

NORTH  
BENNET ST.  
SCHOOL

YEARS 2023-2028

# Strategic Plan





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North Bennet Street School’s mission is to train students for careers in traditional trades that use hand skills in concert with evolving technology, to preserve and advance craft traditions, and to promote greater appreciation of craftsmanship.



# Plan Context

The following plan could be considered a third chapter in North Bennet's recent history, as it follows two significant periods of growth and is made possible by those earlier efforts.

First, the School secured and moved to a new building, expanding its physical space—a major effort of somewhat singular focus.

Next, the School substantially increased its endowment and designated funds for scholarship support, another significant and focused effort.

Today, the School is poised, based on its physical and financial foundation, to deepen its internal resources and expand its educational reach. This has been an intentional and thoughtful arc of progress, positioning the school to now focus on programs and people. The range of program efforts will be integrated across the entire School, and the groups of people are those at NBSS, from NBSS, and soon-to-be at NBSS.

# Plan Vision

From a position of strength and resilience, NBSS is poised to expand to serve a larger and more diverse group of craftspeople and tradespeople, furthering both our mission and reach, while strengthening the core of our Career Training Programs.

With the intention to connect to new communities and partners, the School will create more points of entry to the NBSS experience. We will do this through re-envisioning our Community Education program and expanding our public workshops, classes, and high-school programs, with emphasis on partnering with community organizations.

At the heart of all our work are our students—current and potential—and we recognize that their experience is essential to the School's success across all areas of its work. Therefore, we will seek to improve the student experience by increasing the support we provide, from inquiry and application through graduation and employment.

At the same time, we know that one of our most important assets are the faculty and staff who provide the excellence for which NBSS is known. So we will advance as an employer, investing in the people who make our best work possible.

Underpinning all of this work will be a strong, financially sound operation that leverages our remarkable physical plant, grows revenue responsibly, and maintains long-term financial vitality. We have seen NBSS rise to unprecedented challenges. Our optimism, coupled with our resilience, creates a platform for growth across our programs, supports the success of the individuals who learn here, and delivers on the potential of our unique School.



# Diversity, Equity, and Inclusion Statement

In keeping with North Bennet Street School's mission and history and as leaders and stewards in craft and trade education, NBSS dedicates itself to fostering diversity, equity, and inclusivity throughout our school, community, and in the fields we serve. To engage the whole person, we must support the whole person.

We are committed to continuously cultivating and maintaining a welcoming and inclusive community where individual differences are expected, supported, respected, and valued. We embrace our obligation to improve our institution's culture, strengthen our partnerships, and positively impact the future of the industries for which we train.

This work is necessary for the School to advance trade and craft traditions and contribute to the change we hope to see in our communities. Therefore, it is our responsibility to eliminate barriers to access and inclusion, and to expand opportunities to pursue a livelihood free from disrespectful behavior, harassment, and discrimination. We recognize that structural social barriers are a part of all organizations, and only through work by everyone, will greater change be made.

Furthermore, as a way to frame our work toward diversity, equity and inclusion, we have agreed to define and target our efforts toward increasing diversities of race, ethnicity, gender, gender identity, sexual orientation, and socio-economics. We recognize that a mix of students, employees, volunteers, and partners creates a richer educational experience for all, allowing for more resources (intellectual, relational, and financial) with which to further support our work.

*This statement was developed by the Faculty-Staff Diversity, Equity and Inclusion committee in the 2020-2021 academic year and adopted by the NBSS Board of Directors in June 2021*

<sup>1</sup> Including both Board of Directors and Board of Advisors

# Strategic Goals

To achieve our goals and fulfill our vision, our work over the next six years will be guided by three mutually reinforcing goals:

**1** Increase the **diversity** of those we reach, by expanding our offerings and the range of our partnerships.

**2** Deepen **faculty and student supports** to ensure the best educational experience.

**3** Build the **resources and operational strength** needed to support faculty and staff to deliver on opportunities and fulfill the School's mission.



**1**

Increase the diversity of those we reach, by expanding our offerings and the range of our partnerships.

NBSS has the opportunity to develop educational offerings that will allow more people to experience craft and trade. By expanding current programs and classes, and developing what are now pilot efforts in youth and community programs into fully-fledged offerings, we can create pathways to full-time training, engage community partners, cultivate youth interest, and reach online audiences. The strategies that follow, while named individually, are conceived of as being mutually beneficial and supportive of shared goals.



STRATEGIC GOAL 1

# Key Strategies & Tactics

## 1. Increase and diversify student enrollment<sup>1</sup> across all Career Training Programs (CTPs).

- Build a stronger and broader pipeline of applicants.
- Improve the conversion rates of inquiries to qualified applicants, especially among underrepresented students.
- Provide more scholarships and expand them to consider merit-based aid.

## 2. Expand CTPs in keeping with industry demand.

- Increase CTP enrollment above current capacity through new or expanded offerings.
- Consider a new program in Project Management<sup>2</sup> and an expansion of Carpentry.
- Consider other CTP expansion opportunities, which may include partnerships with other organizations.

## 3. Revision, rename, and restructure the current continuing education program into an expanded Community Education (CE) program.

- Restructure and rebrand the current CE program to include adult education, high school programs, youth experiences, and partnerships with community organizations.
- Align this new program with CTP objectives, offering courses for both recruitment and post-graduation success.

### In Adult Programs:

- Offer classes which are popular and accessible, and which will help diversify the CE student audience.
- Increase CE class tuition and volume and maximize space use to increase revenue and improve profit margins. Pair this tuition increase with the development of scholarships for CE classes in order to support access.
- Assess college partnership programs (such as current programs with MassArt and the Boston Architectural College) for growth opportunities and expansion.

### In Community + Youth Programs:

- Expand our work with Boston Public School high school youth through BPS Career Technical Education programs, and expand our relationship with Madison Park Technical Vocational High School.
- Engage with high school-aged youth in programs such as Digital Ready, Future Chefs, and other groups.
- Transition current middle school classes into exposure and family experiences to allow a wider array of young people to learn about craft and trade.

## 4. Create a fund for faculty and staff stipends that will incentivize employee-led NBSS activities and experiences with new community partners, in order to grow the School’s educational relationships.

## 5. Expand our online learning capacity as a tool for more areas of our educational work, creating a broader range of online NBSS experiences.

