



## **Innovation Pilot Project Application**

Signed applications must be received by Thursday, February 26, 2015, 4:00 p.m. Central Time. Email one signed copy to [mde.innovationpilots@state.mn.us](mailto:mde.innovationpilots@state.mn.us). Applications will be reviewed by an advisory committee. Contact Cindy Shevlin-Woodcock at 651-582-8604 or [mde.innovationpilots@state.mn.us](mailto:mde.innovationpilots@state.mn.us) with questions by February 12, 2015.

### **Project Information and Background**

The Minnesota Department of Education is accepting applications from Minnesota school districts to work with one another to improve student and school outcomes as part of the Innovations Pilot Project (Minnesota 2012 Session Law, Chapter 263, Section 1: as modified by 2014 Session Law, Chapter 312, Article 15, Section 24).

To participate in the pilot project, two or more school districts must collaborate with school staff and receive formal school board approval in each district to form a partnership.

The Innovations Pilot Project must provide innovative education programs and activities and share district resources by at least one of the following:

- Providing challenging programmatic options for students.
- Creating professional development opportunities for educators.
- Increasing student engagement and connection and challenging learning opportunities for students.
- Demonstrating efficiencies in delivering financial and other services.

The term of the Innovation Pilot Project period is anticipated to be from July 1, 2015 through June 30, 2018. Innovative partnerships may continue past June 30, 2018 with agreement of the partnership members. A partnership may invite additional districts to join the partnership during the pilot project term after notifying the commissioner.

While the Innovation Pilot Project requires districts to identify “conditions, regulation, responsibilities, duties, provision, fee schedules, and legal considerations needed to fully implement the plan,” the education commissioner has no authority under this law to waive federal accountability or other state statutory requirements. However, Minnesota Statutes 2014, section 127A.05, Subdivision 4 does allow the commissioner to grant a variance to administrative rules to a district “for purposes of implementing experimental programs in learning or school management.” If your plan requires a variance to state administrative education rules, please explain the need for the variance in your application.

## **District and Partnership Information**

**School District Name:** SouthWest Metro Educational Cooperative  
**School District Number:** 6088  
**Address:** 792 Canterbury Road, Suite #211, Shakopee, MN 55379  
**Phone (with area code):** 952-567-8102  
**Email:** [dkermes@swmetro.k12.mn.us](mailto:dkermes@swmetro.k12.mn.us)

### **Partnership District**

**School District Name:** Jordan Public School District  
**School District Number:** 717  
**Address:** 500 Sunset Drive, Jordan, MN 55352  
**Phone (with area code):** 952-492-6200  
**Email:** [mhelgerson@isd717.org](mailto:mhelgerson@isd717.org)

### **Partnership District (if applicable)**

**School District Name:**  
**School District Number:**  
**Address:**  
**Phone (with area code):**  
**Email:**

### **Primary Program Contact**

**Program Contact Name:** Darren G. Kermes  
**Address:** 792 Canterbury Road, Suite #211, Shakopee, MN 55379  
**Phone (with area code):** 952-567-8102  
**Email:** [dkermes@swmetro.k12.mn.us](mailto:dkermes@swmetro.k12.mn.us)

### **Business Manager or Accountant**

**Business Manager Name:** Tom Wieczorek  
**Address:** 792 Canterbury Road, Suite #211, Shakopee, MN 55379  
**Phone (with area code):** 952-567-8103  
**Email:** [twieczorek@swmetro.k12.mn.us](mailto:twieczorek@swmetro.k12.mn.us)

## Project Overview

## 5 Points

Briefly describe your Innovation Pilot Project proposal. The project overview should include the following information:

- Need for the Innovation Pilot Project.
- The specific student or school outcomes to be improved.
- Activities that align with the purpose of this project described in the *Project Information and Background* section above.
- How the project proposal aligns with each district's World's Best Workforce plan (Minn. Stat. § 120B.11) and other significant initiatives.
- Expected implementation timeline.
- Valid and reliable measures to evaluate and report progress.

The SouthWest Metro Educational Cooperative (SWMetro) is committed to engaging or re-engaging students who have fallen behind in credits and are at risk of failing to graduate or dropping out of school by creating a Career Technical Academy integrating academics into rigorous, relevant, standards-based curriculum within the six Minnesota Career Fields, Clusters and Pathways. By providing staff development opportunities that will allow both high school and post-secondary academic staff to work with Career and Technical teachers to integrate the core academic skills into career-focused courses, students will understand the connection between what they learn in school as it relates to a successful future.

SWMetro is perfectly situated to facilitate an Innovation Pilot Project by the very nature of its Mission, Vision, and general purpose for existence. That is, SWMetro is a joint powers public education entity created to creatively develop and implement necessary programs for students across the broad southwestern metro region of the Twin Cities Metropolitan Area. SWMetro was established, and is governed, by its ten member school districts serving communities spanning Carver, Scott and the surrounding counties of Hennepin, McLeod, Sibley, LeSueur, Rice, and Dakota. The region is a blend of rural and suburban communities and covers over 700 square miles.

