



Jordan School District #717
Workshop Minutes

Monday, November 25, 2013 at 6:00 PM
Workshop
Jordan Public Schools
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Career Pathways
2. Long Range Facility Planning

School Board Clerk

Date

Executive Summary
Highlights from the Curriculum Director
November 25, 2013

World's Best Workforce Legislation

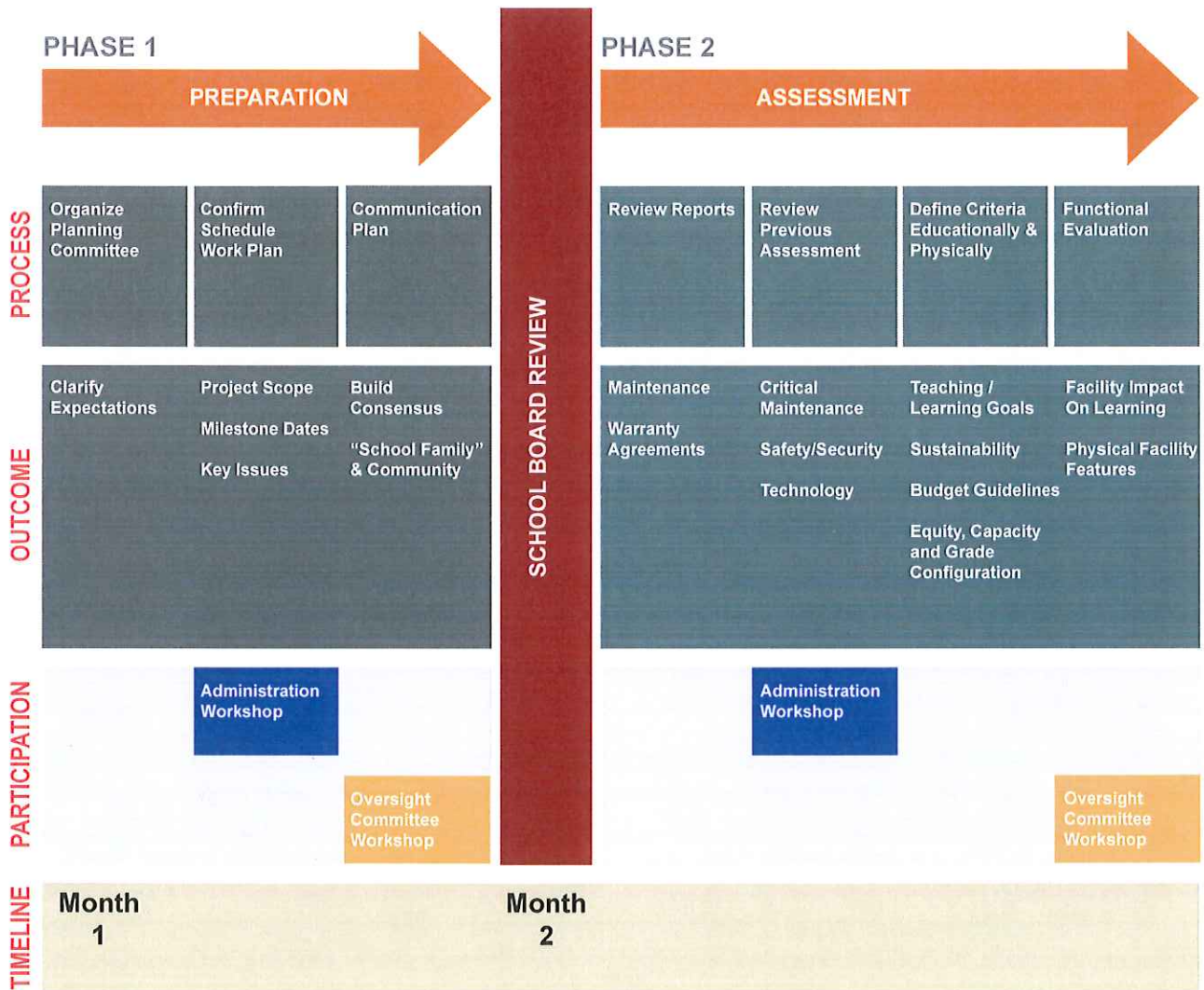
Last spring the legislature passed a new statute called World's Best Workforce. The intent of the legislation was two-fold: to consolidate several district reports currently required by the Department of Education based on statute, and to better define the intent of "career and college readiness" as a goal for public education.

