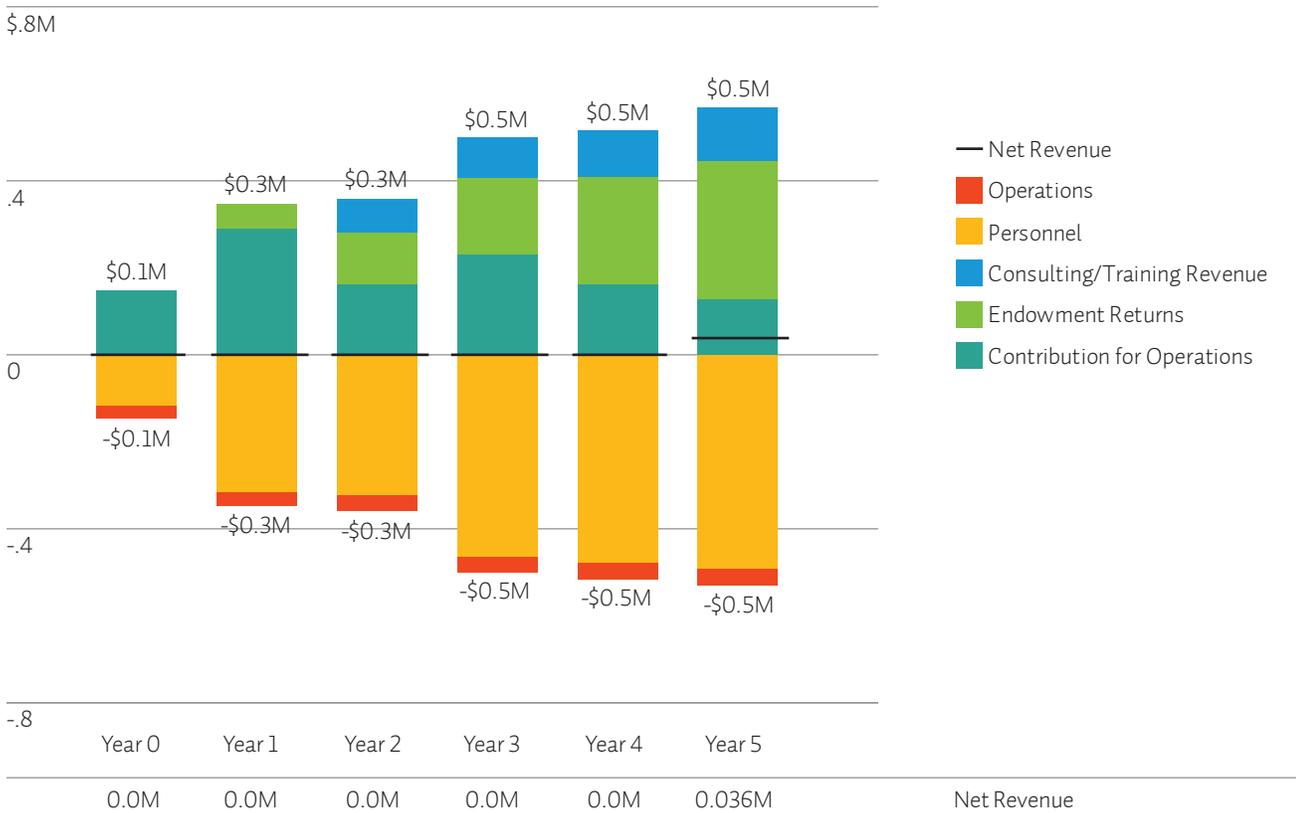
1. Making a powerful, research-based case for child-centered classrooms and progressive practice in the early years: the need for articulate, powerful advocacy remains.
2. Preparing knowledgeable teachers and center directors: scaling up high-quality programs involves major workforce challenges.
3. Supporting development and learning across the age span: many cities and states are recognizing the importance of pre-K programs, but we know that policymakers and educators miss crucial opportunities if they wait to focus on developmental needs and strengths until children are four years old.
4. Developing and evaluating curricula that respond to children’s needs across the developmental spectrum: high-quality curricula help teachers plan settings and activities in ways that foster curiosity, exploration, and learning for all children, including those with special strengths or needs.
5. Building systems of early childhood care and education: as in the past, families with young children must negotiate a fractured landscape of initiatives, funding sources, and schedules.

Comparative studies of different schools or competing pedagogies have been important in Bank Street’s history.⁵ One line of comparative evaluation studies could take advantage of Bank Street’s three pre-K learning environs: the Head

Start Center in the East Village, the Family Center, and the early grades of the School for Children. While the three sites share a common philosophy, details differ in ways that would be intriguing to study.

As of September 2015, Bank Street secured from a board member of long standing and alumna a gift of \$5M to endow the research director of the Straus Center for Young Children and Families. Bank Street will create a national advisory panel to help shape the research agenda and to identify the founding director who will be recruited in a national search. The Straus Center will organize an intensive and sustainable effort to realize the promise of every child, especially those most vulnerable.

Table 5. Estimated Operations Cost of Straus Center for Young Children and Families, Years 0-5



NB: Sums may not reconcile because of rounding error

Independent of the endowment corpus, the goal is \$532K in revenue to be scaled up over 6 years, based on the Erikson Institute’s experience with consulting fees revenue as suggested in Table 5. The staff would include: chair, senior researcher, and a project manager to manage efforts, source projects, and recruit project teams. Administrative assistance to support office operations will be budgeted at .5 FTE. Further details on the preliminary budget are found on the *Strategic Planning Portal*.

Initiative 5. Strengthen the College Community

Throughout the many planning conversations held with faculty and staff, a desire was heard to strengthen the community, ranging from practical needs such as ready access to technology support to the need for collaborative research projects involving faculty members and staff. To meet these needs, four goals have been set:

Goal 5.1: Improve Internal Communications

Many initiatives described on these pages are dependent on increasing collaboration among colleagues across Bank Street's three academic divisions. To bolster cross-functional projects and collaboration, a set of multi-directional *communication tools* and *feedback loops* will be created for staff, faculty members, and administrators. The leadership will promote sharing of knowledge and opinions across divisions and college offices by creating tools such as a shared college calendar, an institution-wide newsletter, and an online platform (for sharing work, soliciting feedback, and posting requests for assistance). The new tools will require assistance from the Information Technology staff.