Our Mission Statement states that the SouthWest Metro Educational Cooperative exists to equip, motivate, and educate learners of all ages and abilities in an inclusive and flexible learning environment. The Cooperative provides a second chance for youth and adults at risk for academic failure and/or economic insufficiency so they can be prepared for a successful future.

SWMetro High School, an Approved Area Learning Center Program, provides full time high school programs specializing in the academic and social development of youth who have been unsuccessful in a traditional K-12 district. It is comprised of students who have dropped out of their home school, students with a mental health diagnosis who need a therapeutic component in their day, and pregnant and parenting teens. ODINED, an online option for credit attainment and graduation, is a companion program offered year round and is available to a broader range of students.

Students typically enter the SWMetro High School in 10<sup>th</sup> - 12<sup>th</sup> grade. Their reasons for leaving their home district vary widely but most have not been engaged in the learning process, have had erratic attendance, demonstrated gaps in their learning, and have not participated in post-secondary planning or long term goal setting. Now that the state and national economy has improved, many choose to drop out of school to enter the workforce.

The 2020 Job Forecast by Education Required<sup>1</sup> predicts 74% of all jobs in Minnesota in 2020 will require some postsecondary education: half will require a bachelor's degree and half will require a certificate, diploma or associate's degree. Therefore, entering the work force without a high school diploma all but insures a destiny of continuous financial struggles and lack of continuing education options.

All SWMetro member districts have plans in place to implement strategies to meet the World's Best Workforce legislation requirements and to ensure students are career and college ready. For purposes of statewide accountability, "career and college ready" means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation." Source: 2014 Minnesota Session Laws, Chapter 272-House File 2397, Section 8

Built into the Career Technical Academy will be technical classes, college-readiness or remedial coursework, and academic competencies applied in the content areas. Aligning curriculum and assessments with post-secondary expectations and career choices will help prepare students for the post-secondary placement test, college level courses, and entry level employment. Continuous improvement strategies will be explored to provide access to Career and Technical pathways and to each program within the Career Technical Academy.

In phase one, two pilot program offerings of the Career-Technical Academy will be available:

- Health Science Technology career field and
- Information Technology career field

In conjunction with the Information Technology career pilot, we will partner with Jordan Public School District to create an on-site Help Desk—staffed by students who have interest and aptitude in this career pathway. As the Jordan district implements its current plans to provide 1:1 devices for all students, we will create a training program and consultancy to staff a Help Desk with local students. The Help Desk will provide one-on-one troubleshooting with assistance in hardware and software issues, as well as peer-to-peer user instruction.

The pilot program will expand in Years 2 and 3 adding the career areas of Human Services; Engineering, Manufacturing, and Technology; Agriculture, Food and Natural Resources; Arts and Communications; and Business, Management, and Administration. All six career fields will be represented. During this phase, partnerships will be expanded with more and more of our ten member school districts.

In addition, as part of its role as regional coordinator and service collaborator, SWMetro will also facilitate access to similar programs across member districts. For example, and member district New Prague Area Schools works to develop a Health Careers pathway with the Mayo Clinic through its clinic in New Prague and as member district Shakopee Public Schools endeavors to build business partnerships

---

<sup>1</sup> The Georgetown University Center on the Workforce, 2013

with the likes of Canterbury Park, Mystic Lake, and Valley fair in the hospitality arena, SWMetro will facilitate access to these new programs by other member districts thereby expanding opportunities throughout the region even in programs not directly operated by SWMetro. We will effectively take on the role of a “clearinghouse” for both program information and student access to programming.

Evaluation of the project will be based on mastery of academic as well as Career and Technical standards using assessments aligned with postsecondary expectations. SWMetro will utilize internal staff to conduct program evaluations using both formative and summative measures. The formative evaluation will focus on data collection to identify strengths and weaknesses of the program while the summative evaluation will focus on the impact the program had on youth and the degree to which the goals were accomplished. The district will also implement The Hope Survey developed by EdVisions which is designed to assess the school climate and culture from the students’ viewpoint.

### **Statement of Need**

**20 points**

Describe the need for this Innovation Pilot Project, how the need was determined, and the student and school outcomes that will benefit from the collaborative goals and activities. Include the following:

- How the need was determined.
- Specific data supporting your stated need and the student and school outcomes benefiting from the project.
- Current barriers that exist for the targeted group that would be addressed by the project.
- Other information that supports how the need was determined.

### **I. Student Needs**

#### *A. Many students cannot envision themselves in a college setting.*

Of the many individual issues students bring with them to an ALC, is the picture they have in their mind that ‘college’ does not include them. They generally think college means four years of school after high school and they do not see themselves as college material nor understand certificate programs or 2-year college options. Most have no college graduate examples in their life, and they are unaware of the multitude of post-secondary options available that lead to successful careers. Almost 50% of SWMetro high school students are in the underrepresented demographic group in higher education (Black, Hispanic, American Indian, and Southeast Asian), and the same number would be the first generation in their family to attend college. Most of those are also the first generation in their family to earn a high school diploma. Especially troubling is our Latino group of students. Even those with a firmer grasp on English still struggle with putting their thoughts into words. When students leave their home district that district is not responsible to transport them to another school and SWMetro does not receive funding from MDE for transportation. We could serve more students who are at risk and in need if they could physically get here. As a whole, this group lacks confidence – because of residency questions they don’t see a future for themselves or their family. They cannot imagine a degree program in their future when all the adults in their lives only hold minimum skill and lower wage jobs. They leave without a diploma; many go to work to help the family finances or travel to help out family far away. The lead teacher in the program says, “Engagement can only happen with one-on-one

relationships. When they realize and believe we are on their side, this is when we experience the most success. Together.”

