

**Appendix B – Cover Page**

APPLICATION COVER PAGE

(Please Print or Type – All Fields Must Be Completed)

Project Name: Protective Service Career Pathway Project
Amount Requested:\$146,796

Project Director: Tony Vicknair		
District, School or ESD: McMinnville School District		
Address: 1500 NE Baker		
City: McMinnville	State: Oregon	Zip: 97128
Phone: 503.565.4205	Email: tvicknair@msd.k12.or.us	

Grant Fiscal Agent Contact: Susan Escure		
District, Charter School or ESD: McMinnville School District		
Address: 1500 NE Baker		
City: McMinnville	State: Oregon	Zip: 97128
Phone: 503.565.4005	Email: sescure@msd.k12.or.us	

Superintendent: Dr. Maryalice Russell		
District or ESD: McMinnville School District		
Address: 1500 NE Baker		
City: McMinnville	State: Oregon	Zip: 97128
Phone: 503.565.4000	Email: mrussell@msd.k12.or.us	

	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	McMinnville High School	Tony Vicknair	9 <sup>th</sup> -12 <sup>th</sup>	2,100
2.	Patton Middle School	Brian Crain	6 <sup>th</sup> -8 <sup>th</sup>	790
3.	Duniway Middle School	Cathy Carnahan	6 <sup>th</sup> -8 <sup>th</sup>	780

## **A. Project Abstract**

The Protective Services Career Pathway Project, submitted by McMinnville School District, will create a new career pathway within Human Resources: Fire and Emergency Services, and will expand and enrich an existing pathway: Criminal Justice. Both pathways will feature community-based internships, experiential learning, and expanded day/year learning opportunities. Firefighting and law enforcement are high wage and high demand careers in the mid-valley region (Yamhill, Polk, and Marion counties). The new and expanded coursework that will be implemented at McMinnville High School will enroll approximately 370 students per year in 10<sup>th</sup>-12<sup>th</sup> grade. The project will also feature a new, high interest middle school course, Crime Scene Investigation, which will enroll approximately 120 students in the initial roll-out year, growing to 240 per year thereafter. The middle school course will serve as a recruitment strategy to target traditionally underserved students, thereby building a 'pipeline' of students excited about pursuing further studies in Protective Services.

**B. CTE Revitalization Grant Vision (20 Points)**

**1. *Demonstrates innovation:*** The Protective Services Career Pathway Project demonstrates innovation in the following components: (1) Research based, experiential learning strategies (problem- and project-based learning, incident simulations, collaborative problem solving, etc.) documented to increase student achievement and narrow achievement gaps; (2) Coursework aligned with Common Core State Standards in English/language arts, Next Generation Science Standards, Technology Standards, and relevant State CTE Standards; (3) Dual high school/college credit courses, aligned with Certificate of Completion programs and two- and four-year degree programs; (4) Community-based internships; (5) Expanded day/year learning opportunities; and, (6) A middle school course, Crime Scene Investigation (CSI), and a year-long 9<sup>th</sup> grade Freshman Seminar course that will provide hands-on pathway experiences in each of the new pathways. The middle school and 9<sup>th</sup> grade components of the project represent an effective strategy to recruit historically underserved students and build the Protective Services pipeline through high interest, highly engaging, experiential learning.

**2. *Integrates core academic content and community resources:*** Project coursework will integrate Common Core State Standards in Mathematics (statistics) and English/Language Arts (explanatory writing and reading/interpreting informational text), Next Generation Science Standards, and Technology Standards. Project partners are McMinnville Police, McMinnville Fire, the Yamhill County Sheriff's Office, Yamhill County Court, and Chemeketa Community College. These partners will enable the district to maximally leverage community resources to provide authentic, real world applications of learning, dual high school/college credit, and extended student internships. Expanded day/year learning opportunities will include a

community-based Saturday Academy, the opportunity to participate in the Yamhill County Sheriff’s Cadet Program, a summer First Responders course, and industry-based speakers.

**3. Supports the expansion and growth of CTE:** The Protective Services Career Pathway project will serve approximately 370 students in 10<sup>th</sup> -12<sup>th</sup> grade and 240 students in 6<sup>th</sup>-8<sup>th</sup> grade, annually, representing a significant expansion of student enrollment in CTE learning.

