RREV's Innovative Pilot Template

As part of the **Innovative Mindset and Pilot Development** courses being offered through several of Maine's institutions of higher education, the RREV project uses a consistent template for the creation of all future pilots. Because every pilot created and tested with RREV funds WILL BE published in EnGiNE, we want all of Maine's educators to have the assurance of consistency.

This template provides an outline of the components required of an Innovative Pilot. The information in this template will serve as the basis for requests for school/district level project funding.

Section 1: Define the Need

A. Describe your innovation.

Consider what evidence supports the need for an innovation, and the evidence that suggests your innovation will improve the current situation.

The Innovation: How might we develop an experiential pathway that connects our local economy, environment, and culture to challenges of past, present, and future sustainability so that students contribute in real time as active citizens exploring place-based career paths.

Telstar's proposed innovation is to develop the Local Ecology and Aspirations Pathway (LEAP) providing multi-tiered opportunities for interdisciplinary exchanges between community, family, and classrooms 6-12 including the addition of core academic courses, dual enrollment opportunities in outdoor education and entrepreneurship and individualized internship/work experiences. The award will be divided into two sections. First, the creation of a student-designed Outdoor Pavilion, as a model for sustainable building practices, to serve as a primary learning place for pathway classes and a community hub. The second portion of our request will support the creation of a series of community-placed courses and experiences collaboratively designed between Telstar teachers and the community.

The outdoor learning space would be open to other classes for outdoor connected education and a performance space for students and the community. The school is surrounded by wetlands, offering an opportunity for students to engage in creating an eco-friendly design that allows for the natural flow of water through the environment.

The outdoor learning space will be created by students through a design challenge process that is built into LEAP science classes. It will serve a central role in catalyzing community connections, both during and outside of school hours, bringing Telstar into the heart of the community.

Examples of facility use within the Pathway

- Ecological learning space - Ecology field study/ Biology
- Maple sugar production - Chemistry/ Entrepreneurship
- Greenhouse and garden support - Math/ Entrepreneurship/ Science
- Pathways class meeting place - various classes
- Early College Outdoor Education meeting space - 15 credit opportunity
- Student presentations to authentic community audiences

Examples of community/family use beyond the pathway include:

- Northern lights star gazing
- Student presentations
- Ecological learning center - adult and student mini-classes
- Outdoor movies and discussions
- Outdoor performances
- Graduation ceremony
- Outdoor classroom

The second portion of this request seeks professional development support in creating diversified outdoor and community-connected learning opportunities across both middle and high school. These learning platforms will include a sequence of alternative core courses offered in grades 10-12 with an experiential focus, opportunities for off-campus independent project design, internships and work placements, and problem-based design courses to guide students in developing an innovation mindset.

Examples of courses(*all courses will integrate ELA standards as part of their curricular design*):

- Ecology of Place (Lab Science)
- Human Geography (SS)
- Maine Forest Collaborative (MFC)/ELA Credit
- Summit to the Sea I/Local Investigation(field study science)
- People, the Environment, & Impact (US History)
- Climate Connections - Local → Global (Science)
- Legacy Industries & How they Shaped ME/USA (US History)
- Local Sustainability & Environmental Policy (US History)
- Internship/Independent Study/Work Experience (choice)
- Entrepreneurship/Business Planning (Math)

The Need: Telstar High School is a small high school in rural Western Maine. There are approximately 185 students and 28 staff members serving grades 9-12. The school is located in a middle/high school complex, and many resources and spaces are shared. Our school is located in Bethel, which is a high tourist area. Even though our community is a recreational destination, our families and students do not fit in that same socio-economic profile as those who visit.

The Local Ecology and Aspirations Pathway is designed to develop local innovators and entrepreneurs, not passive members of a future workforce that may or may not exist for them. More and more, we are seeing Telstar students challenged by traditional learning models. Although these students are seemingly more and more disenfranchised in their learning process, they tend to experience increased engagement when activated by hands-on, relevant learning opportunities.