*B. Many students have not been engaged in their learning so are academically unprepared for a post-secondary program.*

It isn't just our ALC students who are ill-prepared for those 74% of jobs that will require some post-secondary education. The statistics both in Minnesota and nationally are also cause for concern.

- ✓ In Minnesota last year, 85% of white students graduated from high school but just 57% of Blacks, 58.3% of Hispanics, and 48.7% Native Americans graduated<sup>2</sup>.
- ✓ 62% of white students complete their four-year college degrees, but only 50% of Hispanic students and 40% of black students graduate<sup>3</sup>.
- ✓ 20% of incoming freshmen at four-year institutions and 52% of those at two-year colleges require remedial courses<sup>4</sup>.
- ✓ 25% of two-year college students who require remediation complete college within eight years<sup>5</sup>
- ✓ Remediation is estimated to cost federal, state, and local governments nearly \$3 billion annually (Complete College America, 2012).

One consistent challenge for teachers at SWMetro is that student literacy levels represent a broad range of abilities. Those who have struggled in school, have had truancy problems, have experienced academic failure, and come from homes where education is not a priority have gaps in their learning. Their history of academic performance adds to students' perception that they cannot possibly participate in postsecondary education at any level. Intake assessments of all students entering the ALC identify 3<sup>rd</sup> to 12<sup>th</sup> grade reading levels, and all are regularly enrolled in the same class. Geoff Johnson, the lead teacher at SWMetro High School, sees this issue each year. He says, “There is a gap between preparing students for unskilled jobs where only a high school diploma or GED is needed and getting students ready to jump into four years of college. The students in the middle, those readying for a certificate program or a two-year degree, are left out of most preparation schools provide for students.”

*C. Transition to life after high school is difficult*

Although the program has a career counselor and all teachers try to help students understand life will be hard without a long range plan, many students do not recognize that some training beyond their high school years is critical to a job that affords the life they want to live.

---

<sup>2</sup> Minnesota Compass. Available at [222.mncompass.org](http://222.mncompass.org)

<sup>3</sup> Aud, S. Hussar, W. Johnson, F. Kena, G. Roth, E. Manning, E. et al. (2011) *A closer look at high school students in the United States over the last 20 years*.

<sup>4</sup> Complete College America. (2012) *Remediation: Higher education's bridge to nowhere*. Washington, DC: Author. Retrieved from <http://www.completecollege.org/docs/CCA-Remediation-final.pdf>

<sup>5</sup> Bailey, T. (2009). Rethinking remedial education in community college (CCRC Brief No. 40). New York: Community College Research Center, Teachers College, Columbia University.

*D. Adults without a diploma/GED or those with limited English language ability are struggling.*

SWMetro coordinates the Adult Basic Education consortium for Carver and Scott Counties and serves approximately 1,000 adult students per year. The English Language classes are by far the largest sector of the program. These adult learners will also compete for the same 74% of jobs, but among Minnesotans ages 25-64 nearly half lack a postsecondary degree (Source: Governors Workforce Development Council, 2014).

At the local level, the city of Shakopee is growing so fast it involves more than \$200 million in investments, and the number of new-jobs added will top 1,500. Approximately 40% of students enrolled at SWMetro High School and 50% of ABE students live in Shakopee; they will be needed to replace an aging workforce in existing jobs and to help fill these new positions. Recent state legislation has called for improving the success of adult learners so they are prepared to seek postsecondary education or employment without need of postsecondary remediation.

The Career Technical Academy will capitalize on the positive outcomes high school students' achieve through participation in Career and Technical Education to motivate and inspire our ALC students. The Minnesota Foundation for Youth Organizations reports 98% of CTE students graduate from high school, 78% met performance goals for reading/language arts skills, and 85% of CTE postsecondary students met performance goals for technical skills. Over a three year period, the Academy will include all Minnesota Career Fields of Business, Management, and Administration; Agriculture, Food and Natural Resources; Arts, Communications and Information Systems; Engineering, Manufacturing, and Technology; Health Science Technology, and Human Services. To help students reframe how they perceive themselves, their initial experience in the Academy will actively engage them in exploratory activities designed for early success. The activities will serve as an introduction to career awareness, build confidence, and provide baseline information of current level of academic ability. These activities will be hands-on, high interest, and will require teachers to incorporate best practices that foster engagement. In *Engagement: The Secret to Sustainable Learning in the Principal Leadership* publication, 2014, ReLeah Cossett Lent describes those practices as:

1. Teachers create opportunities for active rather than passive learning
2. Teachers encourage autonomy and nurture independence through choice
3. Teachers create relevance in assignments and topics
4. Teachers value and use collaborate learning methods
5. Teachers use technology as a tool to increase learning opportunities and depth of study
6. Teachers develop lessons and assignments that incorporate both challenge and success
7. Teachers differentiate and scaffold learning
8. Teachers create authentic assessments and offer timely and frequent feedback
9. Teachers develop a culture of inquiry within the classroom