Goal 5.2: Strengthen College Governance

Communication and governance can be challenging in a collegiate institution where expectations held by community members for inclusion in personnel and policy decisions can compete with the need for fast action. College communities adopt values and norms to create an ethos of shared governance rather than use positional politics based on institutional roles. Authority in a college can be challenged more easily than in other institutions, which further suggests that governance is a topic in institutional life that needs clear policies as well as their active monitoring because a college's political currents are seldom still. Attributes of an effective *governance plan* include:

- Transparency about how decisions are made
- People most impacted by decisions are involved in those decisions
- Authentic dialogue with reciprocal accountability for actions taken (or not taken)
- Meaningful participation that also leads to timely and effective action
- Faculty and staff members trust that it is safe to surface difficult issues with the administration and with each other

Over the last twenty years, many different college and school committees (and changes to those groups) have evolved, and connections between and among governance groups are not clear. Bank Street needs a *governance plan* to provide clarity on decision making, communications, and feedback mechanisms, so that all members of the college community feel their voices will be heard and, if they so choose, individuals can shape important policy decisions.

Governance changes are underway in Bank Street's Board of Trustees. Led by a new Board Chair, the Trustees in fall 2014 began a year-long study of their internal governance questions, working with consultants from the Association of Governing Boards (AGB). A proposal to revamp the committee structure and increase collaboration in committee work and board discussions was approved at the spring 2015 retreat.

Moreover, Bank Street College is entering a period of rapid growth and organizational complexity. It is timely to evaluate college governance as it functions today while planning for the elasticity we need with which to cope with additional units and new locations.

The inclusion of faculty and staff members in decisions that impact their work will be clarified, including, but not limited to, curricular changes, hiring for major positions, and new strategic work. By tradition and in accord with external accreditation standards, the faculty of the Graduate School has authority over the academic curriculum and

degree requirements. Responsibility for faculty appointments, full or part-time, is overseen by the administration. The School for Children has different procedures, using a hiring committee and open meetings with finalists. But the spirit is inclusive.

Bank Street College, founded on progressive democratic values, wants to strengthen participation. The institution will work with existing groups like Staff Council and committees in the Graduate School to ensure that the role and scope of authority are clear, that they function as an authentic venue for feedback, and that they are viewed as meaningful forums worth a serious investment of time and energy.

A college-wide governance working group will be convened to draft a set of proposals, using the same spirit of collegial engagement that produced the self-study and the strategic plan. The *2015 Self-Study* reported that many committees like Staff Council or Faculty Advisory Committee exist, but that communication among the groups, whether horizontally or vertically throughout the organization, can be frustrating. More transparency was requested regarding policy decisions as well as greater clarity about the authority of the several advisory committees compared to executive decisions by the president or a dean. So, an early task will be the mapping of existing committees, governance mechanisms, and communication challenges.

At the same time, formal political avenues may not be enough. Thus we want to provide for ongoing dialogue and conversations across formal structures, such as the opportunity for committees and other entities to interact directly with the president or his delegates, the Board of Trustees, or other stakeholders. In fact, this notion was embodied in the cross-divisional engagement used to produce the bold ideas developed for these pages, like replicating the School for Children.

Finally, another facet of college governance is how administrative offices and different roles are defined and organized. This topic is discussed shortly under organizational clarity.

Goal 5.3: Support Faculty and Staff Research

Bank Street will expand opportunities for faculty and staff members to collaborate on joint research projects, working with colleagues inside and outside of their divisions and programs. A recommendation for strengthening research made by two focus groups during the planning retreat was to define the range of research topics and methods most easily aligned with the college's mission and academic programs.

Research at Bank Street will be more applied than basic, and focus on children and the evaluation of core tenets of the Developmental-Interaction Approach. Individual faculty members will be encouraged to pursue any line of inquiry in keeping with the principle of academic freedom. With regard to methodology, ethnography and phenomenological inquiry have been powerful tools at Bank Street that can be broadened to include survey research and empirical studies, multi-method inquiry, and policy and program evaluation.

Early in Bank Street's history and most recently during the 50s to the 80s, Bank Street was known for its education theory and applied research in early childhood. Policy makers came to Bank Street for fresh ideas and new methods as happened, for instance, with the founding of Head Start. In the 1980s, however, when research dollars became scarce, Bank Street was no longer able to subsidize it and the research division was closed. Individual research projects continue to this day, but a college-wide focus was not sustained. Today, widespread agreement exists that research to improve teaching and learning, especially for children, needs to be re-energized. To that end, the Centennial Innovation Fund was announced in September 2015.

Today Bank Street has *significant research projects* underway, such as a brain-based research group. Three multi-year evaluation projects are ongoing: the preparation and assessment of principals (MAPAL), a national project on culturally responsive practice (Center for Culturally Responsive Practice), and cutting-edge demonstration projects in teaching math in pre-K and the early grades.

Bank Street has two direct service programs that could be used for evaluation studies by the newly created Straus Center for Young Children and Families: Lower East Side Head Start, which was moved to a new location summer 2014, and Liberty LEADS, a successful program more than a decade old to prepare adolescents from high needs areas to attend college.

Finally, policy changes are underway. The *Centennial Innovation Fund* will support collaboration across divisions toward innovative ideas, work, and products. A *Dissemination Lab* will be organized for faculty members who are interested in writing about policy. Additional funds have been found to support faculty and staff attendance at conferences. To promote organizational clarity, the policy and procedure will propose how funds will be identified and disseminated, which will be communicated to the community.

Goal 5.4: Support Diversity and Social Justice

During a moment of national attention to issues of racism and growing income inequality, Bank Street will examine how its long-held values of social justice and fairness are put into practice—we want to move beyond words to action and accountability. Progressive educators have a moral responsibility to engage students and families as well as each other in difficult conversations, if need be, about what we can do inside Bank Street and in the broader community to address inequality, racism, and the needs of our cities.

The goal of increasing diversity is also an *educational imperative*. Bank Street's founders a century ago advocated for social justice in America, and today's faculty and staff want to recruit and work with colleagues and students from diverse racial and socio-economic backgrounds. Having diverse voices in the classroom and workplace *increases learning and personal development* while, at the same time, it *strengthens our democracy*.

Bank Street has a record of seeking change, both within its community as well as in creating and sustaining educational programs like Head Start, or starting school change projects in poor communities in Newark and the Bronx. How does Bank Street now move from intentions and individual programs to sustainable college-wide action? Efforts are projected at three levels.

Access and Retention: to increase enrollment access, access to jobs, and to measure progress against targets.