A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce ... "World's Best Workforce" means striving to

- *Have all students meet school readiness goals*
- *Have all third grade students achieve grade-level literacy*
- *Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers*
- *Have all students graduate from high school*
- *Have all students attain college and career preparedness*

MN Department of Employment and Economic Development (DEED)

- *By 2020, 74% of Minnesota jobs will require some form of postsecondary education. (quoted by Steven Dibs, MDE)*
- *Two-thirds of workers 25 and over in Minnesota have some college experience while the other one-third have a high school diploma or less. This does not mean those jobs require that level of educational achievement, just that workers have achieved that level of education.*
- *Average monthly earnings for jobs held by adult workers with bachelor's degrees or higher were 43.4% higher than for the total of all jobs, and they were nearly double the average annual earning for jobs held by workers with high school diplomas.*
- *Average monthly earnings for workers with some college or an associate degree were 42.5% higher than wages for workers with less than a high school diploma. Average monthly earnings were higher for people with more education in all 20 main industry sectors, although the benefits of postsecondary education varied widely by industry.*
- *For all industries, turnover rates were 10.2% for jobs held by workers with less than a high school diploma and 8.1% for workers with a high school diploma or equivalent. Workers with some college or an associate degree had a turnover rate of 7.5% while those with a bachelor's degree or higher had a turnover rate of 7.1%.*
- *Trends have long shown that the higher the level of education, the lower the unemployment rate. In 2012, adults with no high school diploma had an unemployment rate that was 4 times larger than adults with a bachelor's degree or higher.*
 - *Bachelor's Degree or higher – 2.9% unemployment*
 - *Some college or Associate Degree – 5.6% unemployment*
 - *High School Graduate, no college – 5.9% unemployment*
 - *Less than a High School diploma – 12.4% unemployment*
- *Investing in a postsecondary education likely will pay off in higher wages and lower unemployment. The return on investment, though, may vary widely depending on the industry and occupation. College experience is a necessity in some jobs, especially in the higher-paying industries, while a bachelor's degree may lead to underemployment or higher turnover in other industries. In some industries, a high school diploma may be all that is required to secure a steady, good-paying job.*