This pathway, and access to creative outdoor learning spaces, will help students identify themselves as change agents in future community development, while earning core academic credit, exploring post-secondary aspirations that lead to community connections that reach beyond their high school experience. The program aims to build a student's academic confidence and autonomy by fostering partnerships within the community and will support students who thrive in hands-on, experiential settings. The program asks students to build content area knowledge through real-world applications focused on creating a vital local ecosystem and community to see that learning happens within the walls of the school as well as out in the community. Although the pathway is designed to meet the needs of a specific group of students, all Telstar HS school students will have access to the courses offered.

District Innovations Leading to the LEAP Pathway: Seven years ago our administration identified a need for a different way to serve our students. A partnership was forged between Bryant Pond 4H Learning Center and

our district to form the Telstar Freshman Academy (TFA). This academy was created to offer all 9th graders an experiential, hands-on curriculum experience utilizing their off campus structures and resources. In their freshman year, students spend the majority of their day at the Bryant Pond Learning Center, returning to the high school in the afternoon for one class per day.

The TFA data indicates attendance rates are higher in 9th grade than in 8th grade. This program forged local community partnerships and connections with local businesses, and connected student learning to community challenges. Over the years, we have seen a lack of continuity from the experiential TFA to a much more traditional academic experience in grades 10-12. After freshman year, students have very limited access to the same type of experiential, hands-on project-based learning options that served them well throughout TFA programming.

Several years after the TFA was created, the school embarked on designing an advisory program to support student aspirations. The Seven Peaks program is a comprehensive, complex-wide (grades 6-12) initiative designed to help all students develop post secondary aspirations and plans. All students are guided through a grade-specific 7 Peaks curriculum by a grade-level mentor. Each grade-level is designed to support the developmental needs of each level, offering varied experiences that result in grade-level capstones building a portfolio of reflection and experiences, culminating in a well-developed plan for post high school life. In their senior year, students present their capstones in a public presentation where they reflect on their educational experiences grades 6-12 at Telstar and how these experiences have helped them prepare for their next venture. Throughout the Seven Peaks experiences, our students are intentionally connected with various community partners to enhance learning opportunities, informal mentorships, and to gain an understanding of the communities within our district/region.

Our Seven Peaks work has also dovetailed with a recent initiative to define our district Portrait of a Graduate, in conjunction with our NEASC accreditation. Our goal is to build a school district that our community is proud of, invested in, and supportive of.

In addition to the TFA and Seven Peaks experiences, students at Telstar High School have multiple options, or pathways, to seek high school credits. These include Region 9 Vocational Education (CTE partner), college dual enrollment, early college courses, Edmentum online courses, school to work/internship program, and core content Honor/AP courses. Eligible students are also supported through our Jobs for Maine Grads program, and the Northstar mentoring program (an Aspirations Incubator sponsored by the Lerner Foundation in partnership with Bryant Pond 4H Center). Our students with disabilities also have access to Vocational Rehabilitation services.

While we are proud of the work we have accomplished and the pathways that are already established, we recognize the need to offer another hands-on experiential, place-based pathway that expands upon the initial concept of the TFA, giving students confidence in themselves as learners, in their community as life-long partners, and demonstrating a connection between the “world where they learn, and the world where they live.”

B. Identify which students would be impacted, targeted, or supported by the innovation.

Review the evidence – quantitative and qualitative data and research – that indicates this group of students is considered the most vulnerable and would benefit from the described innovation.

Data you can use to inform your innovation, rationale, and targeted student population include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities,

students who are Els, students at risk for dropping out, student who are homeless) with regard to academic achievement, graduation rates, social emotional and mental wellness, economic data, and/or workforce participation.