To help students shift how they perceive themselves, the structure of the Academy will reframe how teachers teach. By focusing on the standards within the career area and the outcomes we

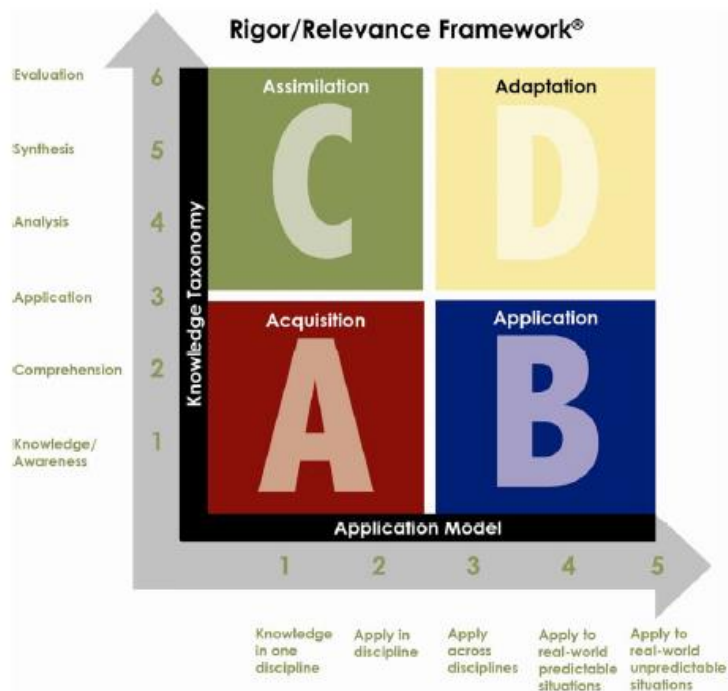
want students to demonstrate, students will clearly see what they need to do to be prepared for career and college curriculum, or career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits. Students will have the ability to experience courses aligned with post-secondary colleges prior to high school graduation.

The Career Technical Academy will use the Rigor/Relevance Framework developed by staff of the International Center for Leadership Education to examine curriculum, instruction, and assessment. Students will be evaluated based on their mastery of standards using assessments aligned with postsecondary expectations. The levels within the model will easily correlate to the knowledge and performance required in certification, diploma, apprenticeship, two-year, and four-year degrees. It is based on two dimensions of higher standards and student achievement.

1. The Knowledge Continuum is based on the six levels of Bloom's Taxonomy: knowledge/awareness, comprehension, application, analysis, synthesis and evaluation. This dimension categorizes increasing levels of thinking.
2. The Application Model, created by Dr. Bill Daggett, is based on five levels of the action continuum: knowledge in one discipline, apply in discipline, apply across disciplines, apply to real-world predictable situations and apply to real-world unpredictable situations. This model describes increasingly complex applications of knowledge.

The Rigor/Relevance Framework has four quadrants, again representing simple levels of knowledge to more complex situations of application. With the help of business partnerships, we will incorporate on the job training, career speakers, job-shadows, internships and apprenticeships giving students a richer experience and a better understanding of the real world. Teachers will individualize instruction so students will move from Acquisition through Adaptation at their own pace.





The Academy will be structured to accommodate various levels of participation based on students' interests, their current level of academic functioning, and credits needed to graduate.

*Full Day, Cohort Model:* Students with similar interest in a particular Career Field could enter together and proceed through the program as a cohort group. In this model students would be in the Academy for the full day, which sets the stage for them to develop interpersonal relationships, learn to work as a team, and offer each other mutual academic support. This model allows for developmental diversity and accommodates the variability of individual credit need. Students in the Cohort will be able to take a CTE course twice in the day with independent learning and personalized learning in the second course along with mentoring, research, further application, or a community experience. Other academic courses would also be integrated into the mix.

*Example* - an engineering course in PLTW integrates both math and science content so two students could work on the same project: one could earn a math credit and the other could earn science credit based on the standards they master.

*Half Day, Academic Content in CTE Course:* This model integrates the academic standards and may be delivered by both the academic and CTE instructors in a block schedule. The collaborative teaching model will determine which standards the CTE content contains and develop instruction and ways the standards can be applied.

*Example* - In an Automotive Technology course a student will be asked to demonstrate a reading standard for CCS for Literacy in Science and Technical Subjects such as 'Follow precisely a complex multistep procedure, taking measurements, or performing technical tasks: analyze the specific results based on explanation in the text.

*Minimal Level, CTE Course:* Students enrolled in the Academy attending one career course.

*Adult Education:* Adults in the ABE program could also be integrated into this model at whichever level suits their goals and time constraints. Currently SWMetro is offering the minimal level CTE course integrating adults and youth into the same program working toward the same certifications and credits. The Adults then receive their English Language or GED coursework within the ABE program.

*Distance Learning:* Specific courses or shorter term trainings will be created for specific topics of study or employment and can be accessed in face-to-face classroom settings, streamed online to a class in another building, created as modules for shorter or longer term training, or through our ODINED (online program).