- Refresh and align our current online strategic project to address the evolution and expansion of CE.
- Increase the digital audience for NBSS through focused digital profile-raising and experiences.

<sup>1</sup> Full enrollment across current CTPs is defined as 155-165.

<sup>2</sup> Ideas for a Project Management program come from an interest in a program that would give craft and tradespeople the business and management skills to start or expand businesses and opportunities. It is also conceived of as a program that could take place in the evenings or summers (off-cycle from existing CTP), in order to allow study that could better accommodate people who work during the day. The program has yet to be designed, so determinations about field, scope, and mode (hybrid, online, etc.) are to be determined.



# 2

Deepen faculty and student supports to ensure the best educational experience.

To maintain our School's excellence and address changes in learning, NBSS will increase support for teaching and learning, as well as career-building and wellness support for students. As we strengthen our current programs and develop new offerings, we will focus on the full arc of a student's experience, from application to employment.

## STRATEGIC GOAL 2

### Key Strategies & Tactics

1. Invest in support for faculty in the classroom and with ongoing learning and professional development.
  - Hire Teaching Assistants (TAs) for each of our Career Training Programs (with a goal for diversity in the cohort).
  - Provide regular learning and professional development sessions to further support instructors and TAs (both CTP and CE) to create inclusive learning environments and on other topics to support student learning.
2. Increase learning, career-building, health/wellness, and life-skills support for all NBSS students, from admissions through post-graduate employment.
3. Further connect students with employment access through work with Program Advisory Committees, Partners In Craft, and other employer relationships.
  - Increase faculty and staff capacity to better support students with grievances, hardships, and accommodations through a Learning Specialist consultant, increased Title IX education and training, and additional legal support.
  - Gather data to inform our work, refine our approaches, and ensure that we're succeeding:
    - Regularly survey current students to gather perceptions of support and inclusion, and inform the evolution of our work in this area.
    - Survey recent alumni every three years to evaluate their perceptions of support and preparation for the workforce.
4. Strengthen and deepen relationships with employers and alumni.
  - Assess current alumni efforts, including staff support for a centralized 'alumni program,' and the tools alumni need to stay engaged with the School, each other, and employers (potentially through a centralized database).
  - Support alumni (and potentially other craft and trade professionals) with ongoing learning and career opportunities.
  - Consider adding staff capacity to manage an alumni program.





# 3

Build the resources and operational strength needed to support faculty and staff to successfully deliver on opportunities and fulfill the School's mission.

Behind NBSS's success thus far has been the strength of its faculty, staff and Board. While we have expanded our size and offerings over the past decade, employee and "systems" capacity has not yet caught up—NBSS's ambitions are larger than its current ability to achieve them. Investments in our employees, infrastructure and organizational culture are needed to maintain our current position of strength.

## STRATEGIC GOAL 3

### Key Strategies & Tactics

#### 1. Strengthen employee support to better attract, support, and retain diverse faculty and staff.

- Hire a Senior Staff member to lead in the areas of faculty and staff support + HR, centralize hiring at NBSS, and focus on DEI efforts by increasing the diversity of employees.
- Complete a faculty and staff compensation analysis and develop a multi-year plan for growth in this area. Faculty salaries, in particular, will be an early area of focus.
- Evaluate the pandemic's impact on our work culture, especially the impact that working from home has on equity, building capacity, and growth opportunities.
- Develop a phased approach to evolve our organizational structure to better support strategic priorities and future growth.

#### 2. Rebuild and increase staff capacity to better support our students, faculty, and staff and to align with the priorities of the strategic plan.

- Fill the open Director of Student Success & Career Services position to provide increased experience and leadership in the areas of student and faculty support, grievances, hardships, accommodations, and inclusive learning environments.
- Fill the open CE Director position to provide increased experience and leadership in adult and youth programs.
- In the early phase of the plan, engage faculty and staff to develop implementation approaches to move our strategies forward across the School.
- Further enhance staffing to support strategic priorities:
  - Hire a CE Administrative Assistant/Programs Coordinator position to support the expansion of CE across high school programs and community partnerships.
  - Hire a Marketing + Engagement Team coordinator to support planned program growth across the School.
  - Hire an Enrollment Team staff member to support enrollment growth across the School.
  - Consider adding Development staff to support raised revenue generation.



### 3. Implement a database system and upgraded technology across NBSS.

- Complete the identification of a School-wide database to support the work of Recruitment, Admissions, Enrollment, Marketing + Communications, Development, Community Education, and the Registrar.
- Oversee the installation and ensure full adoption of the system.

### 4. Increase revenue to support growth across the School, including programs and internal capacity.

- Increase both CTP and CE tuition and offerings, increasing net revenue.
- Invest in marketing initiatives to increase recruitment to our programs.
- Develop a comprehensive fundraising plan to support growth in general operations and long-term investments for the School, including annual fundraising, endowment, and special initiatives reflected in the plan.
- Create a space rental program.

### 5. Increase the diversity of all NBSS volunteer and partner cohorts.

- Set SMART<sup>1</sup> goals for and increase the diversity of NBSS volunteer leadership, including Board of Directors and Board of Advisors.
- Set SMART goals for and increase the diversity of who we hire as vendors, who we work with as partners, and who we cultivate as employers for our graduates.

<sup>1</sup> SMART goals are Specific, Measurable, Achievable, Relevant and Time-Bound

# NBSS Context



To set the stage for our strategic planning process and help us define our goals, the Strategic Planning Committee sought a comprehensive understanding of NBSS’s current state.

Our strategic planning consultant, TDC, engaged in an extensive data-gathering process, including interviews with staff, faculty, and board; surveys of NBSS graduates, Community Education participants, and NBSS employees.

TDC also reviewed and analyzed internal financial and program data; reviewed literature of sector trends; and conducted peer benchmarking\* and focus groups, as well as reputation-testing interviews with key external stakeholders. This research and data surfaced several key themes and findings. It should be noted that this planning took place as the country is emerging from—but still navigating—the COVID-19 pandemic. NBSS, like other schools and employers, is still learning and adjusting to the long-term effects of this substantial global change.

\*PEER BENCHMARKING

All peer benchmarking organizations were researched online. Asterisks indicate organizations that were also interviewed.