Community Context:

MSAD 44 comprises four towns including Bethel, Woodstock, Greenwood, Newry with tuitioning towns of Gilead and Andover. The total population of the region is approximately 6,000. With proximity to a wide variety of outdoor recreational activities, including the Sunday River, Mt. Abram ski resorts, the White Mountains, and Androscoggin River, Bethel has been at the heart of the Mahoosuc Region for over 150 years. This region boasts a flourishing outdoor recreation economy with many opportunities in the service sector. Bethel is also home to a number of private, locally owned and supported businesses within the agricultural and sustainable energy sectors, as well as downtown shops and eateries. Much of the housing within MSAD #44, especially Bethel and Newry, consists of part-time second homeowners and/or vacation rentals, leading to a lack of affordable housing in the region. Tourism provides jobs for local residents however, students are often unable to engage in the tourism opportunities, including restaurants, due to the imbalance between low-wage jobs and high cost of these services. Transportation to/from local establishments is also challenging for many families as this area does not have public transportation. Although a picturesque tourist destination, many of our students cannot access the opportunities this region has to offer due to the cost.

- Approx. 70% of residencies do **NOT** house school-aged children
- 15.4% of Bethel families, 7% of Greenwood families, 4.8% of Woodstock families live in poverty
- The median household income in Bethel is $54,000
- The median household income in Maine is $58,000

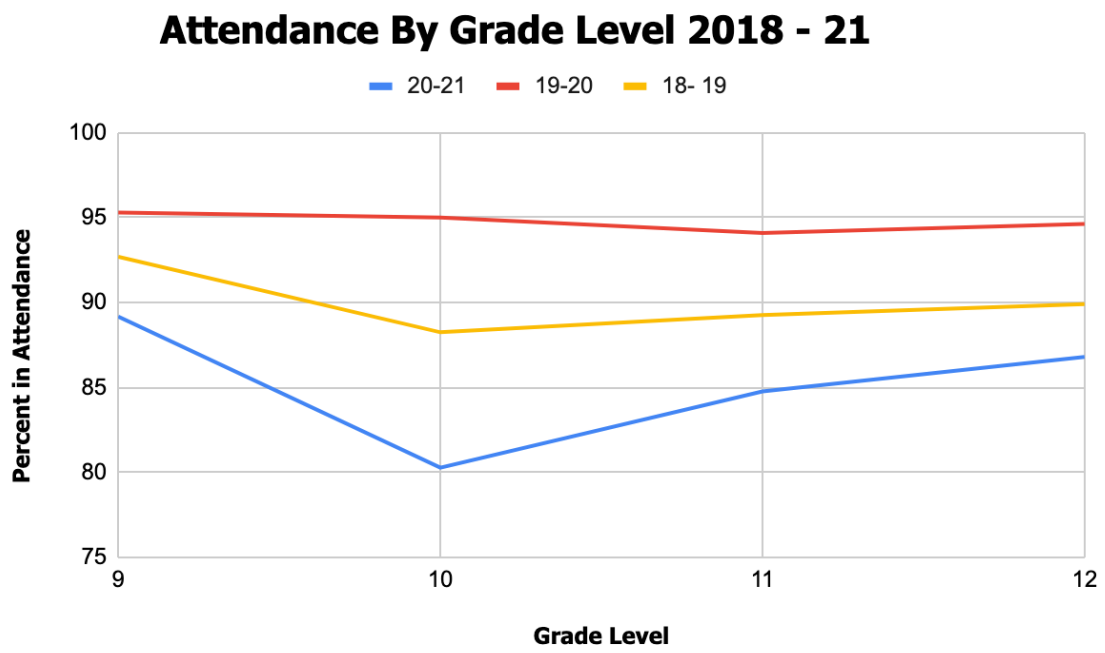
School District Context:

MSAD #44 is home to 675 students in grades preK-12. Currently the high school population is 185 students. The challenge for youth living in rural school communities is that they “often lack the opportunities and resources to aim high when considering their plans for life beyond high school. They are more likely to feel lonely and disconnected, and there are fewer supports and services available to help them” (Aspirations Incubator Interim Report 2017-2020).