<b>Protective Services Coursework Description - Project Overview</b>			
<b>Course</b>	<b>Curriculum Focus, Instructional Activities, Outcomes</b>	<b>Grade</b>	<b>Timeline</b>
Crime Scene Investigation	<p><b>Curriculum Focus:</b> Crime scene investigation, forensics, search and rescue, cybercrime investigation (no prerequisite)</p> <p><b>Instructional Activities:</b> Case studies, simulations, collaborative problem solving.</p> <p><b>Outcomes:</b> Students will demonstrate a basic understanding of the principles of and processes used in crime scene investigation, with emphasis on critical thinking, problem solving, and collaborative work (priority standards to be developed).</p>	7 <sup>th</sup> -8 <sup>th</sup>	Sept. 2016
Intro. to Emergency Services (College Credit Now)	<p><b>Curriculum Focus:</b> The role of paramedics and firefighters, medical-legal considerations, major incident response, hazardous material awareness, and stress management (no prerequisite).</p> <p><b>Instructional Activities:</b> Case studies, role play, guest speakers, simulations.</p> <p><b>Outcomes:</b> Students will demonstrate mastery of the priority standards -</p> <ol style="list-style-type: none"> <li>1. List major events in Human’s association with fire, mass casualty incidents, and natural disasters.</li> <li>2. Describe the historical evolution of emergency services.</li> <li>3. Explain the organizational structure and purposes of emergency services agencies and the different career opportunities available.</li> <li>4. Discuss the legal considerations of emergency services and the function of standard operating procedures and rules and regulations.</li> <li>5. Identify the purpose of the various divisions as they relate to emergency services.</li> <li>6. Explain the Fire Tetrahedron.</li> <li>7. Identify the purpose and explain functioning of detection and protection systems.</li> <li>8. Define and identify of hazardous materials.</li> <li>9. Describe the role of national agencies and organizations with regard to emergency response/prevention.</li> </ol>	10 <sup>th</sup> -12 <sup>th</sup>	Sept. 2016

	<ol style="list-style-type: none"> <li>10. Explain how various regional and state organizations impact the emergency services.</li> <li>11. Define blood-borne pathogens and discuss national and local policies regarding body-substance isolation (BSI) precautions.</li> <li>12. Define stress management techniques, discuss crisis intervention, and describe a CISD.</li> <li>13. Compose goals relating to emergency services and discuss time management techniques.</li> <li>14. Define cultural diversity and harassment in the workplace.</li> <li>15. Students will become acquainted with first aid, CPR, and AED.</li> </ol>		
<p>Fire Protection (College Credit Now)</p>	<p><b>Curriculum Focus:</b> Introductory orientation to fire protection, the philosophy and history of fire protection, and the responsibility of the fire department in a community (prerequisite - Intro. to Emergency Services).</p> <p><b>Instructional Activities:</b> guest speakers, job site visits, simulations.</p> <p><b>Outcomes:</b> Students will demonstrate mastery of course priority standards -</p> <ol style="list-style-type: none"> <li>1. List major events in human’s association with fire.</li> <li>2. Describe the historical evolution of fire protection.</li> <li>3. Explain the organizational structure and purposes of fire departments.</li> <li>4. Differentiate between line and staff functions.</li> <li>5. Describe the function of standard operating procedures (SOP’s) and rules and regulations.</li> <li>6. Identify the purpose of the various divisions as they relate to fire department operations.</li> <li>7. Explain the fire tetrahedron.</li> <li>8. With relation to fire: Explain how fire spreads, describe the phases of burning, list the products of combustion, and identify the classes of fire.</li> <li>9. Identify various types of apparatus and equipment and the function of each.</li> <li>10. Identify the purpose and explain functioning of detection and protection systems.</li> <li>11. Describe the role of national agencies and organizations with regard to emergency response/prevention.</li> <li>12. Explain how various regional and state organizations impact the fire service.</li> <li>13. Describe the fire service entrance and promotional process.</li> <li>14. Prepare a resume that meets fire protection hiring qualifications.</li> </ol>	<p>10<sup>th</sup>- 12<sup>th</sup></p>	<p>Sept. 2016</p>