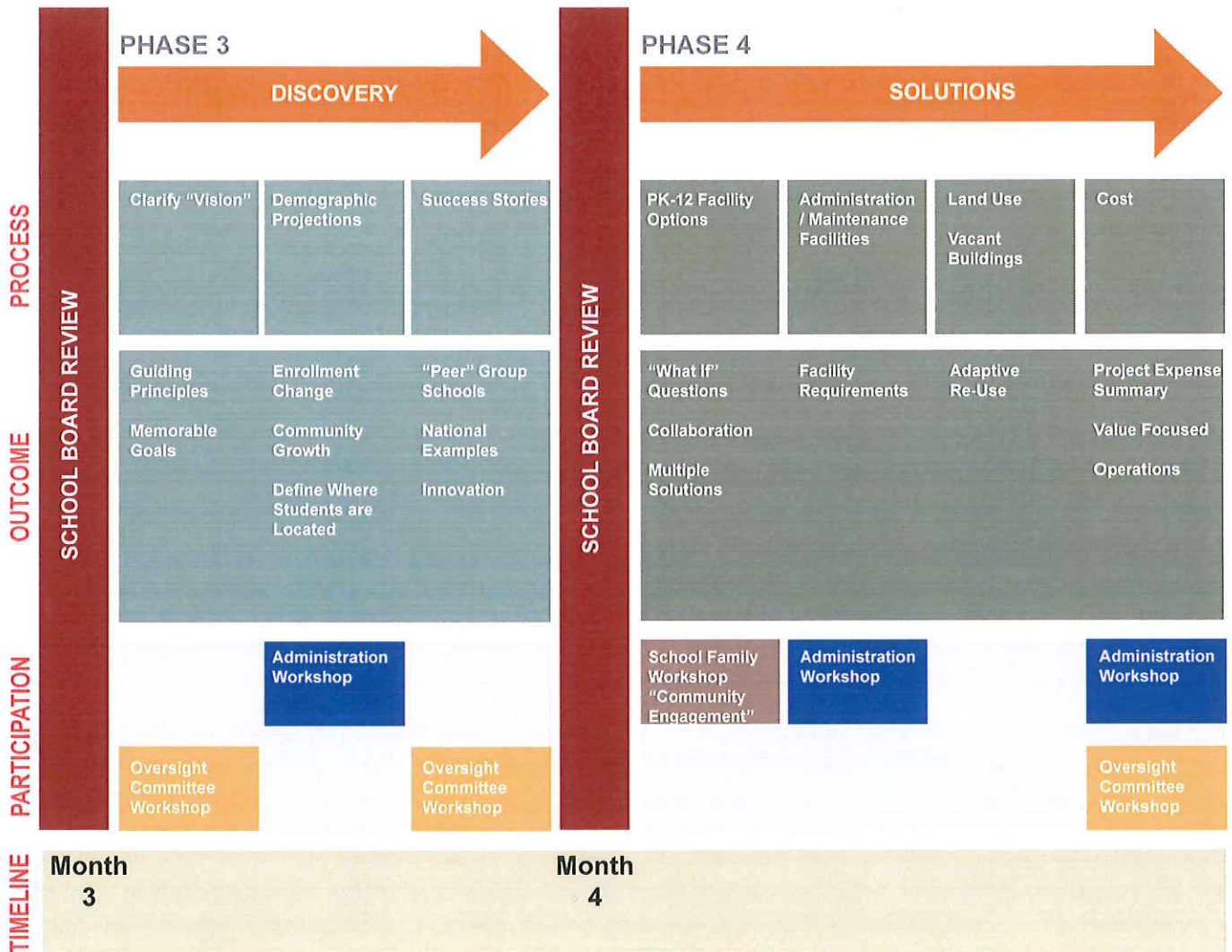


PHASE 1

The Preparation Phase of planning confirms organization of a planning committee consistent with the current School District intent. The scope of the planning process is reviewed in detail and confirmed by District Administration. Confirmation of the planning project scope identifies key issues, confirms School Board leadership and establishes a schedule for workshops, Board meetings and critical milestone dates. The Preparation Phase also confirms a plan for communication of the planning process to parents, teachers and students, the "school family", and to the community. This communication plan emphasizes the importance of continual communication and consensus building opportunities through the entire planning process.

PHASE 2

The Assessment Phase of planning begins with a thorough review of prior facility and demographic report documentation. Any previous facility assessment data prepared by the District will be reviewed and updated by means of "walk through" assessments of each building facility. Criteria must be clearly defined as a basis for completion of evaluation of existing school and support facilities. This criteria is based upon recommendations following a review of the building facility assessment data and in response to planning goals supporting the vision statements of the School District. The functional evaluation provides learning opportunities for the School Board and Planning Committee based upon research related to the impact facilities have on learning. The functional evaluation includes criteria responsive to the physical features of schools and the implications on learning activities, safety & security and access to media and technology.