As with most public high schools, there is diversity in our student population in terms of post-secondary aspirations, and academic engagement. Many students wish to stay in the greater Bethel area after graduation but often face challenges in understanding how they can access the career paths that our community provides. Of 137 students surveyed, 76% report “sometimes”, “rarely”, or “never” having learning activities connected to their passions and interests. Over 67% reported that they “rarely” or “never” have a conversation with an adult at school about their future plans. When asked in focus groups if they could improve or create learning opportunities at school, students suggested; more postsecondary planning, building on the experiential aspects of the Telstar Freshman Academy in 10-12th grades, more practical life skills, more electives, and get more kids involved. Only 9% of surveyed students report “a school adult” as “preparing them most for life outside of school”. This innovation is in direct response to these student concerns.

Additional Telstar High School Context:

-At Telstar High School, 50% of students receive free & reduced lunch each year.
-9th grade enjoys the strongest attendance rates with a significant dip starting in the 10th grade.



Drop Out Rate:

Post-Secondary Education Matriculation Rates:
4 Year Colleges

Class of 2020	40%
Class of 2019	33%
Class of 2018	29%
Class of 2017	56%
Class of 2016	33%
Class of 2015	42%

2 year colleges or other educational institutions:

Class of 2020	30%
Class of 2019	31%
Class of 2018	21%
Class of 2017	19%
Class of 2016	37%
Class of 2015	50%

The Local Ecology and Aspirations Pathway(LEAP) mirrors statewide efforts to capitalize on Maine's entrepreneurial heritage and outdoor lifestyle as an important strategy for retaining skilled workers across the

state. With 36 million people visiting Maine each year, our outdoor recreation industry is growing. A recent study of outdoor recreation in rural Maine found a potential for doubling the industry in the next 10 years from $2.3 billion in 2017 to $5.6 billion by 2030. Business sectors such as tourism and hospitality, health care, outdoor recreation, and the arts are crucial to Bethel's(and Maine's overall) economy but do not appear in the State's themed plans. In order to grow sustainably, our community needs to cultivate and retain the talent we find in our young people. Exposing students to experiences within the career paths of these local industries will not only help to meet the State's goal of 75,000 new workers in the labor force but will keep our workforce local, sustainable and invested in our community here at home and within the larger region of Maine.

The students who would be impacted and supported by this innovation are caught in the economic hamster wheel of rural tourist economies. This pathway is designed not only to create future workers, but to cultivate innovators and entrepreneurs who reflect on and respond to community needs, considering the natural and historical heritage of the region.

More specifically, this pathway is designed for:

- Students who aspire to remain in region post high school
- Experiential learners
- Innovators
- Entrepreneurs
- Disenfranchised students
- Those in the "middle" academically
- Students developing aspirations for after high school

Section 2: Describe the Innovation

A. Describe the goals of your innovation.

Consider how your innovation will meet the needs of the identified target student population(s) and how you plan to achieve your goals. Additionally, consider any changes in policy, practice or structures you expect as a result of the innovation.

As with most public high schools, there is diversity in our student population in terms of post-secondary aspirations. Many students wish to stay in the greater Bethel area after graduation (66%), but often face challenges in understanding how they can access the career paths that our community provides. These students see themselves as future innovators, entrepreneurs, but are challenged by traditional learning models and are seemingly more and more disenfranchised in the learning process. 40% of students report "doing what they have to do" when asked about their level of engagement in school. 60% report not having a plan, or "sort of" having a plan. 69% of students report postsecondary aspirations outside of a 4-year college track. Despite the array of pathways currently offered through Telstar and Region 9 programming, 32% of students do not access these offerings. The goals of this pathway are to:

- Guide students in exploring local career opportunities
- Extend experiential learning options
- Inspire students to become change agents in community development
- Activate and engage community partners, connecting them to the learning process
- Connect economic, environmental, and social cultural elements of the community to explore future sustainability
- Develop a collaborative innovation mindset between students, teachers, and community

- Redefine content learning by connecting traditional concepts to real-world contexts
- Foster cross-boundary partnerships
- Develop a vibrant local ecology
- To build a student's academic confidence and autonomy