Academy of Locksmithing  
Acme School Locksmithing Division  
ALOA Training Center  
\*American Academy of Bookbinding  
\*American College of the Building Arts  
American School of Jewelry  
Arizona School of Locksmithing  
\*Arrowmont School of Arts and Crafts  
Ashworth College  
Babson College  
Belmont College  
\*Benjamin Franklin Institute of Technology  
Berea College  
Berklee College  
Bucks County Community College  
California Institute of Locksmithing  
Center for Furniture Craftsmanship  
Chicago School of Violin Making  
College for Creative Studies  
Ecole Boulle  
Eliot School of Fine & Applied Arts  
Fashion Institute of Technology

Florida State University  
Foley Belsaw Institute  
Gemological Institute of America  
Haystack Mountain School of Craft  
Houston School of Jewelry  
\*IYRS  
Marc Adams School of Woodworking  
MassArt  
Metalwerx  
Minnesota State College Instrument  
Repair & Construction  
New Approach School for Jewelers  
New England Institute of Technology  
New World School of Violin Making  
\*NH School of Mechanical Trades  
Oberlin College  
Palomar College  
Paris Junior College/  
Texas Institute of Jewelry Technology  
Penland School of Craft  
Penn Foster Career School  
Port Townsend School of Woodworking

Randy Potter School of Technology  
Rhode Island School of Design  
Snowfarm  
Thaddeus Stevens College of Technology  
The Butler School  
\*The Krenov School  
\*The Peterson School  
The Rare Book School  
UNH Violin Craftsmanship Institute  
University of Alabama Book Arts Program  
University of Iowa Center for the Book  
University of Mary Washington  
Vavstuga Weaving School  
(school structure)  
Vermont Woodworking School  
Violin Making School of America  
Virginia Commonwealth University  
Wentworth Institute of Technology  
West Dean College Conservation Studies  
Williamson College of the Trades  
\*Yestermorrow Design/Build School

## Opportunities to Grow

NBSS’s educational work falls into three main areas: **Career Training Programs** (formerly known as “Full-Time” Programs), **Community Education classes** (formerly known as “Continuing Education”), and **community engagement & partnership activities**.

### Career Training Programs (CTPs)

The School’s CTPs have been its flagship offering for decades and are succeeding in many ways. On average, all programs had breakeven or better profit margins in recent non-COVID years, and some programs—though not all—posted regular surpluses. Some CTPs are ripe for growth, though a few others have struggled to fill seats. Though there is variation in profit margins, the financial model of the programs is sound. Graduation and employment rates for all NBSS CTPs are above average for peer schools. CTP students who responded to our survey have largely positive perceptions of NBSS and regularly use the skills they learned at the School.

NBSS’s reputation is strong: the School is seen as giving its students good foundational skills in traditional techniques, setting them up for success in their fields.

### Community Education (CE)

Our CE classes serve beginners to advanced students and are well-regarded by attendees. These classes have grown over time, and the survey of CE students found that there is appetite to support continued growth in offerings and frequency. During the pandemic, NBSS suspended in-person classes, expanded into virtual classes, and created a 5-year plan to launch a set of online offerings with a focus on CE. Both online and in-person CE classes are potential areas of growth and intersection with CTPs, including in communities where NBSS is less-known.

In addition to CTPs and CE classes, NBSS also offers exhibitions and public programs (such as an annual spring exhibition, *In the Making*, as well as other pre-pandemic partnership work) and youth programs (in partnership with local schools, from middle school through university levels). These programs are well-reviewed by partners, though the middle school population poses unique challenges for our



teachers due to the students' young age and other logistics, and university programs have not been consistently integrated into the School's work. There is interest from many members of our community in expansion, particularly for educating and training high school students.

As NBSS considers growth, diversity, equity, and inclusion, we recognize that we are less diverse than several of our peers across many of the elements noted in our DEI Vision Statement, especially race, ethnicity, and gender. While many people of color express interest in attending NBSS, for a variety of factors most do not complete their applications. Limited representation among current students, faculty, and staff can also make women and people of color feel less comfortable at NBSS. In assessing NBSS in the context of peer schools, many have undertaken substantial DEI outreach efforts in a wide range of programs and activities. NBSS needs to further develop its own significant efforts to improve diversity, as this work is essential to the long-term health and relevance of the School and central to our mission and vision. A more diverse student body enriches the educational experience for all.

All of these findings suggest a need and opportunity for growth in our student body and our offerings, and this need is amplified by the impacts of the COVID-19 pandemic. The pandemic significantly reduced enrollment in CTPs, and it has taken the School two years to fully recover: a return to pre-pandemic enrollment is on track for the 2022–2023 school year. Tuition was intentionally held flat over the past several years, while inflation and increased need for scholarship have increased our costs. Together, these factors create a need for additional revenue. Some of this revenue can come through growing our current CTP enrollments, but the School is close to its capacity for these programs in our existing building at current class times. To expand, we will need to explore off-site, virtual, or evening/weekend and summer work for CTPs, CE, and new ventures, and tuition will need to increase.

## Deepening Commitments to Students, Faculty and Staff

In addition to the numerous ways in which NBSS can grow to reach new populations, we also see many opportunities to deepen our commitments internally.

Employment rates for graduates of the School's CTPs have been high (nearly 90% from 2008–2021), but in a survey of graduates, only half of the respondents indicated that the School prepared them very well for the workforce. In the same survey, the most common suggestion for how we could improve was increasing our existing offerings on job access and business skills. (Many NBSS graduates are self-employed, which increases their need for support in this area.) Other students wished their training more directly prepared them for current jobs, and that our Program Advisory Committees would continue to assist instructors to make sure our training stays relevant. It should also be noted that a small but growing percentage of current and potential CTP students face challenges related to poverty, trauma, and family responsibilities. These challenges make it harder for them to attend and/or graduate from NBSS. Additional support and services will help our students succeed. We will also need to continue expanding our financial aid offerings.

NBSS has historically emphasized its CTPs, but we have identified numerous ways to grow CE and partnership programs. Expanding these areas of work will strengthen and support our Career Training Programs, deepen our relationships with our local communities, diversify our audiences, and open new ways for us to accomplish our mission. Our CE program also holds opportunities for increased revenue, both earned and raised.





## Expanding Capacity

Behind the School's success thus far has been the strength of its faculty and staff: committed professionals who are achieving great results in teaching, student support, administration, fundraising, and growth.