*Example* - A Help Desk training program will be created so high school students can provide technical support to a partner district moving to a 1:1 initiative. Modules will be created that allow for short term training allowing students to perform basic yet essential tasks, and more in-depth study of Technology Integration would allow students to move beyond troubleshooting to projects that may involve developing resources for staff, creating video training modules and scripts, writing technology blogs and documenting it all in a digital portfolio.

## **II. Staff Needs**

- A. *Career Navigators and instructors need an understanding of current pathways to postsecondary programs along with predicted job trends to assist students in developing a Personal Learning Plan.*

Because they have experienced very little success in school, SWMetro students don't know what they are capable of. Also, since they have not participated in college prep programs, they have no real understanding of their interests or learning styles which severely limits the career goals they set at this time. While the teachers and counselors in place to help students with these decisions, are skilled at helping students identify their interests, aptitudes, and personal learning styles, they are likely not equipped to provide guidance about the opportunities available across the career spectrum. They can provide a piece of the puzzle but not the complete picture of helping students identify career and college-ready goals then transition to postsecondary education and employment choices.

- B. *Staff in Career & Technical Programs need a broad understanding of all aspects of the industry for which they are preparing students.*

Current CTE instructors have experience in their area of expertise and provide exceptional educational instruction. They generally understand most aspects of the industry for which they are preparing students, but the pace of change in the workplace demands significant time and staff development to remain current within their field. New jobs are created by new technology, and it is challenging to keep up with curriculum as well as equipment.

- C. *Secondary and postsecondary teachers need to develop an academic planning process to align assessments, develop rigorous academic curriculum to be integrated into each academy, and provide more access by integrating the college development courses at the high school setting.* Integrating the Common Core Competencies, CTE standards, and academic standards that help students build their skill levels changes their perception of their ability to learn. As they begin to think they can succeed, it is important for them to understand the message that it's appropriate if they are not ready for a four-year program right now. Because they have never considered themselves able to attend a college of any type, they have had minimal assistance exploring the vast number of possibilities available. They need to research the opportunities and see that a two-year (or shorter) program can be a good choice at this point in their life.

As stated earlier, 52% of students entering a 2-year degree program require remedial courses. Students pay tuition for these courses but they don't meet credit requirements in a degree program. If our students are not prepared for coursework at the college level, they will spend limited resources, including student loans and scholarships, on remedial coursework in addition to or in place of credit-bearing courses. Accessing college coursework while still in high school will help students avoid this situation.

Students who demonstrate they are College and Career ready by mastering Common Core Standards in reading, writing, speaking, listening, and language:

1. Demonstrate independence.
2. Build strong content knowledge
3. Respond to the varying demands of audience, task, purpose, and discipline
4. Comprehend as well as critique
5. Value evidence
6. Use technology and digital media strategically and capably
7. Come to understand other perspectives and cultures

### **Capacity of the Partnership**

Describe your Innovation Pilot Project partnership's capacity for and commitment to administering the project successfully. Identify the following:

- Primary project staff, their experience, and their specific role in the project activity/activities.
- Explain the role and contribution of each partnership district.
- Explain what else is needed to fully implement the plan. Examples might include conditions, regulations, responsibilities, duties, provisions, fee schedules, and legal considerations.

SWMetro was formed as a direct result of effective community collaboration, and it has maintained a strong history of partnerships with stakeholders from local schools, businesses, civic and youth organizations, faith communities, and local residents for nearly 50 years. The forerunner cooperatives to SWMetro (Minnesota River Valley Special Education Cooperative (MRVSEC), founded in 1968; Minnesota Valley Special Education Cooperative (MVSEC), founded in 1969; and Carver-Scott Educational Cooperative (CSEC), founded in 1976) were each joint powers public entities originated to collectively and collaboratively meet the needs of learners across our region.

Today, SWMetro has coordinated interagency collaborative partnerships with governmental agencies including law enforcement, juvenile justice, mental health, social services, public health, county government, and postsecondary schools. The Career and Technical Programs at SWMetro maintain articulation agreements with Hennepin Technical College, Dakota County Technical College, Normandale Community College, Alexandria Technical College, South Central Technical College in Mankato, all the Cosmetology Schools (except Aveda) in the metropolitan region, and other MNSCU participating schools. SWMetro also coordinates the Carl Perkins Consortium, bringing together 15 school districts in this geographic region providing a network of like professionals and CTE programs.

Strong partnerships with colleges and the business community foster shared responsibility for student success. Input from local and regional businesses helps the staff create an authentic learning environment where there is a clear connection between schoolwork and the work place. Colleges already partner with SWMetro in many ways. For example, in the existing CTE programs, there are course offerings where students are concurrently enrolled to earn college credit and high school credit simultaneously. Articulation agreements are in place affording students advance standing at the postsecondary level for classes completed at the secondary level and PSEO has been an option for many years. Normandale Community College is the college partner in our regional Perkins Consortium, and a coordinator from there regularly visits the high school campus to conduct the Accuplacer to begin the process of shared enrollment. Providing these opportunities for college-ready students to take college-level courses tuition free while in high school, makes higher education more affordable.