Telstar High School has had the privilege of developing and implementing an outdoor, experiential, community-based curriculum for every 9th grader. The LEAP(Local Ecology and Aspirations Pathway)seeks to make those same experiences available to any student in grades 10 -12. This represents a pedagogical shift when compared to current practice at Telstar High School (grades 10-12) which has tended towards a traditional curriculum and instruction model. As part of our pathway curriculum development and alignment each year, there will be a focus on redefining content learning by connecting traditional concepts to real-world contexts, extending experiential learning options and activating and engaging community partners. Students would help shape their own education through differentiated, individualized experiences, all anchored by a fully developed academic curriculum framework. Our community and school would work in partnership to better understand economic, environmental, and social/cultural elements to explore future sustainability initiatives.

In order to fully implement the pathway the next three school years will provide the opportunity to develop and phase in the pathway curriculum framework. The 2021-22 school year will see the development of a professional development calendar to support all aspects of the initiative, the development of community connections, curriculum and infrastructure design, and the publication of the pathway in the Program of Studies in March of 2022. In addition, during the spring semester, students will work through a design process to design and plan the Outdoor Structures mentioned above. The 2022-2023 SY will see continued curriculum development and alignment to current frameworks 9-12, a review of policy to identify needed change, and the implementation of a data collection strategy. This school year will see the launch of the first six semester-long courses identified in the pathway. The 2023-24 SY will see the expansion of curriculum development and alignment for grades 6-12, and the implementation of additional pathway courses.

Timeline for Outdoor Learning Structure(s)

When	**What**	**Who**
Nov- Dec 2021	Survey potential building sites on campus	Elke, Mark, Grounds Crew
Dec-Jan 2021	Build in design thinking structure to spring ecology classes(with MFC support)	Elke
Feb 2022	Students identify needs/barriers through community survey	Elke, students
March- May 2022	Design challenge	Elke, students
May-June 2022	School board presentation and approval	School board, RREV team, students
Summer 2022	Review of design and implementation of timeline	RREV team, local stakeholders, students
Fall 2022	Building begins	RREV team, local stakeholders, students

B. Describe activities included in your plan for each stage – preparation (P) or implementation (I) – of your innovation.

- ***Preparation*** *includes building stakeholder awareness, establishing routines and processes, and coordination of logistics.*
- ***Implementation*** *includes planned implementation activities, as well as professional development for the educators participating in the innovation.*

	Activity	Purpose	Stage (P or I)	Date of Completion	Person Responsible
	SY 2021-2022				
Summer					
1	Solicit feedback from key community partners	To include local partners in the design phase of the pathway	P	*August 2021*	RREV Team
2	Science Class Draft Course Descriptions for pathway	To provide exemplars for courses in the pathway.	P	*August 2021*	Elke
3	Social Studies Draft course descriptions for pathway	To provide exemplars for courses in the pathway.	P	*August 2021*	Carrie
4	Outline preliminary course descriptions and sequence	To build an initial sequence of study for the pathway in social studies and science to build from.	P	*August 2021*	RREV Team
5	Identify budget needs	To estimate the start-up and ongoing costs of programming.	P	*August 2021*	Mark
6	Develop a PD calendar to support all initiatives	To be able build PD into our school schedules without conflict.	P	*August 2021*	RREV Team
Fall					
7	Solicit feedback from staff	To guide the design team with warm and cool feedback and	P	*September 2021*	RREV Team