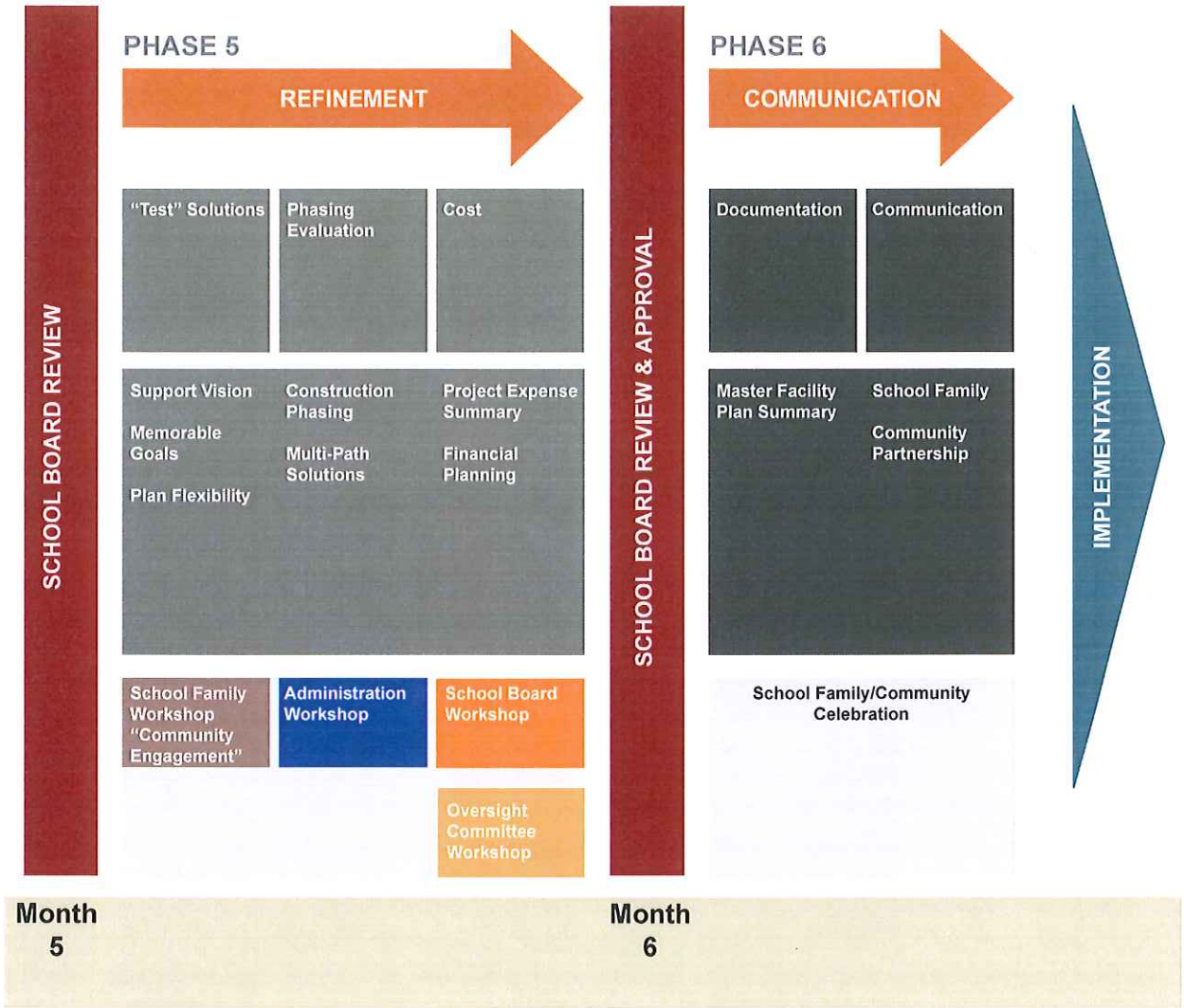


PHASE 3

Creative solutions are encouraged by the Discovery Phase of planning. This phase begins with clarification of the vision goals of your District. Success stories of other schools throughout the region and country are shared as learning opportunities for the School Board and Planning Committee. Demographic information is reviewed specific to individual school sites as a means to guide later solutions responsive to unique neighborhood or overall community opportunities. The Discovery Phase of planning also incorporates participation from students. Student participation techniques may include student art projects as a means of communicating student response to facilities.

PHASE 4

The Solutions Phase of planning emphasizes creativity. The process builds upon a clear understanding of goals, building assessment and demographic data. The Solutions Phase involves participatory "charrette" workshops facilitated to encourage "what if" solutions and optimize opportunities. The charrette workshop format emphasizes the benefit of multi-disciplinary collaboration. Solutions will emphasize use of existing facility resources and alternatives for the potential adaptive reuse of existing facilities. Solutions also consider short term and long term planning scenarios and emphasize the importance of flexibility when considering long term solutions. Facility planning should not be dependent on a single specific solution. The Solutions Phase of planning considers cost as a planning factor. Workshop participants are provided with cost data for building renovation, new construction and school operations adequate to guide solution based discussion. Community Based "School Family Workshops" will be held at strategically coordinated locations.



PHASE 5

The Refinement Phase of planning tests alternative solutions for compliance with the goals and vision defined in earlier phases of planning. Planning Refinement workshops also emphasize the need for multi-path solutions allowing long term flexibility in the Master Facilities Plan. Solutions that do not allow change are not acceptable long term solutions. Solutions are evaluated relative to implementation phasing scenarios from the standpoint of construction phasing as well as coordination with realistic financial planning. Detailed cost and project expense summaries are provided to confirm compliance with opportunities for immediate investment and continued long term improvement projects. Testing the solutions with the School Family, Administration, Oversight Committee, and Board of Education will help to solidify acceptance by the community. The phase of refinement is where the Board of Education will become educated and informed to make decisions for the next 10-20 years.

PHASE 6

Following School Board review and acceptance of a Master Facilities Plan solution, the plan will be documented and communicated. The Communication Phase provides necessary communication to the "School Family" including parents, faculty and students emphasizing the benefits for teaching, learning and student achievement. Communication to the broader community emphasizes a core message reinforcing the impact of quality schools for communities and provides a foundation for school/community partnerships and understanding.