Wildland Firefighting (College Credit Now)	<p><b>Curriculum Focus:</b> Standard firefighting orders, urban interface problems, fire suppression methods, fire ground management, and structure triage (prerequisite - Intro. to Emergency Services).</p> <p><b>Instructional Activities:</b> Case studies, simulations, collaborative problem solving, role playing, guest speakers, site visits.</p> <p><b>Outcomes:</b> Students will demonstrate mastery of course priority standards -</p> <ol style="list-style-type: none"> <li>1. Size-up, evaluate, and describe the potential situation in a wildland/urban interface fire incident.</li> <li>2. Order and deploy the necessary resources in a wildland incident.</li> <li>3. Apply safe and effective tactics to minimize property damage in a wildland interface fire incident.</li> </ol>	10 <sup>th</sup> -12 <sup>th</sup>	Sept. 2016
Search and Rescue	<p><b>Curriculum Focus:</b> Search and rescue (SAR) management system, fitness, basic survival, and survival body management, clothing and personal protection systems for SAR, emergency survival skills, improvising environmental hazards and survival first aid ready pack, SAR travel skills, land navigation and orienteering, SAR resources, search philosophy, search tactics, handling evidence, clue consciousness, SAR crew responsibilities, tracking skills, rope and rescue equipment, and legal aspects for searchers. Course concludes with a certification exams (Prerequisite - Intro. to Emergency Services).</p> <p><b>Instructional Activities:</b> Case studies, simulations, collaborative problem solving, role playing, guest speakers, demonstrations.</p> <p><b>Outcomes:</b> Upon successful completion of the course, students will:</p> <ol style="list-style-type: none"> <li>1. Understand the basic fundamental disciplines relating to technical search and rescue.</li> <li>2. Identify appropriate rescue tools and equipment.</li> <li>3. Recognize and identify rescue incidents and hazards.</li> <li>4. Develop a basic incident action plan.</li> <li>5. Identify resources and equipment to mediate an emergency incident.</li> <li>6. Know the consequence of working outside an individual's scope of training.</li> <li>7. Conduct basic rope techniques, such as knots, mechanical advantage, lowering systems, and patient packaging.</li> </ol>	10 <sup>th</sup> -12 <sup>th</sup>	Sept. 2016
Criminal Justice	<p><b>Curriculum Focus:</b> Elements, purpose, and functions of criminal, traffic, and juvenile laws, nature and control of crime and delinquency (no prerequisite).</p> <p><b>Instructional Activities:</b> Case studies, courthouse fieldtrips,</p>	10 <sup>th</sup> -12 <sup>th</sup>	Feb. 2016

	<p>guest speakers.</p> <p><b>Outcomes:</b> Students will demonstrate mastery of priority standards -</p> <ol style="list-style-type: none"> <li>1. Identify and compare the various methods of official data collection used to measure crime.</li> <li>2. Understand the roles of law enforcement, courts, and corrections agencies within the American criminal justice system.</li> <li>3. Identify the flow and process of investigating and prosecuting a criminal offense, as well as punishing the offender.</li> <li>4. Better understand the emerging trend of victims' rights and services in the justice system.</li> <li>5. Identify key differences between the adult and juvenile justice systems.</li> <li>6. Identify the various methods of punishment for offenders, including jail, prison, and community sanctions.</li> <li>7. Identify trends and issues in the American criminal justice system that motivates the student to expand his or her knowledge through individual reading and future course enrollment.</li> </ol>		
Criminology	<p><b>Curriculum Focus:</b> The ideas, process, and values associated with our federal and state legal systems (Prerequisite - Criminal Justice).</p> <p><b>Instructional Activities:</b> Case studies, mock trials, problem solving, role play, argumentative writing.</p> <p><b>Outcomes:</b> Upon successful completion of the course, students will:</p> <ol style="list-style-type: none"> <li>1. Understand the major criminological explanations of crime.</li> <li>2. Be able to utilize criminological theory to explain crime.</li> <li>3. Understand the nature of a variety of criminal activities.</li> <li>4. Be able to effectively communicate about criminological theory.</li> <li>5. Understand how social context impacts thought concerning crime and its causes.</li> <li>6. Be able to critically assess explanations of crime.</li> </ol>	10 <sup>th</sup> - 12 <sup>th</sup>	Feb. 2016
Forensic Science	<p><b>Curriculum Focus:</b> The techniques and skills used to investigate crime, DNA fingerprinting, blood analysis, bullet impact patterns, shatter patterns, hair and fingerprint identification, toxicology, forensic anthropology, and profiling (Prerequisite - Honors biology or passing 2 years of lab-based science).</p> <p><b>Instructional Activities:</b> Forensics labs, guest speakers, fieldtrips, simulations.</p> <p><b>Outcomes:</b> Upon successful completion of the course,</p>	11 <sup>th</sup> - 12 <sup>th</sup>	Sept. 2016

	<p>students will demonstrate mastery of the following crime scene investigation concepts, skills, and processes:</p> <ol style="list-style-type: none"> <li>1. History and Procedures in Criminal Forensics</li> <li>2. Trace Evidence and Impressions</li> <li>3. Biological and Chemical Evidence</li> <li>4. Impact, Trajectories and the Killing Force</li> <li>5. Blood Spatter</li> <li>6. Glass Analysis</li> <li>7. DNA Fingerprinting</li> </ol>		
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The middle school coursework will be part of the required elective rotation, thereby exposing all students to Protective Services through experiential learning, while also serving as a recruitment tool to target traditionally underserved students. In Freshman Seminar, a required-year long course, students will gain hands-on experiences in the new and expanded pathways featured in the project. These experiences will inform students’ decisions about the pathway(s) they choose to pursue, their course forecasting decisions, and their development of a high school and postsecondary plan. The project will increase CTE course access by limiting coursework prerequisites, which will remove barriers for underserved students. Additionally, no student will be denied access to coursework due to an inability to pay course fees, where they exist, removing a significant barrier for economically disadvantaged students.