- Supporting diversity was a goal of the School for Children Campaign.
- In 2015 the Graduate School will locate a cohort program at BronxWorks in a high need area.
- The goals for the Centennial Campaign have not been set, but raising minority scholarship support as part of the endowment is likely to be a component.
- The Pemberton Society, which promotes support for students of color across the College, has new leadership and is refining its mission, which includes raising scholarship funds.
- The data we have on minority enrollment in the Graduate School is encouraging in comparison to other graduate schools of education, but extant data on employment is not well organized or monitored. Statistics on racial composition of faculty, staff, and students will be compiled, organized, and saved to measure trends, and results will be shared with the community annually.

Culture Change: to build on existing training to ensure a common language on diversity, creating space to discuss where we fall short.

- All School for Children staff went through anti-racism training in August, 2014. Staff Council also sponsored SEED training spring 2014-15 for staff and faculty.
- The School for Children has long had a diversity coordinator who led in 2014-15 to revamp the curriculum to address both racial and gender identity.
- Parent and student affinity groups provide support, including the Parents of Children of Color Affinity Group and Anti-Racist Allies/Council of Students (COS) team.
- The Council of Students is working with the Graduate faculty on an orientation course about discrimination.

Institutional Impact: Bank Street wants to push itself as an institution to serve educators, students, and families in the urban communities most impacted by racism, which means reviewing the curriculum, where student teachers are placed, how tuition is supported, and the partners chosen for professional development.

- Bank Street's institutional resolve can be seen in our new public sector initiatives, specifically a new teacher residency, Bank Street Public, professional development supports, and expanded degree programs in high need specializations where there are shortages of ESL, special education, math and science.
- Bank Street's Head Start program on the Lower East Side in a high need area has a new facility and a strengthened partnership with Head Start. We will strengthen Head Start as a learning lab.
- Liberty LEADS has been a successful college-readiness program for more than a decade, supporting minority students in northern Manhattan and the South Bronx who want a college degree.
- Bank Street will expand its professional development work with public schools and community organizations in high need neighborhoods (e.g., the Universal Pre-K initiative, new Bank Street Education Center project in Newark, Making Pre-K Count, CCRP's work on responsive practice trainings for African American boys, and emotionally responsive practice).

Goal 5.5: Engage the Alumni

Bank Street has an undeveloped resource, its 13,000 plus alumni (including GSE and SFC alums). Alumni were the major source of talent and commitment for the DOE Universal Pre-K contract in the summer 2014. Led by the first Graduate School alum to serve as president, a vigorous effort is underway in 2015 to engage alumni.



A first step has been an online survey conducted in March of 6,700 persons for whom we have email addresses. With a 10% response rate, the data indicated that, although alumni have high affinity, almost two-thirds do not feel part of the Bank Street community—and half have never been personally contacted. Almost three-quarters of respondents plan or would consider a gift where the motivations are mission and student support. Having an annual fund was less an interest to non-donors, but the majority wants more substantive contact with Bank Street.

Initiative 6. Improve College Infrastructure

The last decade for Bank Street after the 2009 financial meltdown was one of organizational contraction. Staff positions were eliminated or not replaced—offices like institutional research were left vacant. For this reason, today Bank Street College does not have the infrastructure to support the high level of planning needed for complex initiatives, like a new School for Children in Brooklyn. Success of these ambitious concepts, so critical to drive *Bank Street's Second Century*, depends on building new capacity—and doing so quickly.

The 2015 *Decennial Self-Study* described numerous college strengths stemming from a powerful mission and distinctive pedagogy. The work groups also surfaced concerns about the effectiveness of supports for grants and contracts in the Graduate School and IPR as well as limitations with regard to institutional planning and financial controls. In addition, the administration lacks trained staff to cover new projects and needs to reorganize itself to improve support to students, faculty members, and alumni, thus improving organizational clarity and effectiveness.

Goal 6.1: Improve Organizational Clarity and Effectiveness

Earlier we said that Bank Street will produce a *governance plan*, where the goals are to increase inclusion and transparency. In the same way, college supports will be reviewed, where the goals are to increase role clarity and office effectiveness. During the fall 2014 engagement meetings as well as the three self-studies, concerns were expressed about how major decisions are made as well as communicated, which led to the proposal of a formal governance plan



to be produced by a collegial process. A related concern is the organization of administrative or college supports, which may not always be effective for students as well as other offices or divisions.

Like any complex organization that endures, Bank Street's structure has evolved over a hundred years and the arrangement of pieces today is a mix of centralized and decentralized offices. While this is true for most institutions, questions might be raised about the rationale and effectiveness of how we are organized today. The 2015 *Decennial Self-Study*

raised the topic of whether Bank Street today had the right blend of centralization and decentralization, which is likely to vary by functions as different as building the budget, or bringing in a new class of graduate students. Duplicate costs could be another concern where capacity gets built at more than one level.

To improve organizational clarity, Bank Street will evaluate college supports and operational processes that apply to the whole institution, such as managing the budget, business office, or how human resources are organized. A need exists, in particular, to *streamline budget building* by establishing protocols and a calendar for submitting budget proposals, reporting expenses, and allocating resources to different teams. This organizational review will commence shortly with the assistance of Parthenon Associates, who earlier did much of the analytic work on the plan. Bank Street will define *institutional roles and responsibilities* across the institution and when completed, *organizational charts* will be disseminated broadly to ensure that all employees and students understand how to navigate the institution.

Finally, this plan advances Ten College Initiatives that will require, if anything, *increased* coordination and monitoring. To ensure that college resources are aligned with agreed-upon priorities, changes will be made to budget planning as well as management of the organization's financial resources. Also, the implementation of the strategic plan during

summer 2015 and fall will require *goal-setting for each division and college office* whereby unit plans are aligned with strategic initiatives and goals in addition to unit-specific objectives, as described more fully in Part 4.

Goal 6.2: Improve Grants and Contracts Oversight

One challenge identified in the *2015 Decennial Self-Study* is to improve the management of existing grants and contracts, to high average \$8 million a year and each year generate hundreds of thousands of dollars in overhead. Another challenge is to administer grants in a cost-effective manner, sharing staff where possible rather than duplicating positions. Because the plan calls for increasing professional development grants and contracts as well as other types of funded research, Bank Street will add a grants monitoring and oversight manager, an accountant, and a contracts officer.

Goal 6.3: Organize Institutional Research

Institutional research is used by an organization to systematically evaluate its administrative supports like IT and to file reports, growing in number, with external agencies like accreditation bodies. The self-study found that institutional research at Bank Street is episodic, decentralized, and not well coordinated across the three academic divisions and administrative offices that support college programs. Institutional research should be strengthened and coordinated for the divisions and the college as a whole, so that progress toward institutional goals can be evaluated and communicated. To evaluate the effectiveness of college offices, new feedback mechanisms to the community are needed, such as the annual climate survey.