While we have rapidly expanded our size and offerings over the past decade, most notably through moving into a new building and growing our endowment significantly, employee capacity has not yet caught up to our new size. Most faculty and staff feel overstretched and in need of support. Investments in our employees and infrastructure (such as additional staff and faculty capacity, databases and other management tools, and additional HR support) are needed to maintain our current position of educational and organizational strength. Dedicated HR capacity is also needed to help us achieve our goals for diversity in hiring and to better support current employees.

Overall, research indicated that NBSS's ambitions are larger than its current ability to achieve them. To grow, we will have to build capacity. Expanding and deepening our work over the next 10 years will require key investments in people and systems.





# Financial Model

Our goal is to achieve a self-sustaining financial structure for NBSS, in which the School's regular income will generate enough cash to cover regular expenses, while also saving sufficient cash to cover other necessary investments, such as major capital projects. The School has set the minimum positive cash flow needed to meet this objective to be \$500,000 annually. This will require that NBSS add approximately \$1M in net revenue over the period of the plan. The minimum cash flow objective is reached by Year 5 of the plan.

Increased revenues in the plan come from a range of earned and contributed sources, and the majority of increased costs come from increased compensation, new Teaching Assistants and staff positions, and increases in the marketing and recruitment budgets. There are few one-time investments in our model; rather, we focus on ongoing investments to ensure continuity and long-term impact. Additionally, the investments are projected to be made across the School, rather than focusing on one particular program or area of activity.

This approach emphasizes *earned* revenue, and results in growth for NBSS that builds slowly. It is also an approach that leaves room for raised revenues to accelerate our potential, particularly in the areas of supporting faculty, expanding programs, and increasing audiences.



## Revenue and Expenses

To maintain and improve the quality of our CTPs, we are already in the process of adding support for students and faculty in the form of Teaching Assistants (TAs), so that there is at least one TA in each program in Year 1 of the plan. We will provide professional development for faculty, as well as TAs, throughout the period covered by the plan. We also plan to engage a Learning Specialist in Year 2 to help with student success and retention. To build enrollment, we will increase recruitment efforts by increasing our marketing each year and by hiring an additional Enrollment staff member in the 2nd year of the plan. These costs will be offset by increases in CTP tuition and enrollment, as well as the revenue generated by adding new CTP offerings across Years 3 and 4. No CTP will be expanded or added unless we anticipate a profit margin that is in line with those of our other CTPs.

To support growth in CE and partnership programs, we anticipate hiring an Administrative Assistant/Programs Coordinator in Year 1. To raise revenue, we plan to increase both the volume of classes and tuition for our in-person CE classes each year. We assume a return to pre-pandemic levels of enrollment for in-person CE by Year 2, and increases in subsequent years as we add additional classes. Together, these trends will more than offset the costs of the new position.

We also plan to increase our CE Online offerings, which will raise revenue in the form of both tuition and grants. We anticipate that CE Online enrollment will take time to fully build, and will rely on targeted grants to support the program in the first years of the plan. We anticipate growing enrollment over time and expect CE Online to end Year 4 with net profits.

We will fundraise to support our work in community partnerships, and if revenue growth is strong enough to support it, we may add staff in this area.

Finally, many of the investments in this plan serve to benefit all of our programs, as they are designed to support collaborative efforts and create a stronger School. For example, in Year 1 we will hire a Senior Staff member to lead in the areas of faculty and staff support, HR (including compensation and benefits assessment), and the changes in organizational structure that accompany growth. In Year 2, we will also hire a Marketing + Engagement Team Staff Member, adding capacity in an area that supports all programs and activities. NBSS is already in the process of identifying a School-wide database to support work across areas. These costs will be offset by revenue from our programs, as well as a new space rental program and additional development revenue.

Because the past ten years of financial and capital growth at NBSS was largely achieved through contributed revenue, the financial model for this plan intentionally foregrounds our ability to support expansion with earned revenue, primarily from our full-time CTPs and CE classes. In Year 1, we will assess and develop a fundraising plan that will take place in tandem with other capacity building efforts outlined above. Specifically, the Development team will evaluate growth opportunities in annual fundraising activities, endowment fundraising, strategic funding initiatives reflected in the plan, “bridge funding” for early investments, and the necessary investments in staff and resources to fulfill such a fundraising plan.

Overall, the plan is ambitious and requires investment, particularly in the first two years. We anticipate that the combined result of these investments and associated revenues will be a self-sustaining financial structure in which the School’s regular income will generate enough cash to cover regular expenses and major capital projects by the end of the plan timeline.

## Risks

Any multi-year plan, especially in a time of such uncertainty, comes with risks. We recognize that our financial projections might not be fulfilled, for a wide variety of reasons. In addition to the usual risk of less demand than anticipated, we note a few additional risks. The COVID pandemic may worsen again, limiting our ability to fulfill the goals of this plan and requiring adjustments to our programs. The Sumner Tunnel, which runs directly next to NBSS, is undergoing restoration from late 2022 to mid-2023 and work will be directly adjacent to the School. The building directly next to ours, 128 North Street, will also undergo major interior construction. Both of these construction projects could disrupt our work and potentially require modifications to our programs.





# Appendices

## Strategic Planning Process

In the fall of 2021, North Bennet Street School (NBSS) began a strategic planning process to set priorities and sustain the School's financial stability. This process was guided by a Strategic Planning Committee of key staff, faculty, and board members and was facilitated by TDC, a Boston-based nonprofit consulting firm.

NBSS entered this strategic planning process from a position of strength. Eight years before the pandemic, and in response to previous strategic plans, the school acquired an iconic building that assured a strong future for its mission and programming. Twenty million dollars was also added to the NBSS endowment for student scholarships to ensure that a career in craft and trade remains accessible and affordable.

Over time, it has become apparent that the School and many of its fields lack diversity. In 2020, NBSS committed to deep work in DEI. We reflected on what it meant to be accessible and supportive through the larger lens of diversity, equity, and inclusion. After deep discussion and reflection with faculty, staff and board, we have committed to increasing the diversity of the NBSS community. We defined diversity to encompass race, ethnicity, gender, gender identity, sexual orientation, age, and socio-economics.

This work coincided with the COVID-19 pandemic, during which the School necessarily adapted to online activities and committed to increased online learning. We explored and tested online learning in our CTPs and in CE, and in our recruitment outreach, as well as creating a new virtual public program, *In the Making*.