		suggestions to improve the innovation. To identify and include any staff and students who want to join the design team.			
8	Present pathway plan to the Educational Committee and School Board	To engage the school board in partnership with the pathway	P	*November 2021*	RREV Team
9	Infrastructure design constraints identified for the Sugar Shack/ Outdoor Pavilion	To get all partners involved in the design and follow through of these projects	I	*Nov -Dec 2021*	Elke, Mark, Grounds Crew
10	Build in design thinking structure to spring ecology classes(with Maine Forest Collaborative support) *See outdoor structure timeline.*	To support design challenges for the outdoor learning space	P	*Dec-Jan 21-22*	Elke, MFC
Spring					
11	Solicit feedback from students and the community(MFC course survey)	To guide the design team by providing suggestions to improve the innovation. To identify and include any students and community members who want to join the design team.	p	*Feb 2022*	Elke (Summit to the Sea classes)
12	Begin to make community connections with potential internship mentors through Summit to the Sea	To build initial partnerships within the community on a small scale through student designed projects	I	*Spring 22-ongoing*	RREV Team, Atl. Ed Coordinator, Maine West, local businesses
13	Departmental course design and curriculum review: Social Studies and Science	To develop course selections for scheduling.	P	*Feb 2022*	Elke and Carrie w/ respective departments
14	Design Challenge: outdoor learning spaces and community	To build partnerships through student projects in Summit to the Sea	I	*Start of second semester:*	

	stakeholders			*2022*	
15	Continue Identifying potential community internship mentors	To continue to build community connections	P	*On going*	Alternative Ed Coordinator
16	Submit proposal for a Pathways PLC and stipended coordinator position	To ensure oversight of the pathway implementation	P	*May*	Mark
17	Submit new course descriptions for the Program of Studies	To enable students to sign up for the classes contained within the pathway	I	February 2022	Elke and Carrie
18	Design Internship Structure	To provide 11th -12th graders learning opportunities in the community.	P	Spring 2022	RREV Team
	SY 2022-2023				
Summer					
19	Curricular Development: 10-12 and TFA alignment	To include everyone who wants to be involved in the pathway and develop crossover between the "traditional" pathway and this pathway	P	Summer 2022	Science, Social Studies departments, REVV Team, TFA team
20	Infrastructure completion	To provide an outdoor learning center at the Telstar Complex	I	Summer 2022	
21	Policy review and updates needed for pathway implementation	To use feedback to make any changes needed	I	Summer 2022	RREV Team
22	PLC and stipend coordinator position activated	To ensure time and a point person for oversight of the program as it is implemented	I	Summer 2022	
23	Develop data collection strategy	To make sure we have feedback to see if we are meeting our goals	P	Summer 2022	RREV Team

Fall					
24	Summit to the Sea (Semester 1) course implemented	Initial pathway science course	I	Fall 2022	Elke
25	Implement Ecology 101 and Human Geography at TFA; Becoming Indigenous to Place	New TFA courses to support curriculum alignment 9-12; introduce 1st 10th grade SS course	I	Fall 2022	Elke, Carrie, TFA
26	Launch internship component	Initiate community connections	I	Fall 2022	Alec
27	Implement Data Collection	Collect data to measure the pathway(effectiveness and progress)	I	Start of first semester Fall 2022	Core class teachers(Elke,Carrie)
Spring					
28	Implement: Climate Change course; Legacy Industries course	Continue with pathway course implementation	I	Start of second semester 2023	Elke and Carrie
29	Summit to the Sea: Semester 2	Continue with pathway course implementation	I	Start of second semester 2023	Elke
30	Review Fall Data and Data Collection Implementation	Collect data to measure the pathway(effectiveness and progress)	I	Start of second semester 2023	Core class teachers(Elke,Carrie) RREV Team
31	Implement Data Collection	Collect data to measure the pathway(effectiveness and progress)	I	Start of second semester 2023	Core class teachers(Elke,Carrie)
	SY 2023-2024				
Summer					

32	Review Data from 22-23 school year	Measure the pathway(effectiveness and progress)	I	Summer 2023	RREV Team
33	Continued curriculum development and expansion for experiential opportunities: HS/TFA/MS	Begin vertical alignment of MS and HS *experiential* learning components	I	Summer 2023	RREV Team and respective departments
34	Implement policy changes as needed	To support program success from the district level	I	Summer 2023	
Fall					
35	Summit to the Sea (Semester 1/Year 2)	Continue with pathway course implementation	I	Fall 2023	Elke
36	Implement local sustainability and environmental policy course	Build in coursework for the pathway	I	Fall 2023	Carrie
37	Implement 6-9 curricular changes	Continue with pathway course implementation	I	Fall 2023	TMS Staff
Spring					
38	Summit to the Sea (Semester 2/Year 2)	Continue pathway course implementation	I	Start of second semester 2024	Elke
39	Implement Social Impact and Environmental Trade off course	Build in coursework for the pathway	I	Start of second semester 2024	Carrie
40	Implement final science course in initial pathway sequence (TBD)	Build in coursework for the pathway	I	Start of second semester 2024	Science Department