Finally, as Bank Street grows in complexity and size, and as external reporting requirements increase, institutional research needs central coordination, which would also benefit from a college-wide working group.

Goal 6.4: Update Facility and Campus Plans

Bank Street will review and upgrade its facilities, having long understood the space constraints of Manhattan's Upper West Side. In 2010, the Board considered the options of staying put and renovating, developing a campus model, or moving to a new location, opting at that time to stay and renovate. Working with an external consultant, a study of space needs was begun in 2011. After discussion, again the Board's decision was to stay and renovate (*Facilities Master Plan* by Macro Consultants, Phase I, II & III).

In winter 2013-14, planning began again in earnest, focusing on program requirements for W. 112th Street. The focus will be the use of space for instruction by increasing classrooms for the School for Children and the expanded enrollment planned that can, in turn, be used for additional graduate courses, should graduate school enrollment increase. The expiration of the lease at Bank Street North and the need to make mandated improvements to the main building on 112th Street presented a unique opportunity.

Bank Street was, however, getting new leaders. With this project presenting an unparalleled opportunity to refresh and upgrade the college, the new president became active. At the conclusion of several meetings, the decision was made to first address, during the summers of 2014 and 2015, only mandated improvements based on code and safety concerns. The larger plan to reorganize and modernize the environment of the W. 112th building will depend upon the priorities articulated in this document. One promising source for funding is a DASNY grant that is pending.

Goal 6.5: Strengthen Information Technology

A reliable, robust, cost-effective, and flexible set of technology-based services is essential to providing Bank Street's education mission with effective support. The current infrastructure has been well maintained with regular maintenance, upgrades, and replacements. However, changes in Bank Street's strategic direction as well as rapid changes in the industry will require major transformation to the way the IT department provides services and products.

To improve the business tools utilized by administrative and education staff, a major project will be to upgrade key software systems that provide financial, human resources, and student services, and to improve the integration of peripheral smaller systems. This will be started over the next two years with the replacement of the Jenzabar financial system, building on the current strategy of replacing purchased software and hardware with a metered-service model that is hosted externally.

To improve the cost of providing IT services, Bank Street will expand its participation in partnerships and collaborations to share services and jointly buy outsourced products with like institutions in New York City. Included in our cost control focus is the replacement of stable but obsolete systems, such as the phone switch, with hosted services where cost savings fund the project.

To improve the Bank Street community's interaction with the institution, information and services delivered electronically will be personalized to the user, to be provided over varied delivery methods such as the internet, social media, mobile devices, and assistive technologies. This is especially challenging due to the multiple relationships that people have with the institution and the ever-changing array of delivery methods. A more agile development infrastructure is needed.

Goal 6.6: Expand Library Services

The Library is undertaking an innovative digital initiative to pull together the intellectual works of the faculty, staff, and students, as well as documentation of institutional activities like records of events—placing all under one umbrella. The intent is to connect the outside world with what we know about teaching and learning.



The contents of the *digital repository* will be open and accessible to all, enhancing Bank Street's visibility and increasing brand awareness far afield. Formats accepted will be PDF print documents, ebooks, ejournals, video and audio files. Presently, the college has no dedicated single space for collecting, preserving, and distributing the intellectual output of its members. This innovative approach expands the services the Library provides as stewards of the physical collection into the digital realm.

Finally, the Library and the Center for Children's Literature (CCL) will provide expertise in building resources and collections as well as staffing for Bank Street Brooklyn if that initiative goes forward.

Goal 6.7: Expand Fund Raising

The development plan for 2014-15 under a new president is to extend what was achieved in 2013-14: complete the School for Children's endowment campaign, continue to develop Graduate School fund raising through the Dean's Council and other initiatives, and sustain grant and contract funding while seeking opportunities for new sources of support. A new initiative requested by the president is the design and implementation of a broad alumni outreach program, largely focused on GSE alumni (discussed elsewhere).

Bank Street has a special opportunity—the celebration of its Centennial in 2016. At its spring 2014 meeting, the Advancement Committee of the Board discussed the goals of Trustee-led planning for the Centennial celebration and the potential for a campaign. Bank Street's recent success in the School for Children campaign led us to explore the elements that might be applied to strengthen Graduate School fund raising.

Building on the data and planning capabilities of Raiser's Edge, much more is known today about Graduate School alumni. Using outside prospect research firms, all alumni have been screened to identify those with potential for major gifts. Further efforts are underway to obtain deeper information, to qualify "suspects" into true "prospects." A process is now in place to mine the data, as part of our preparation for a Centennial Campaign.

Grants and contracts are both an opportunity and a challenge. In the past ten years, Bank Street has had notable success attracting major support. Examples are the Teachers for a New Era, Project SEND, 100Kin10 STEM educator grants in the Graduate School, Liberty LEADs, the National Head Start Center, and the MDRC-funded work with early childhood math coaching. But tough competition exists for limited funds and Bank Street has a small pool of faculty who are active grant seekers. One solution is to encourage grant writing among current faculty and staff, especially as collaborative efforts (also described earlier). Another is to recruit faculty members who can attract and manage substantial grant-funded research.

In sum, fund raising at Bank Street has been improving, with encouraging recent developments. The institution is creating a *culture of philanthropy* among internal constituencies and alumni. In general, the analysis leads Bank Street to these defined objectives:

- A Board of Trustees with fund raising reach and capacity
- Faculty and staff with a better understanding of the value of fund raising as a core institutional activity and greater willingness to participate
- Strategic investments in staff to strengthen areas such as major gifts and grants and contracts

Phase 2 Initiatives

Initiative 7. Invest in Quality Teacher Training

In teacher training, you get what you pay for. High quality supervision and longer periods of clinical training may cost more, but produce better results long term: higher quality in the classroom *and* increased persistence in the profession, thus reducing the uneven quality and costly teacher turnover from training that is fast and cheap.

Bank Street seeks to change the national approach to teacher training by creating pilot tests of an *investment for impact* residency prototype. We will build a coalition of partners including states, districts, and teacher training programs aimed at increasing public funding for high quality teacher preparation.

Our goal is to create a new center of gravity in the teacher preparation market. We will redefine the standard for teacher preparation, removing the perverse incentives that today block progress. Residency programs are superior for teacher preparation because of their intensive clinical supervision and deep integration of theory and practice. Despite philanthropic and public investments, as yet such programs have not transformed teacher education because most have not been financially sustainable. Pilot projects in different locales will let us evaluate whether a new approach can work at scale. Evaluation studies will compare impact across locations and highlight needed policy changes.