## Key Strategic Questions

To provide a framework for strategic planning, the Strategic Planning Committee established and explored the following key questions:

- Who does NBSS want to educate, and how will the School broaden its efforts to find, attract, and retain future students?
- Is NBSS satisfied with its current enrollment levels? In particular, does the School want to grow enrollment in its nine full-time Career Training Programs?
- Does NBSS need to provide more pre-and post-graduation support for potential students and graduates?
- Should NBSS expand, change, add or sunset its CE programs?
  - Does NBSS want to reach new or different populations with these programs?
  - How can NBSS integrate its online strategic plan for CE with in-person CE work?
- Should NBSS engage in public-facing programs outside of its current work streams, and if so, what sort of programs?
- What areas of NBSS growth will best be achieved by partnerships?
- How can NBSS best leverage its building?
- How can NBSS integrate digital/online content as a tool to achieve its goals?
- Once goals and strategies are decided upon, what brand will NBSS want to communicate?
- How will NBSS raise additional revenue to fund new goals and strategies?

## Implementation and Responsibilities

The Planning Committee recognizes that staging investments and making the necessary changes to our structure and systems will take time.

Upon consideration of the key strategic questions and these findings, the Strategic Planning Committee affirmed the School's mission and articulated a ten-year vision for the future of NBSS, as well as six-year strategic goals for the School to accomplish.

During the first year of the plan, capacity building investments will be made to support faculty and staff—this includes the hiring of a staff member in the area of employee support and organizational management to address the post-pandemic shifts in work-culture, as well as any assessments of job expectations, compensation, and the changes in organizational structure that accompany growth. Then, School administrators, staff, and faculty will determine how best to implement the plan in their respective departments and areas of expertise, as well as setting more detailed metrics to measure success.

The first two years of the plan are also designed to stabilize and rebuild capacity post-COVID, particularly in CE, public programs, and in-person events. Importantly, the School's Career Training Programs will undergo re-accreditation during the first two years of the plan, which will require significant time and attention from faculty and CTP staff. Finally, significant construction projects directly adjacent to the School are likely to have an impact during the first one or two years of the plan. The work of these initial years will position the School to expand its programs, partnerships, and engagement with a broad range of communities as the plan progresses.

NBSS runs on both a fiscal year calendar and an academic calendar.

The years of this plan are defined as follows:

- Year 1: January 2023 - July 2023 (6 months), FY23, school year 2022-2023
- Year 2: August 2023 - July 2024, FY24, school year 2023-2024
- Year 3: August 2024 - July 2025, FY25, school year 2024-2025
- Year 4: August 2025 - July 2026, FY26, school year 2025-2026
- Year 5: August 2026 - July 2027, FY27, school year 2026-2027
- Year 6: August 2027 - July 2028, FY28, school year 2027 - 2028





TIMELINE & RESPONSIBILITIES

Administration

	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Early Steps							
Complete faculty & staff compensation analysis and salary banding	President, HR						
Make initial adjustments for current compensation and employee benefits	President, Provost, Board						
Address near-term employee concerns related to work schedules	Senior Staff, HR						
Add Senior Director of People + Resources	President						
Ongoing							
Identify and adopt a school-wide database system	Facilities + Technology						
Draft implementation plans for each department	Senior Staff, with their teams						
Set and implement SMART goals to increase the diversity of NBSS volunteer leadership	Board leadership with DEI consultant						
Set and implement SMART goals to increase the diversity of NBSS vendors, partners, and employers	NBSS leadership with DEI consultant						
Expand Development program to support NBSS's growth	Development						
Add Marketing & Engagement team member	Marketing & Engagement						
Evaluate ongoing post-pandemic impacts on work culture	Senior Director of People & Resources						

Career Training Programs

	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Survey current students	Provost						
Provide TAs to each Career Training program	Provost						
Provide professional development for faculty	Provost						
Provide training for faculty in student support, accommodations, and Title IX	Provost						
Contract with part-time Learning Specialist	Student Success & Career Services						
Set and implement SMART goals to increase the diversity of CTP students	Admissions & Enrollment						
Invest in marketing initiatives to build a stronger and broader pipeline of applicants	Marketing & Engagement						
Improve the conversion rates of inquiries to qualified applicants, especially among underrepresented students	Admissions & Enrollment						
Increase CTP tuition	President & Board						
Provide more CTP scholarships (need-based and merit-based)	Admissions & Enrollment & Development						
Add Admissions & Enrollment team member	Admissions & Enrollment						
Plan for new CTP program or section	Provost						
Add new CTP program or section	Provost						
Add CTP instructor for new program or section	Provost						
Consider other CTP expansion opportunities	Provost						

TIMELINE & RESPONSIBILITIES

Alumni Engagement

	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Fill Director of Student Success & Career Services position	Provost						
Assess alumni engagement efforts	Student Success & Career Services						
Consider adding staff capacity to manage an alumni program	Student Success & Career Services						
Survey recent alumni	Student Success & Career Services						

Community Engagement

	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Increase digital audience through digital profile-raising and experiences	Marketing & Engagement, Online Education						
Fund faculty and staff stipends for employee-led activities and community partnerships	President						

Key External Considerations

	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Reaccreditation for Career Training programs	Provost						
Potential 128 North St. construction	President, Facilities						
Sumner Tunnel construction	Facilities						