SouthWest Metro has partnered with Carver County Employment and Training and Scott County Employment and Training coordinating youth employment programs during the school year and the summer. The Adult Basic Education Programs have also provided educational services and English Language classes for adult employment programs for almost 30 years.

Social Emotional learning skills, employment skills, and pathway-specific content can all contribute positively to students' acquisition of knowledge.<sup>6</sup> Traditionally a high number of ALC students are in need of developing social emotional skills, and an increasing number of students arrive at SWMetro in need of mental health services. County partnerships currently in place to provide mental health services are an integral component to existing programming, and the partnership will continue providing this support to students in need.

Cindy Walters, Director of Alternative Programs, simultaneously provides leadership for SWMetro Career & Technical Education programs where she began her career as a CTE teacher. She has championed CTE for 30 years at SWMetro. She is the co-coordinator of the Carl Perkins Consortium balancing the needs of 15 school districts varying from large suburban districts to small rural ones and she is the secondary Board Chair of SkillsUSA. Last year she was named the Career & Technical Education Administrator of the year. Cindy will provide direct leadership as we implement the project.

---

<sup>6</sup> Asberg, K.K., Bowers, C., Renk, K., & McKinney, C. (2008). A structural equation modeling approach to the study of stress and psychological adjustment in emerging adults. *Child Psychiatry & Human Development*, 39 (4), 481-501.

The Jordan Public School District, one of the original member districts of the Cooperative, will be the first partner district in the Innovation Pilot Program. Jordan is a relatively smaller community with few businesses and limited employment opportunities. They are interested in starting feeder programs for younger students preparing them for a capstone CTE experience and are looking for new programs to add to the CTE options currently available. Their initial project will create an in-house training program for high school students. The district is moving to a 1:1 initiative in the next school year which will likely increase the demand for technical support. They will create a cadre of high school students trained to provide Help Desk services to address this expected increase. SWMetro will help create the training for students and will deliver to them either electronically or in short term face to face setting.

### **Project Goals, Activities, Strategies, Outcomes and Estimated Timelines**

1. List collaborative educational goals and objectives. Make sure goals and objectives are specific, measurable, attainable (yet rigorous), results-based and time-bound.
2. Select the goal area(s) your plan will focus on:
  - ☐ Providing challenging programmatic options for students.
  - ☐ Creating professional development opportunities for educators.
  - ☐ Increasing student engagement and connection and challenging learning opportunities for students.
  - ☐ Demonstrating efficiencies in delivering financial and other services.
3. List strategies and processes districts will use to implement the goals and objectives.
4. Explain how you will use valid and reliable measures to evaluate districts' progress toward meeting your stated goals and objectives.
5. Include an implementation timeline. Project may not extend beyond June 30, 2018 unless partnership members agree.
6. Alignment with each district's World's Best Workforce plan in one or more goals areas:
  - All children are ready for school.
  - All third graders can read at grade level.
  - All racial and economic achievement gaps between students are closed.
  - All students are ready for career and college.
  - All students graduate from high school

**Project Goals, Activities, Strategies, Outcomes****25 points****PROJECT WORK PLAN**

<b>GOAL AREA: Create Professional Development Opportunities for Educators</b>				
<b>GOAL:</b> Secondary staff, postsecondary staff and business partners work together to support student transition to college or a career				
<b>Objective #1</b>		Establish an Innovation Pilot Program Advisory Council to create a common understanding of the career development process		
<b>Strategy:</b>		<b>Outcomes</b>	<b>World’s Best Workforce Area</b>	<b>Timeline</b>
1. Create an Advisory group comprised of CTE instructors, secondary academic teachers, postsecondary instructors, secondary and postsecondary counselors, county employment and training programs, and local/regional business owners and employers to create a Career Technical Academy vision and mission using their individual contributions		1a. Staff are prepared to help students identify interests, aptitudes and personal learning styles that may affect career and college ready goals or employment choices  1b. Staff understand and utilize the Minnesota Career Clusters & Pathways Framework and predicted job trends to guide career development  1c. Staff are prepared to help students develop a Personal Learning Plan	o All students are ready for career and/or postsecondary education	
<b>Objective #2</b>		Develop new models of academic delivery within a Career Technical Academy based on state academic standards and the Common Core College and Career Readiness standards		
<b>Strategy:</b>		<b>Outcomes</b>	<b>World’s Best Workforce Area</b>	<b>Timeline</b>
1. Secondary academic and CTE instructors, along with postsecondary faculty, develop a collaborative and coordinated academic planning process that aligns assessments, courses		1a. Staff collaborate to define core academic concepts and skills  1b. Staff collaborate to define core technical concepts and skills in	o Students are ready for career and/or postsecondary education	

offerings, and support services to meet student needs	<p>each career pathway</p> <p>1c. Staff collaborate to plan scope and sequence</p> <p>1d. Staff collaborate to define what students need to know and how they will demonstrate proficiency</p>		
---	--	--	--