Finally, Bank Street's own teacher preparation model is not a full residency model with extended induction support for new teachers. Bank Street may develop its own residency, building from our experience over many years with cohort-based programs. The partnership underway in 2014-15 with BronxWorks could be an example of Bank Street's approach. Both components of the initiative require external funding.

Initiative 8. Evaluate the Feasibility of a School for Children in Brooklyn

Bank Street envisions a new School for Children in Brooklyn to build upon one of our strengths: decades of experience operating a school for 600 children on the Upper West Side. The creation of a second school will amplify Bank Street's impact on children and families, and broaden our reach to another—and fast-growing—part of the city.

Also, the process of developing a new institution will ask current staff and faculty to reflect on what is working (or not) today, a useful conversation quite apart from the new venture. In this way, the process will surface new ideas, reflection on existing practice, and opportunities to strengthen the current School for Children while developing a second one. A new school will also open up internal career opportunities for existing staff and faculty, including the Graduate School.

The planning of a new school would happen over the next 12-18 months and the school would not launch at full scale. We would begin with several grade levels (e.g., 3/4s, 4/5s, 5/6s) and expand by one grade level each year as the children get older. The phase-in, and the planning year, would structure close collaboration with the Graduate School and School for Children faculties, another strategic purpose.

Another advantage would be the use of a Brooklyn location for internships and classes in a new part of the city for students and faculty who find the long commute onerous when using public transportation to the Upper West Side.

Initiative 9. Develop an Online Delivery Program

Bank Street wants to expand its influence to other regions of the country and internationally. A blended online model will be developed that features three elements:

1. Face-to-face intensive residency, possibly at Bank Street
2. Supervised fieldwork using Bank Street alumni
3. Online courses for material most appropriate to that learning modality

The residency would consist of satellite locations, each with a program manager and part-time advisors to support supervised fieldwork. Satellite locations would be developed along the Eastern seaboard between Washington and Boston in order to facilitate local sessions and up to three weeks of intensive NY-based sessions for a mix of face-to-face learning over the course of two years.

The online component would include both synchronous and asynchronous learning opportunities to replace weekly classes that students typically would attend in-person. To minimize start-up cost, Bank Street would partner with an *online enabler* to provide a robust instructional technology platform, allowing for multiple modes of learning, including synchronous video review and synchronous classes, as well as asynchronous tools.

Bank Street's existing online graduate courses and proposed programs feature a *constructivist pedagogy* that is unique in comparison to competitors and gives us a *competitive advantage in online higher education*, but additional resources will be needed to refine the work and bring it to scale.

The provision of online library services for graduate students and the faculty will be assessed in addition to the efficient provision of student supports and business office functions. Another challenge will be the regulatory environment of having to get programs approved by state bodies outside New York.

Many institutions, of course, have moved to offer distance education or blended models. Bank Street's curriculum offers two features to strengthen academic quality: a supervised internship and an Independent Masters Project. While Bank Street has increased its online capacity over the last decade, thanks to a Trustee fund, we still have much to learn. The initiative is aspirational because lead time is needed to develop, test, and market a blended model of high standards as well as to identify satellite locations and the needed infrastructure to support off-campus operations of this type. One task would be studying the practices of possible competitors like NYU. While challenges exist, the initiative presents exciting opportunities to grow Graduate School enrollment as well as to develop an innovative model of teacher preparation. In the near term, the viability of a blended model will be studied before seeking approval.

Finally, a vital ingredient of this expansion will be the use of Bank Street's alumni network, especially on the East Coast and around New York City. As we have done successfully with the 2014 DOE Universal Pre-K summer workshops, alumni and friends will be contacted to assist in recruiting, in supervising students, and for possible teaching assignments.

Initiative 10. Evaluate the Feasibility of a Bank Street Public School

Bank Street wants to strengthen its connections with public education. Public education was a focus of Bank Street's founders and it is very much an active conversation today by Bank Street's leaders, who bring deep experience with public education in New York City. Having a public school would also address the core value of diversity, whether of race, nationality, or income. But the barrier to implementation has been how to fund such a school, especially with Bank Street's small class size and other desirable parameters that add cost.

The concept of a public children's school would grow out of the planning now underway to replicate the School for Children in Brooklyn. That planning would require us to document our approach, including changes from the curriculum, student services, and schedule at W. 112th Street. Moreover, planning another school from the ground up would set the stage for taking the work to the public sector, thus reaching public school students and creating a school that can work with the limits of public funding.

Finally, this initiative brings significant challenges, such as the extent to which a progressive classroom of moderate size can be realized, given the limits of public funding. Many Bank Street alumni and current or former faculty members have worked in progressive public schools, either as part of a district or stand-alone charter. Before planning a public Bank Street school, which will require fund raising, we want to understand the experience of colleagues as well as their recommendations for curriculum design. Specifically, adjustments in the current curriculum may be necessary to adapt Bank Street's pedagogy and school programs to meet the needs of students in a public school.

Summary

Bank Street is committed to the initiatives and goals described on these pages. In powerful combination, we believe they give us the best chance to transform the institution's trajectory and impact. At the same time, having to manage different planning calendars will challenge a small community. Table 6 shows plan timelines for select elements of Phase I and II.

As reported earlier, the timeline for adding a section to the School for Children has been revised with a decision point now forecast for early spring 2016. Under the topic of professional supports, good progress has been made in recruiting both partnerships and the new staff to manage contracts, including Bank Street's second set of professional development summer institutes for the NYC Department of Education. Part of that new work will extend for the entire school year.

The proposed new degree programs have had preliminary discussions and the decision point for going ahead will occur after December 2015. The faculty members who will design the programs have been selected and the programs are included in recruiting materials.

The Innovation Fund has been redesigned, funded, and launched for the 2015-16 school year. Work has also begun on ways to strengthen diversity at Bank Street and to review and codify the several governance structures in the institution. A major staff position has been created to steward both initiatives.

Bank Street has secured a major donor for the Early Childhood Policy Center, whose launch has actually been moved up to 2015. A national search for an endowed chair will commence early November. During August and September, the membership of an advisory panel will be confirmed. Finally, we have just completed an online national search of other research and policy institutes in early childhood education so that we know what other colleges and universities are doing and can then position Bank Street's policy work accordingly.