Section 3: Define Innovation Outcomes & Measure to Assess Outcomes

A. Identify the outcomes *(i.e., student outcomes, changes in instructional practices, changes in student practice)* that you expect to see as a result of your innovation.

Consider both short-term and long-term outcomes, at different points in the time (e.g., at 6 months, 12 months, 2 years and 3+ years).

Short Term Outcomes: (12 months)

- Students gain access to a more experiential, community-based curriculum to support post-secondary aspirations (SY 2022-23)
    - Number of students entering the pathway initially
    - Number of students entering the pathway annually
    - Number of students completing pathway requirements
    - Number of students accessing pathway courses but not in the pathway
- Increased student engagement in school
    - attendance data
    - grades
    - coursework completed within the pathway
    - internships/work study/independent study within pathway
- Increase in student resilience and self confidence/voice
    - pre and post survey
- Increased community connection to /knowledge of our students
    - community survey,
    - Internship mentor feedback
- Increased knowledge around sustainable practices
    - pre and post survey questions
- Increased awareness for the interdisciplinary nature of science, social studies and ELA.
    - Completion and grades for interdisciplinary projects

Long Term Outcomes: (2-3 Years)

- Increase in students accessing post secondary positions upon graduation
    - Post-secondary tracker
- Reduction in students failing “core subjects” creating fewer hurdles for graduation
    - Student transcripts
- Increased graduation rates
- Increased community connection to /knowledge of our students
    - community survey,
    - mentor feedback
    - Handbook of student community connections
- Vertically aligned, standards-based 9-12 Social Studies curriculum that includes relevant pathways to meet a variety of student needs.
- Vertically aligned experiential program for grades 6-12.

B. Describe your plan for collecting and reviewing data to assess your innovation outcomes.

Potential data to collect includes qualitative and quantitative data (e.g., surveys, interviews, focus groups, observations, exit tickets, and on-demand assessment(s) that can be considered.

	Data Type	**Baseline (B) Interim (I) Summative (S)**	**Frequency of Data Collection**	**Person(s) Responsible for Collection and Data Quality**

1	1st Round of Feedback (community stakeholders)	B	Annually	Application group
2	2nd Round of Feedback (students and staff)	B	Semesterly	Application group
3	3rd Round of Feedback (Education committee and School Board)	B	Annually	Mark
4	Post-secondary plans developed through 7Peaks	S	Annually	7 Peaks Mentors
5	Student Survey @ beginning and end of new courses	B I S	Semesterly	Course Instructors
6	Internship Observations/Feedback from mentors	I	Semesterly	Alt. Ed. Coordinator, Course Instructors
7	Entrance and Exit interviews with Seniors in pathway compared to non-pathway students	B S	Annually	7 Peaks Mentors
8	Pre and post surveys in content areas	B S	Semesterly	Course instructors
9	Attendance Data - pre and post pathways enrollment	B S	Semesterly	Administration
10	Work completion of pathway courses ● scores	S	Quarterly	Course instructors
11	Completion of interdisciplinary projects ● scores	S	Quarterly	Course instructors
12	Number of students completing internships/independent study/school- work in the pathway	S	Annually	Alt. Ed Coordinator, course instructors
13	Number of students completing pathway requirements	S	Annually	Guidance Department
14	Graduation Rates of pathway students ● Full pathway ● Partial pathway	S	Annually	Guidance Department

C. Describe how you will **scale and sustain** your innovation, including necessary policy changes, changes in mindsets, capacity-building activities, and **long-term financial sustainability**.