Community Education

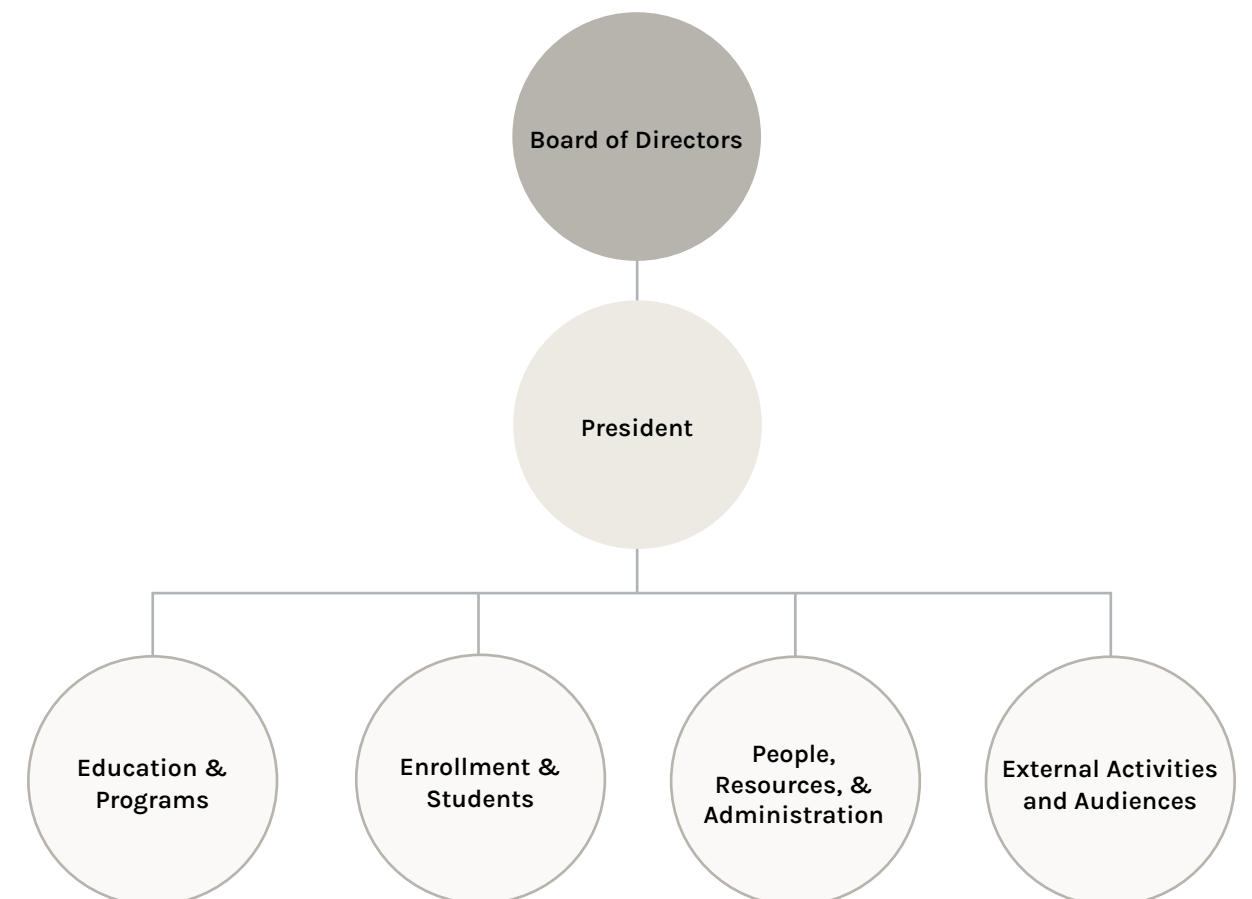
	RESPONSIBILITY	FY23	FY24	FY25	FY26	FY27	FY28
Fill CE Director position	Marketing & Engagement						
Add CE Administrative Assistant/ Programs Coordinator	Marketing & Engagement						
Provide professional development for faculty	CE Director						
Set and implement SMART goals to increase the diversity of CE students	CE Director						
Restructure CE program to include adult education, high school programs, and partnerships with community organizations	CE Director						
Expand CE program and add classes	CE Director						
Engage with high school-aged youth through partnerships, including BPS	CE Director						
Transition middle school programs into exposure and family experiences	CE Director						
Assess college partnership programs for growth and expansion	CE Director						
Refresh online strategic project with the evolution and expansion of CE	Associate Director of Online Learning						
Increase CE tuition	CE Director						
Develop CE partnerships	CE Director						