Table 6. Strategic Plan Timelines by Phase: Phase I

College Initiatives	June 2015	July 2015	August 2015	September 2015	October 2015	November 2015	December 2015 – May 2016
Growing SFC 5/6s Enrollment	Enhance recruitment efforts		Application reviews and interviews				Decision Point: Sufficient demand to open section? scheduling staffing
Professional Supports	Align contracts, hire officer, establish systems for oversight Grow BSEC partnerships DOE contract: confirm scope, launch			Implement DOE Pre-K contracts			
New Degree Programs	ESL and Special Ed: Program and course design, internal review process						Decision Point: ESL and Special Ed: Sufficient demand to open programs?
	Math and Science: Program and course design, internal review process (ongoing through spring)						
The Straus Center for Young Children and Families	Decision Points: How to fund Org location within the college			Launch Center: Hire project manager Launch search for endowed chair, develop business plan Create advisory board			Name endowed chair Plan for September 2016 opening
Strengthening the Community	Re-launch Innovation Fund	Develop diversity goals and plans Develop alumni goals and plans		New orientation on diversity	Align internal governance structures		
Foundational Elements	Contract with Noel Levitz		Decision Point: Accept MSM offer or explore new BS North options				Decision Point: Approve budget for renovation
			Finalize org structure for SY 15-16	112th Street renovation planning			

Table 6. Strategic Plan Timelines by Phase: Phase II

College Initiatives	June – July – August 2015	September – October – November 2015	December – January – February 2015	March – April – May 2015
Teacher Residency	Pursue funding opportunities and partnerships		Assess success of pilots and develop strategy going forward	
Bank Street Brooklyn	Brooklyn real estate market assessment Risk analysis	Decision Points: Move forward Select from facility scenarios Select financing mechanism for deal	Hire leader Student recruitment for Fall 2017	Identify incubation facilities options
Online Delivery Program	Re-launch Innovation Fund	Explore partnerships with enablers		Decision Points: Move forward Select degree programs
Bank Street Public	Develop and engage PLC of graduates in public school leadership			Begin planning for public replication of SFC

The second graphic for Table 6 (above) suggests the complexity of the several change projects underway as well as the progress we are already making with the least challenging of the plan’s initiatives or goals. Work on the college infrastructure has begun, including a staff reorganization and revisions for Graduate School admissions.

Bank Street Brooklyn has great potential but also many challenges, not the least of which is real estate in New York City, regardless of borough. The last two initiatives, Online Delivery Program and Bank Street Public, have had only preliminary review. We expect these conversations to accelerate in spring 2016.

Part 4: Implementation and Assessment

The Strategic Priorities and College Initiatives and their goals were developed fall and spring 2014-15. Beginning summer 2015 and extending into the school year, our attention turns to implementation and the development of business plans, especially for Phase 1 projects. Part 4 describes the methodology as well as preliminary planning and evaluation calendars.

Successful implementation of the strategy that Bank Street has adopted will require planning methods that are as systematic as they are rigorous, especially for the most complex initiatives. A plan with this many moving pieces will succeed if the planning is connected directly to lower level operational plans and major segments are assessed for the purpose of improvement.

To achieve the vision of a vibrant Bank Street with a powerful impact on children, families, educators, and policy, a very different organization and implementation cycle is needed, one focused on quality, timeliness, and making critical decisions about where and how to invest time and resources. The Division of Strategy and Operations, led by the chief operating officer, is responsible for the plan, its execution, and the coordination of separate planning calendars at different institutional layers.

The administration will track implementation alongside costs, deliverables, and potential risks. To that end, a Strategic Plan Working Group has been organized for coordination and monitoring of progress in conjunction with the various programmatic divisions that are taking ownership over specific initiatives. In partnership with program teams of several types, regular presentations will be made to senior leaders, including the Cabinet, President, and the Board about progress to date and recommendations for further steps. Documentation of formative evaluation and revised plans will be maintained in the division office.

Developing Unit Plans and Metrics

Unit plans developed in 2015-16 will have these elements: unit, specific goals and objectives, milestones and timelines for the year, person(s) leading the effort, and explicit connection to the annual operating budget. College initiatives and goals will connect with division and office goals, to be defined and assessed collaboratively.⁶

Assessment Process and Calendar

Bank Street's approach to assessing the impact of its initiatives and goals will be a mix of formative and summative methods, beginning with business plans developed in August and September for Phase 1 Initiatives, which will describe the qualitative and quantitative metrics to be used.

Institutional assessment at Bank Street will be plan-driven—for the next five years at least, we do not envision a calendar of institutional evaluation reports organized by offices, for example. Rather, because this plan is ambitious and has many elements, we want to track progress and tactical changes that we know will be necessary, especially in the first two years through 2017.

At the same time, Bank Street will administer its annual *Climate Survey* (ongoing for at least five years), which allows for focusing on specific topics where data is needed. The next climate survey is scheduled for fall 2015. If the data analysis or other reports suggest that a focused assessment is needed for a college function or office, that work will be done.

More generally, individual initiatives and goals will be connected to division and unit plans and budgets, and, where necessary, to departmental plans. The institutional assessment cycle is shown in Table 7.

Table 7. Bank Street Institutional Assessment Cycle



A focused set of metrics, both qualitative and quantitative, will address the question: *What will success look like?* With a planned change effort as far-reaching as ours, to be done under serious time constraints, a structure is needed.

The elements of that structure are suggested in general terms above.

Responsibility and Accountability

Responsibility and accountability will be embedded in the annual performance review cycle of college administrative leaders (not faculty). In spring 2015 the president's office pilot-tested a new *Leadership Competency Model*, shown in Appendix E. The president met with each of his direct reports to discuss the separate dimensions and the scoring by the president and the employee, leading to a candid discussion about the past year and future plans. For 2016, strategic initiatives and goals will be assigned to the appropriate college administrator, thus becoming part of the annual performance review.

To evaluate the plan as a whole, an *Annual Strategy Review* will be conducted by the Division of Strategy and Operations spring 2016 and annually thereafter.

That report will contain assessments and updates for individual initiatives as well as the larger strategy. It will be presented to the Board of Trustees at the June meeting.

Connection to the 2017 Progress Report

Following up on the 2015 *Self-Study* that led to the Commission's re-affirmation of accreditation, Bank Street has a progress report due April 1, 2017. The leadership understands the need to connect the Commission's June 2015 action noted below with: the 2015 *Strategic Plan*, business plans for individual initiatives, and the assessment of both initiatives and the plan as a whole.

The results of the 2015 *Self-Study* led to the following action by the Commission (excerpt):

“To reaffirm accreditation and to request a progress report, due April 1, 2017, documenting (1) further implementation of a comprehensive institutional strategic plan that links long-range planning to decision making and budgeting processes (Standard 2) and (2) further implementation of an organized and sustained process to evaluate and improve institutional effectiveness (Standard 7). The Periodic Report is due June 1, 2020.”