GOAL AREA: Providing Challenging Programmatic Options for Students				
GOAL II: Increase access to college level courses and their prerequisites				
Objective #1		Design each pathway to provide for the integration of core content knowledge and technical skill standards		
Strategy:		Outcomes	World’s Best Workforce Area	Timeline
1. Align with the business community and secondary education to determine the core academic content standards and technical education standards for each pathway  2. Align rigor of secondary programs with postsecondary expectations  3. Expand the number or credentials earn by students enrolled in CTE programs		1a. Align curriculum with Technical Skill Assessments (MnSCU and MDE)  2a. Prepare students to pass college entrance exams without need for remediation  3a. Offer additional concurrent courses	<ul style="list-style-type: none"><li>○ All students are ready for career and/or postsecondary education</li><li>○ All students graduate from high school</li></ul>	
Objective #2		Increase access to postsecondary courses within the CTE Academy		
Strategy:		Outcomes	World’s Best Workforce Area	Timeline
1. Deliver college prep courses, remedial courses and college development courses into the		1a. Students enroll in courses to build their	<ul style="list-style-type: none"><li>○ All achievement gaps between</li></ul>	

Academy setting		skill level tuition free	students are closed	
2.	Increase the number of certification programs available at the high school level	2a. Students earn a certification that prepares them for entry level employment	○ All students are ready for career and/or postsecondary education	
3.	Increase the number of dual enrollment courses, and courses required in a diploma or associate degree program available in the supportive environment where students are comfortable and known	2b. Students scaffold certification courses into an associate’s degree  3a. Students earn college credit in a diploma or associate program	○ All students graduate from high school	
<b>Objective #3</b>		Increase access to postsecondary courses within the CTE Academy to adult learners enrolled in ABE		
<b>Strategy</b>		<b>Outcomes</b>	<b>World’s Best Workforce Area</b>	<b>Timeline</b>
1. Deliver college prep courses, remedial courses and college development courses through the Academy to Adults enrolled in ABE programming		1a. Students enroll in courses to build their skill level, tuition free.	Adult Learners achieve GED or Adult Diploma	
2. Increase the number of certification programs available at the Adult level		2a. Students earn a certification that prepares them for entry level employment	Adult Learners are ready for career and/or postsecondary education	
3. Increase the number of dual enrollment courses, and courses required in a diploma or associate degree program available in a supportive environment		2b. Students scaffold certification courses into an associate’s degree  3a. Students earn college credit in a diploma or associate program		



<b>OAL AREA: Increasing Student Engagement, Connection and Challenging Learning Opportunities for Students</b>				
<b>GOAL:</b> Improve learning for each student and close the achievement gap				
<b>Objective #1</b>		Engage or Re-engage Students through personalized learning		
<b>Strategy:</b>		<b>Outcomes</b>	<b>World's Best Workforce Area</b>	<b>Timeline</b>
1. Create an environment where instruction is personalized based on student interests and where a trusting relationship has been established  2. Use differentiated instruction or other evidenced based models to address the diversity of students learning needs within one classroom  3. Incorporate project-based, applied, experiential, interdisciplinary learning that immerses students in an authentic real work experience  4. Implement each student's Personal Learning Plan integrating either:  <u>Postsecondary opportunities</u> <ul style="list-style-type: none"> <li>✓ College prep courses</li> <li>✓ College remediation courses</li> <li>✓ College developmental courses</li> <li>✓ Dual enrollment</li> </ul> <u>Career opportunities:</u> <ul style="list-style-type: none"> <li>✓ Work-based learning</li> <li>✓ On The Job Training</li> <li>✓ Service Learning</li> <li>✓ Job Shadows</li> </ul>		1a. Students experience success and build confidence  2a. Students get instruction at their functioning academic level  3a. Students gain academic common core knowledge in an applied manner  4a. Students are prepared for career or college	<ul style="list-style-type: none"> <li>○ All achievement gaps between students are closed</li> <li>○ All students are ready for career and/or postsecondary education</li> <li>○ All students graduate from high school</li> </ul>	

✓ Informational interviews ✓ Internships ✓ Apprenticeships				
<b>Objective #2</b>	Integrate career and employment related skills			
<b>Strategy:</b>	<b>Outcomes</b>	<b>World's Best Workforce Area</b>	<b>Timeline</b>	
1. Focus on the foundation knowledge and skills students will need in college and/or a changing workplace that requires new employment competencies	1a. Students demonstrate use of team work, collaboration, creativity, communication, critical thinking, and employability skills	○ All students are ready for career and/or postsecondary education		

### SoutWest Metro Educational Cooperative Career Technical Academy



## Evaluation Reporting

**15 Points**

MDE is committed to services that produce a measurable result/outcome to improve student and school outcomes. You must develop indicators of success and effectiveness of the innovation pilot and be able to measure and evaluate each activity's performance results.