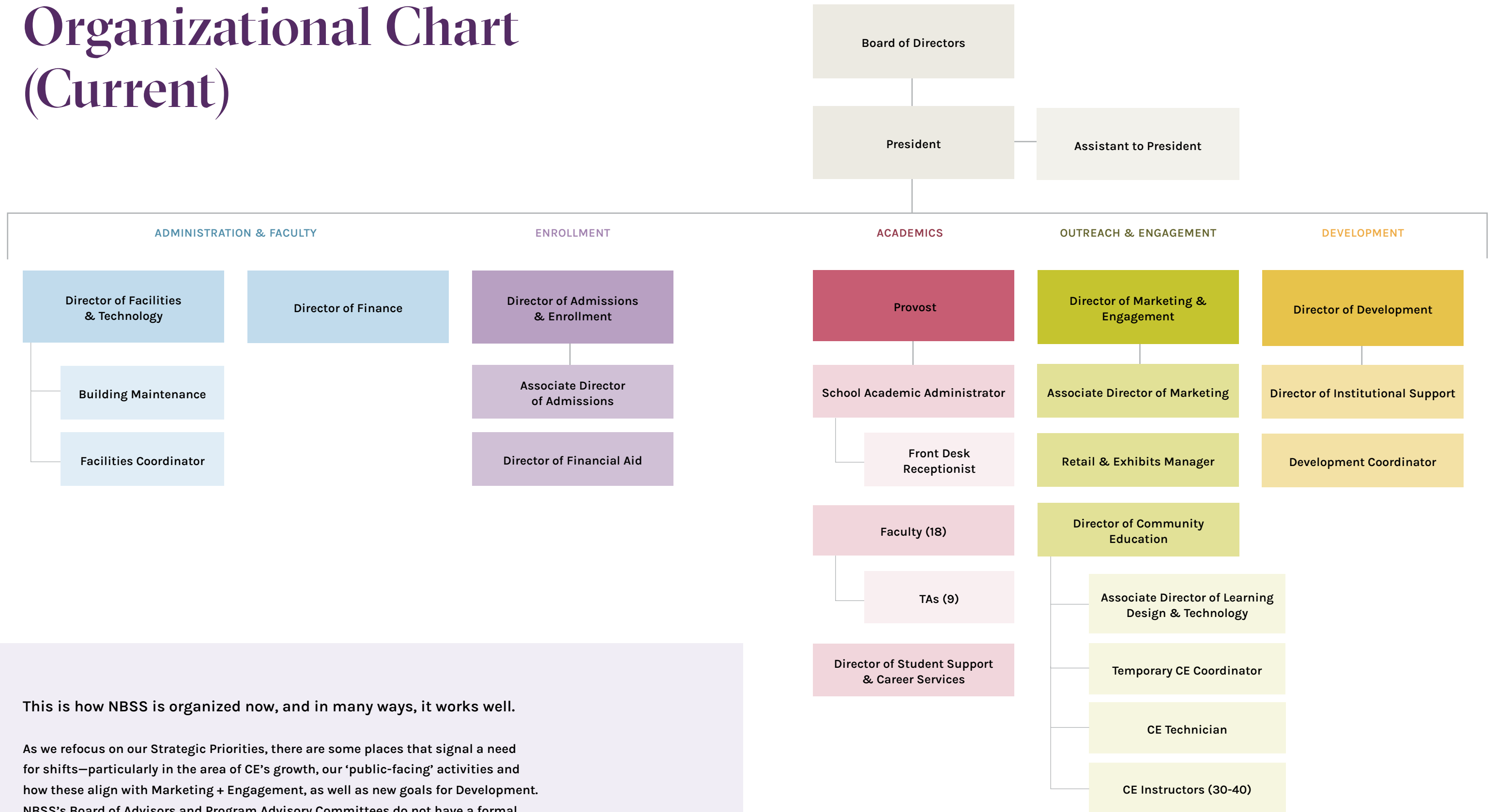
# Organizational Aim: Long Term

Over the full course of the Strategic Plan, we will aim for an organizational structure that continues what works well and realigns some areas to support the Strategic Goals.

This work will be led by the Senior Director of People + Resources and the President, with input from staff, faculty, and Board. We'll aim for a 'clustering' that allows for educational strength, supports students, values and develops NBSS staff and faculty, tends the School's financial health, and engages external audiences. The diagram below shows a long-term aim, not an organizational structure.



# Organizational Chart (Current)

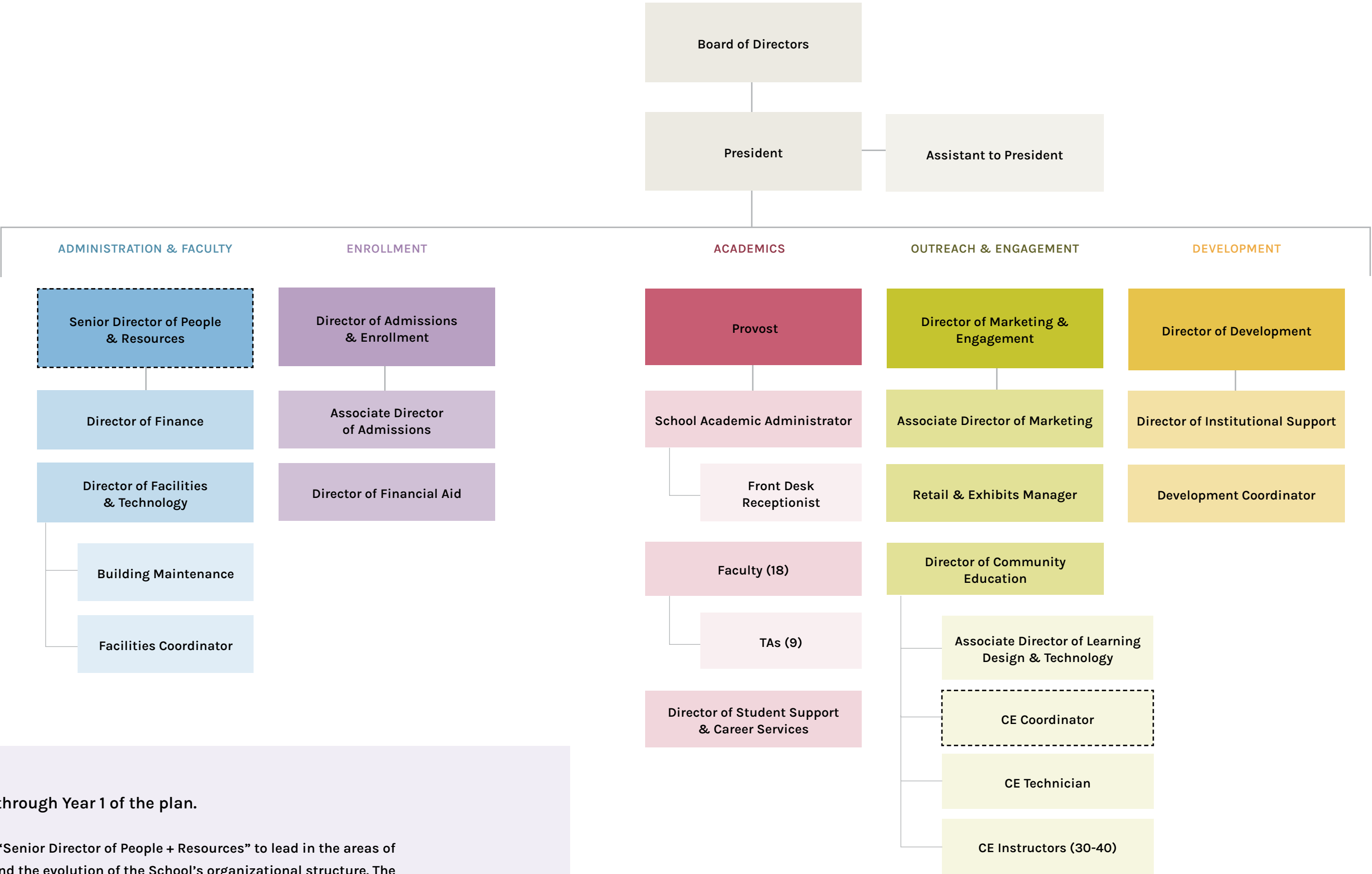


This is how NBSS is organized now, and in many ways, it works well.

As we refocus on our Strategic Priorities, there are some places that signal a need for shifts—particularly in the area of CE’s growth, our ‘public-facing’ activities and how these align with Marketing + Engagement, as well as new goals for Development. NBSS’s Board of Advisors and Program Advisory Committees do not have a formal governance role, so they are not listed on these organizational charts. However, their leadership and insights are a core component of the School’s success.