Thinking ahead to the required 2017 *Progress Report*, Bank Street will compile evidence—digitally, online and in print—that it has implemented a strategic plan that links long-range planning to decision making and budgeting (Standard 2) and further implemented an organized and sustained process to evaluate and improve institutional effectiveness (Standard 7). Bank Street makes extensive use of portals for collecting information of this type.

Finally, the *Annual Strategy Review* for 2016 will have been completed and serve as a key exhibit for the *Progress Report*. Because the plan's initiatives cover both new ventures as well as evaluating and strengthening existing infrastructure like Graduate School admissions, evidence will be collected for both types of activities.

Appendices

Appendix A. Strategic Planning Committee

Steven Antonelli, *Head Start, Director*

Erika Blumberg, *SFC, Head Teacher*

Johannah Chase, *Convener*

Luisa Costa, *GSE, Faculty*

Renee Greig, *Director of Finance & Administration*

Victoria Hamilton, *Trustee*

Jenny Ingber, *GSE, Faculty*

Faith Lamb-Parker, *IPR, Director*

Peggy McNamara, *GSE, Faculty*

David Mortimer, *SFC, Head Teacher*

Sandra Pinnavaia, *Trustee*

Akilah Rosado-McQueen, *Vice President for Governance and Community Engagement*

Gil Schmerler, *GSE, Faculty*

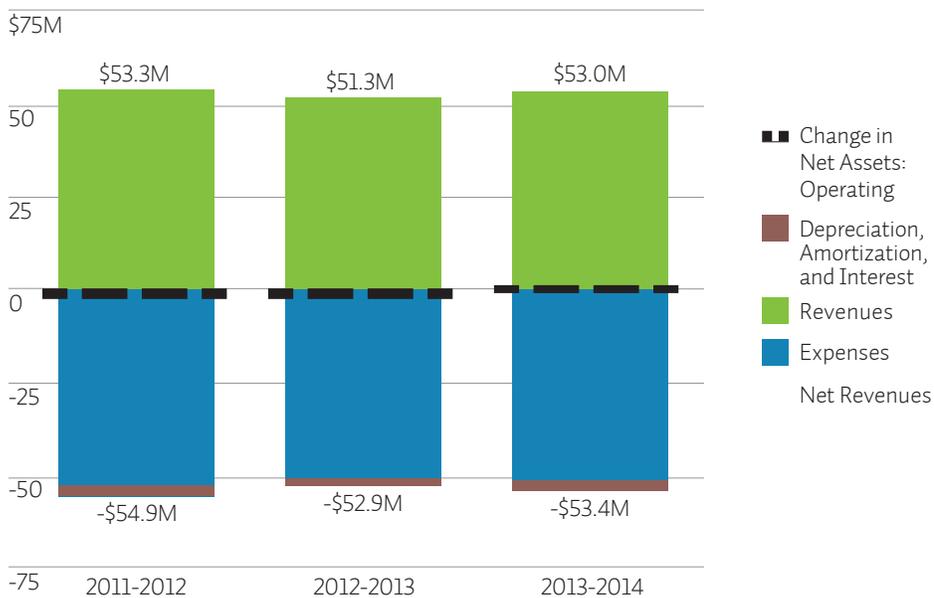
Caitlin Terry, *DERO, Director*

Justin Tyack, *VP Strategy & Operations*

Cathleen Wiggins, *GSE, Faculty*

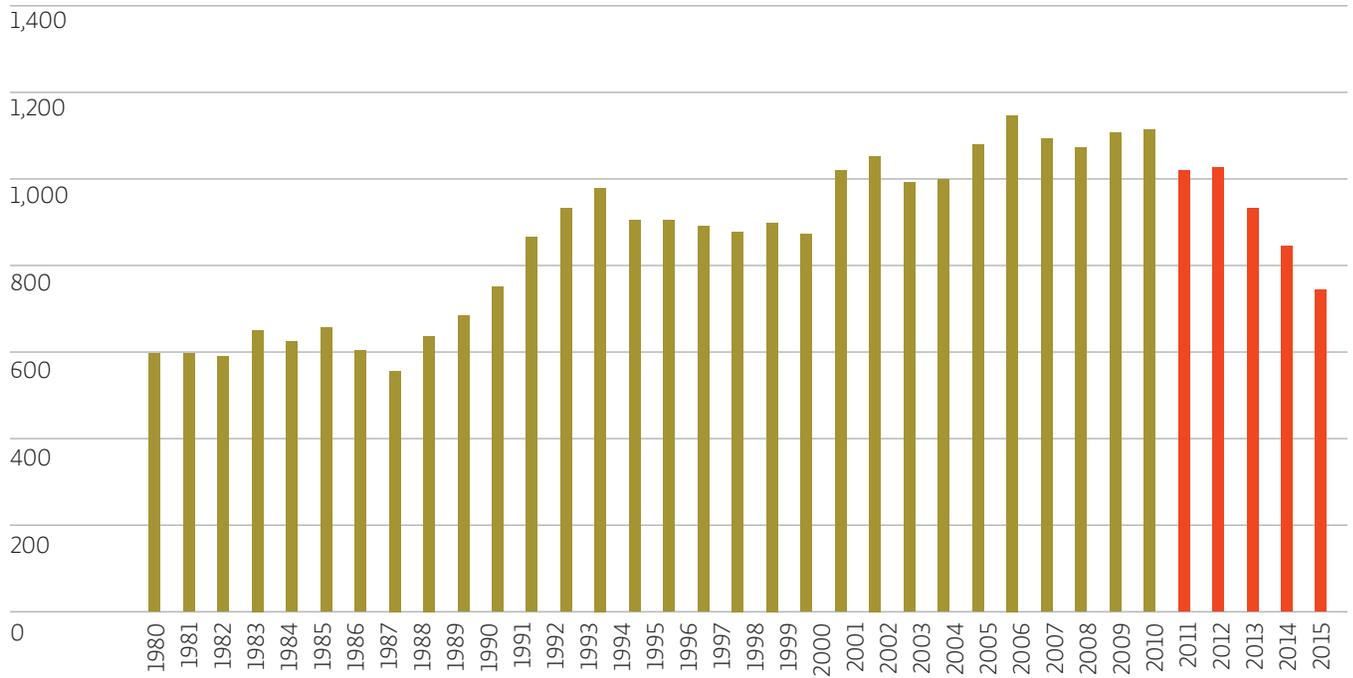
Rose Klein Young, *Parent Associate Trustee*