Consider the systems changes that this innovation will require and promote.

Through the RREV course, the Telstar Design team has deeply considered long-term sustainability. Once the outdoor structures have been completed, equipment and supplies have been purchased, and curriculum has been designed, Telstar High School will utilize existing positions to sustain the pathways courses. The overall cost to the district beyond July, 2023, will be nominal and easily absorbed into the current budget. This was a central goal of the design process - build something accessible and meaningful that will last beyond the RREV timeline, and that continues to support innovative teaching and learning practices at Telstar.

This innovation builds on a trajectory of innovation at Telstar Middle/High School, and will bolster a strong platform of experiential learning opportunities connecting Telstar as the heart of the community. The Local Ecology and Aspirations Pathway aims to break down barriers between the school and the working community, engaging and connecting academic content with real-world context, so students aspire to develop individualized pathways that match their passions, interests with evident community needs.

The goal of this pathway, beyond becoming an integral resource for Telstar students, is to serve as a model for other rural communities that are experiencing increased disengagement and a disconnect between the school and community. Our goal is to document our progress and model so other schools may easily create a similar pathway within their regions.

D. Describe the feasibility review you engaged in during the development of your innovative pilot plan, including which aspects of the plan for the pilot were reviewed, which stakeholders were engaged, feedback received and revisions made to the plan as a result of the feedback.

The Local Ecology and Aspirations Pathway was designed initially by the RREV team. The team went through a rigorous feasibility study that included community feedback, teacher feedback and utilized student data collected through the 2021 Portrait of a Graduate process. When the RREV team presented the design to Maine West, a regional collaboration of businesses and organizations, they were excited about the possibility of connecting the challenges they work through as individual organizations with courses at the HS. The idea of having high school students work in tandem with them to create solutions was inspiring to this group. They are anxious to continue working with the RREV design team to co-develop courses and opportunities, and will be integral in creating regional asset maps to support curricular design In addition to excitement, the Maine West team also offered valuable feedback that encouraged the RREV team to enter back into the ideation process, adding to and revising the initial design to encapsulate community feedback.

In September, the RREV team presented the design to faculty. There was overwhelmingly positive support from the faculty. In the spring, a select group of students will survey their peers, teachers and community members as part of their design process for the outdoor structure. This work will also include data sets that will help the RREV design team hone in on how students articulate a need for expanded experiential opportunities. The RREV team is committed to utilizing this ongoing data collection to lead to a more refined model. In November, the model was presented to the SAD #44 Education, with approval and feedback pending from the Finance and Facilities Committees, which will lead to a third round of iteration and refinement of the model.

If awarded, the RREV team will continue to engage community stakeholders, fellow faculty and students in the development of the outdoor structure and in course design, evaluating both through baseline, interim and summative data collection. Professional development opportunities will pair teachers with appropriate community practitioners to collaboratively design responsive, community-based, problem-based curricula that engage students in real-world learning relevant to both community and student needs. This is an ongoing process, and the RREV team plans to continue using the design process to continue improving on the overall pathway design.

Section 4: Identify Key Expenses

A. Identify the key expenses associated with the preparation, implementation, and ongoing refinement of your pilot.

Expenses could include staff time, materials, professional development activities, facilities, and other related expenses. This section does not need to include specific costs, but rather list out the different costs that should be considered to implement the innovation.

Building Materials for Pavilion and Sugar Shack on site $85,000
Labor for helping to constructing the structures $40,000
Furniture for Pavilion $15,000
Equipment for structures $20,000
Field/Lab Equipment for new courses $25,000
Technology upgrades for outside spaces $25,000
Upgrades to Greenhouse ie: solar capability, water access etc. $6,000
Social Studies: Instructional Materials: $5,000
Field trips/Guest speakers for grades 6-12: $12,000
Stipend for Experiential Learning Coordinator: $3,000
PD Monies for Curriculum/Course Development: $7,000
PD Facilitation: $7,000

BUDGET Spreadsheet