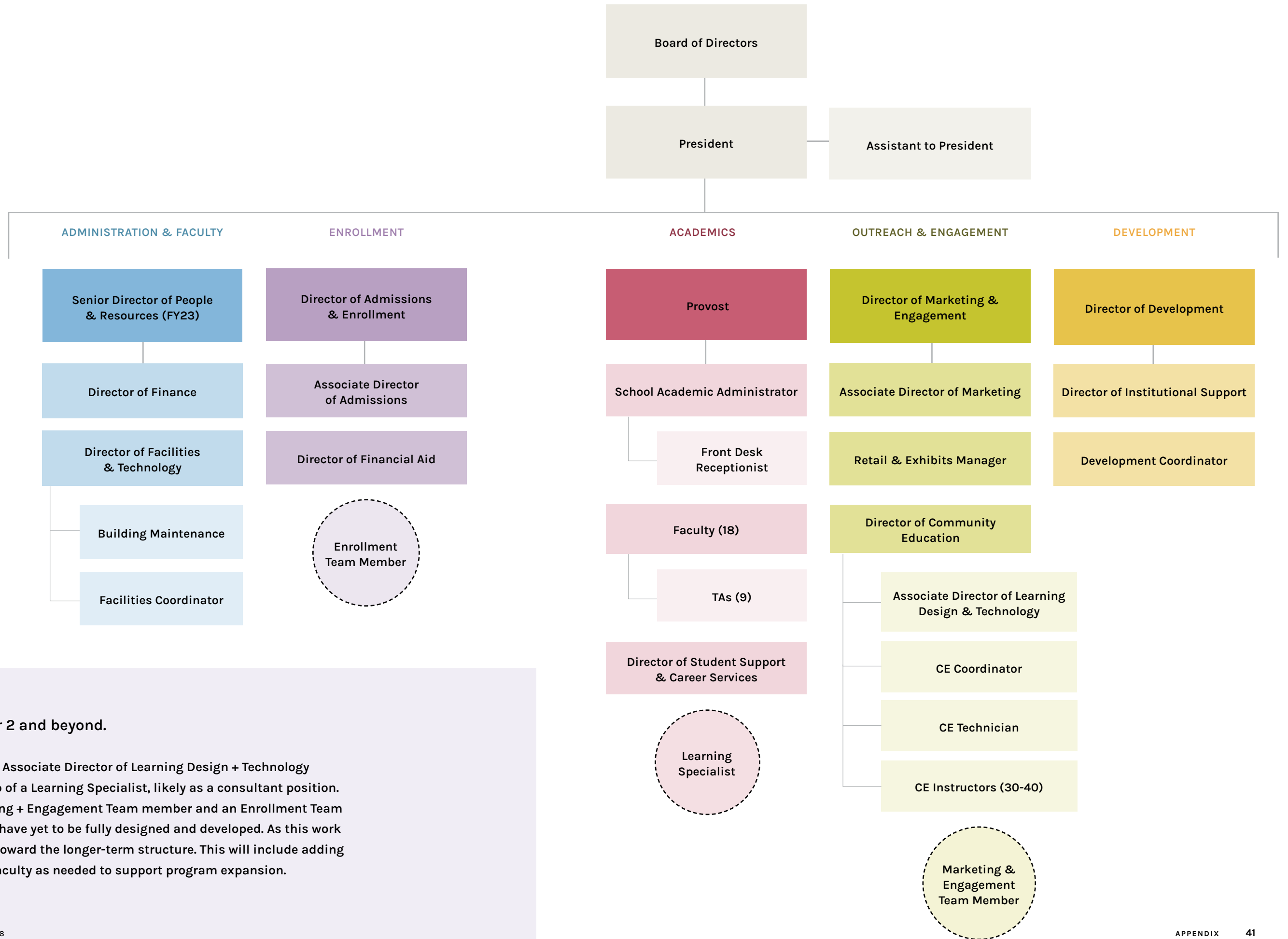
# Phase 1



The first phase will occur through Year 1 of the plan.

It will feature the addition of a “Senior Director of People + Resources” to lead in the areas of faculty and staff support, HR, and the evolution of the School’s organizational structure. The clustering of Finance and Facilities & Technology under this new position groups some primary ‘administrative’ resources needed for NBSS to do its work well. In FY23, we’ll also fill the existing roles of Director of Student Success & Career Services, CE Director, and add a CE Coordinator.

# Phase 2



## Phase 2 will occur in Year 2 and beyond.

NBSS will hire for the existing Associate Director of Learning Design + Technology position and contract the help of a Learning Specialist, likely as a consultant position. We also plan to add a Marketing + Engagement Team member and an Enrollment Team member. These two positions have yet to be fully designed and developed. As this work evolves, we'll also take steps toward the longer-term structure. This will include adding CTP faculty, CTP TAs, and CE faculty as needed to support program expansion.



# Metrics Dashboard

### Goal 1 Metrics

FY23	NBSS has set SMART goals for student diversity
FY24	A Marketing & Engagement team member and an Admissions & Enrollment team member are added
2025	Full enrollment of 174 students in Career Training Programs is achieved
	Community Education classes are expanded by 15% above the 2019 base
	In fall, the first new sections or offerings in Career Training Programs launch
FY2028	In fall, the first new sections or offerings in Career Training Programs launch
	Student diversity in all programs (CTP, CE) increases by Year 5 of the plan
2028	In FY28, income from CTP reaches \$3.8M and comprises 42% of income
	In FY28, income from CE more than doubles to \$1.4Mw

### Goal 2 Metrics

FY23	In FY23 and 24, early investments in compensation are fulfilled
FY24	Over the course of the plan, overall satisfaction with the School (as measured by annual student surveys) grows from a baseline established in spring 2023
	On surveys, alumni report increasing levels of preparedness for the workforce from a baseline established in winter/spring 2022
2028	By 2028, NBSS has five new community partnerships underway

### Goal 3 Metrics

2023	In 2023, the Director of People & Resources and the CE Coordinator are hired
2024	Baseline revenue model (pre-investment) is healthy based on financial models
	The organizational structure has been adjusted to optimize the school's ability to accomplish its goals
	NBSS has developed SMART goals for increased diversity in volunteer leadership, including Board of Directors and Board of Advisors
	In FY24, the rental program launches; income grows to \$150k by FY28
2025	NBSS has developed SMART goals for increased diversity in vendors, partners, and employers
2028	Revenue has increased to allow NBSS to grow by 45%
	Expenses will have grown by 27%
	Each year, increasing numbers of staff and faculty feel they have the resources needed to do their jobs, as measured by annual surveys











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