Appendix B. Revenue and Cost Trends for 2010-2014



-\$1.7 M	-\$1.5M	\$-0.4M	Net Revenues (Change in Operating Net Assets)
\$1.7M	\$3.4M	\$4.7M	Change in Net Assets: Non Operating
\$41.4M	\$44.8M	\$49.4M	Total Net Assets

Appendix C. Total Graduate School Enrollment, 1980-2014



Appendix D. List of Abbreviations

CCL	Center for Children’s Literature
CCRP	Center for Culturally Responsive Practice (formerly NCCLR), a research program of IPR
COS	Council of Students
DASNY	Dormitory Authority of the State of New York
DOE	Department of Education, New York City
FAC	Faculty Advisory Committee
GSE	Graduate School of Education, an academic division of Bank Street College
IPR	Innovation, Policy & Research, one of three divisions of Bank Street College
MAPAL	Massachusetts Performance Assessment for Leaders, a research program of IPR
SFC	The School for Children, largest unit of the college division Children’s Programs

Appendix E. Leadership Competency Model

Category	Subcategory	Competency	+	-	0
1. Leadership	a. Follow-through	i. Builds trust by demonstrating consistency between words and actions. ii. Takes responsibility for own actions and follows through on commitments.			
	b. Relentless pursuit	i. Acknowledges and learns from mistakes by incorporating into future work. ii. Works with a positive sense of urgency and purpose that inspires others.			
	c. Influence & motivation	i. Models high standards of excellence, influencing others to adopt them. ii. Persuades others to consider alternatives and support for a new direction or way of thinking. iii. Challenges assumptions with a confident but humble attitude.			
2. Project Management & Execution	a. Design	i. Understands how to take a goal/idea and thoughtfully design a project to execute on it. ii. Engages key stakeholders in the design of the project.			
	b. Approach	i. Distinguishes between top priorities and less important activities to prioritize time and deadlines. ii. Understands and navigates through organizational and local politics to get things done. iii. Makes adjustments to work in real time to improve outcomes.			
	c. Attitude & relentless pursuit	i. Is driven to surpass objectives/exceed expectations. ii. Takes initiative rather than waiting for instructions from others.			
3. Knowledge & Problem Solving	a. Knowledge	i. Understands complex concepts and data to make decisions. ii. Has or develops content knowledge in area of work.			
	b. Problem solving	i. Uses appropriate tools and resources (i.e., software, program and/or research skills). ii. Is able to execute in an environment of shifting priorities, ambiguity, and instability. iii. Diagnoses root causes of complex problems. iv. Demonstrates persistence and determination in the face of obstacles. v. Thinks through risks and associated implications, including implications for the college and clients. vi. Finds opportunity to reduce complexity and save time.			
4. Communication & Collaboration	a. Approach	i. Communicates effectively with various audiences (college, clients, funders) by aligning message and tone. ii. Is approachable and actively listens to others to understand their perspective. iii. Is receptive to feedback from others and a team player. iv. Understands and considers the impact of our work on the college and clients.			
	b. Clarity	i. Speaks in a clear and concise manner. ii. Demonstrates effective writing.			
	c. Collaboration	i. Shares knowledge to benefit colleagues and is actively sought out by others for advice. ii. Facilitates discussions to guide groups toward sound decisions. iii. Strengthens the structures and relationships between the college and BSEC through thoughtful, responsive communications.			
5. Building an Effective Organization	a. Build others	i. Plans/creates clear roles, responsibilities, and performance goals. ii. Provides regular, direct feedback on how to improve performance. iii. Offers support and inspiration to assist others in achieving high standards of excellence. iv. Recognizes, motivates and takes action with both strong and weak performers.			
	b. Build teams	i. Devotes time to identify and develop talent. ii. Builds high-functioning, collaborative, reflective, and effective teams.			

Endnotes

¹ Mitchell, 1953, p. 273, cited in E.K. Shapiro & N. Nager (1999). *The developmental-interaction approach to education: retrospect and prospect*. New York: Bank Street College of Education, *Occasional Paper Series*, No. 1, p. 7.

² All the data was synthesized into the broad vision statement of a comprehensive strategic plan. The Parthenon Group, an external consultant, provided background analytics and developed initial business plans for strategic investments. Ithaca S + R analyzed the Graduate School's enrollment trends and its competitive landscape to suggest what the largest impacts have been and possible causes for decreased enrollment and correlated revenue decline. A fuller discussion of planning at Bank Street can be found in the 2015 *Decennial Self-Study* as well as in documents found on the *Strategic Planning Portal*.

³ Recent scholarship in higher education recommends that colleges create a culture of rigorous assessment and planning, which will be more useful than focusing on an elaborate plan whose ambitions and details are outstripped by events. Lindahl, R.A. (2013). University planning: A conceptual challenge. *Educational Planning*, 21, No. 2, 58-68. Deal, L.G., & Bolman, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass. Weick, K. (2009). *Making sense of the organization: Volume 2: The impermanent organization*. San Francisco: Jossey-Bass. Porter, E. (2015). Grading teachers by the test. *Economic Scene, New York Times*, March 24, 2015 (online version), <http://www.nytimes.com/2015/03/25/business/economy/grading-teachers-by-the-test.html?r=0>

⁴ Ithaca S + R consulting was enlisted to assist with data analysis. They studied enrollment trends, conducted a competitive landscape analysis, and administered a student survey to identify perceived causes for the decline and possible solutions.

⁵ Minuchin, P., Biber, B., Shapiro, E., & Zimiles, H. (1969). *The psychological impact of school experience: A comparative study of nine-year-old children in contrasting schools*. NY: Basic Books. Leacock, E. B. (1969). *Teaching and learning in city schools: A comparative study*. New York: Basic Books.

⁶ The 2015 *Strategic Plan* uses a familiar planning vocabulary: *Initiatives 1...10* (as described earlier); *Goals 1...n* (each college initiative will have one or more mid-level goals annually, each having objectives, measures, assigned leaders, and benefit-risk assessment); *Objectives 1...n* (each initiative or goal will have specific objectives that have milestones and timelines); *Measures 1...n* (qualitative and quantitative); *Leaders 1...n* (for accountability and monitoring).

⁷ Based on extensive planning slides developed by consultants named previously, the narrative was written by Justin Tyack, *Chief Operating Officer, Division of Strategy and Operations*, and Jackson Kytte, *Senior Advisor to the President*. Publication design is by John Bellacosa, *Senior Graphic Designer*, and Nicholas Gray, *Communications Director*.