Describe final evaluation report to MDE Oct. 1, 2018

<b>Goal Area: Secondary staff, postsecondary staff and business partners work together to support student transition to college and careers</b>	
<b>Outcomes</b>  Curriculum is reengineered and teachers trained in its usage; lessons are affirmatively realigned to the curriculum.  Personal learning plans are developed for each student, in accordance with career counseling guidelines established for the pilot.	<b>Indicator of Success</b>  Curriculum 100% realigned by the end of the first pilot year.  All students enrolled in full-day and half-day programs have and apply Personal Learning Plans by the mid-term of the first full year of teaching.
<b>Goal Area: Increase access to college level courses and their prerequisites</b>	
<b>Outcomes</b>  Students in all programs of the pilot will have access to one or more PSEO or college-level coursework appropriate to their Personal Learning Plan	<b>Indicator of Success</b>  Personal Learning Plans specifically document such coursework  At least 1/3 are engaged in such coursework at the end of the first pilot year.  Goals to reach 100% by end of third year.
<b>Goal Area: Improve learning for each student or adult and close the achievement gap</b>	
<b>Outcomes</b>  Students meet or exceed performance expectations for each class in the program.  Students demonstrate improvement in college-	<b>Indicator of success</b>  80% of students successfully complete the coursework of their Personal Learning Plan  By independent measurement (e.g., Accuplacer testing), students demonstrate

readiness.	significantly improved skills in core literacy standards of reading, writing, and math. Accuplacer will be administered at enrollment, at interims, and at the conclusion.
------------	--

## Budget Process

**15 Points**

1. Complete the budget worksheet and detail all necessary and reasonable expenditures anticipated during the project period that align with the project goals and activities
2. Budget line item entries must have sufficient description
  - The budget must be aligned to the project activities
  - Expenses must be necessary for the success and purpose of the project.
  - Expected costs must be reasonable
3. Approved projects will be asked to submit an actual expenditure report using the budget worksheet at the end of the fiscal year.

## Innovation Pilot Project Revenue FY 2016 Budget Worksheet

Line Item Description Provide a short description of the expenditure	UFARS Code ORG	UFARS Code PROG	UFARS Code FIN	UFARS Code OBJ	Proposed Expenditures List the total amount budgeted for this line item.	Actual Expenditures Resubmit form with actual FY16 expenditures by 12/1/17
ALC – SWMetro HS	020	211	--	All	427,656	
CTE – Agriculture	005	301	830	All	112,604	
CTE – Automotive Technology	005	361	830	All	197,144	
CTE – Medical Careers	005	321	830	All	97,551	
CTE – Construction	005	361	830	All	79,874	
CTE – Graphics	005	361	830	All	65,061	
CTE – Photography	005	361	830	All	208,705	
CTE – Cosmetology	005	365	830	All	258,931	
CTE – Criminal Justice	005	365	830	All	212,425	
CTE – Computer Careers	005	361	830	All	118,861	
Staff Development	005	212	--	All	86,176	

It should be noted that through this Pilot Project we are not seeking additional revenue. The above Budget worksheet references actual ongoing budget allocations. Rather, through this

Innovation Pilot Project, we would endeavor to restructure our regional CTE offerings with a Career Academy focus such that there would be seamless transition from our ALC to CTE for students while still retaining CTE offerings as electives for local member district students who do not elect to enmesh themselves in the Career Academy model and design.

Our most pressing financial need beyond staffing, professional development, and equipment/supplies is in the transportation arena. Changes to those standards would generally fall outside the realm of the Commissioner's authority and instead require statutory changes through the legislature. We plan to begin pursuit of those changes outside the Innovation Pilot Project.

In closing, we would also note that the spirit and intent of the Innovation Pilot Projects as articulated in legislation and throughout this application form and process are seen at work every day in our Cooperative as has been the case since the late 1960's. As a specific example, two years ago when MRVSEC and CSEC were effectively "merged" to create SWMetro, we realized over \$500,000 in savings annually due to streamlining and consolidating existing programs without the reduction of any programs. We have a demonstrated track record of fiscal accountability and collaborative design which we intend to carry forward into this Innovation Pilot Project.

Our application is submitted jointly by the SouthWest Metro Educational Cooperative and Jordan Public Schools initially. Please note that this submission a) is done with the full support of all ten SWMetro member district superintendents and all ten member district school board representatives who jointly serve on the SWMetro Board and b) is done with the anticipation that in years two and three additional member districts will formally notify the Commissioner of their intent to join and participate as named members of the Pilot Project pursuant to the standards for additional partnerships set forth in the enabling legislation. This application also has the full support of our licensed team members, many of whom from our ALC and CTE programs were responsible for developing key elements of this plan and crafting this application.

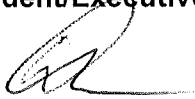
## Certification and Signatures

**District:** SouthWest Metro Educational Cooperative District #6088-50

We certify we have read all components of this application and will comply with assurances herein and all other federal, state and local laws and regulations applicable to my organization.

**Superintendent/Executive Director:** Darren G. Kermes

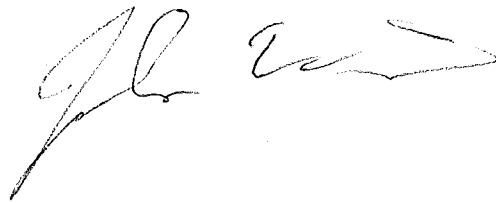
Signature:



Date Signed: 2-24-15

**School Board Chair:** John Weinand

Signature:



Date Signed: 2-24-15

## Certification and Signatures

**District:** Jordan School District #717

We certify we have read all components of this application and will comply with assurances herein and all other federal, state and local laws and regulations applicable to my organization.

**Superintendent:**

Signature:



Date Signed:

2/23/15

**School Board:**

Signature:

Deborah M Pauly  
Board Chair

Date Signed:

2/23/15