**4. Provides experiential learning opportunities:** Experiential learning is the process whereby knowledge is created through the transformation of experience, and it is the cornerstone of the Protective Services Career Pathway Project design. The experiential learning that will feature in the project includes the core elements of: (1) Reflection, critical analysis, and synthesis; (2) Opportunities for students to take initiative, make decisions, and be accountable for the results; (3) Opportunities for students to engage intellectually, creatively, emotionally, socially, and physically; and, (4) A designed learning experience that includes learning from natural consequences, mistakes, and successes in real-world environments. The project will enable



students to build career knowledge, connect to local Protective Services organizations, and apply learning in authentic ways. In addition to problem- and project-based learning in the classroom, the project includes the following enrichment components: (1) Site visits to partnering organizations, (2) Saturday Academy internships and work-study placements, (3) Sheriff's Cadet Program and, (4) First Responders summer course.

**5. Pathways lead to high wage and high demand occupations:** Protective Services occupations have been identified as high-wage and high demand occupations in Oregon by both the Bureau of Labor Statistics and the State of Oregon Employment Department, especially among careers that do not require a college degree. In fact, firefighting is ranked 7<sup>th</sup> among high-wage and high demand occupations in the mid-valley (Yamhill, Polk, and Marion counties).

### **C. Partnerships (25 Points)**

Project partners served on the project design team and have played an essential advisory role, especially regarding community-based learning, classroom simulations, guest speakers, internships, and expanded learning opportunities. Partner letters of commitment can be found on page 26 of this application. Partners will play an ongoing role, beyond the grant funding period, by serving on the Criminal Justice and Fire and Emergency Services Pathway Advisory Councils and providing in-kind expertise and material support. Additionally, they will continue to provide guest speakers, opportunities for site visits and fieldtrips, and internships. The correlation of partners to high wage and high demand occupations is clear; project partners are the largest local employers among Protective Services organizations. It is in the interest of the Protective Services and, in particular, law enforcement and the judicial system, to ensure a more diverse workforce. Partners will help promote opportunities for historically underserved students through guest speaker activities in Freshman Seminar and job fair activities during periodic College and

Career Center events, both during the school day and in the evening. The project also features dual high school/college credit in coursework taught on the MHS campus by MHS teachers who are dually accredited through Chemeketa Community College, a project partner.

**D. Project Outcomes (15 Points)**

**Appendix F – Outcomes and Measures**

Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers.		
Project Outcome	Progress Markers	Expected Results
1.1 Collective impact partnerships that address a workforce imperative to prepare students for high-demand, high-wage careers in Fire and Emergency Services and Criminal Justice are developed and sustained.	Partner participation and attendance rate in project activities, including guest speakers, site visits, internships, and advisory council meetings.	Project partners remain fully engaged in ongoing project activities, as documented by participation and attendance rates in project activities.
Area 2 – Improved student access to CTE programs of study with particular attention to historically underserved students.		
Project Outcome	Progress Markers	Expected Results
2.1 Increased student access to CTE Programs of Study with particular attention to historically underserved students.	Overall course enrollment and enrollment demographics by subgroup.	<ul style="list-style-type: none"> <li>○ Coursework enrollment will be at or above the target (240 at middle school and 370 at high school).</li> <li>○ Coursework subgroup demographics will mirror total enrollment demographics at each of the three schools, including disadvantaged minorities, English learners, students with disabilities, and economically disadvantaged subgroups.</li> </ul>
Area 3 – Increased rigor in technical and academic content align to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, and employability skills.		
Project Outcome	Progress Markers	Expected Results
3.1 Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards, and employability skills.	Grade point average, dual credit earnings, certification results, and the graduation rate.	<ul style="list-style-type: none"> <li>○ The average GPA in project coursework will be at or above 2.5.</li> <li>○ 80% of students in Intro. to Emergency Services will perform at or above proficiency</li> </ul>

		<p>on certification exams</p> <ul style="list-style-type: none"> <li>○ 90% of seniors will graduate with a college transcript</li> <li>○ The MHS graduation rate will be above state average among the total population and student subgroups.</li> </ul>
Area 4 – Increased student awareness of career opportunities through exposure to employers.		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
4.1 Increased student awareness of career opportunities.	Student attendance at college and career center events, guest speaker events, fieldtrips/site visits, and job fairs.	Students enrolled in project coursework at MHS will participate in at least three career-related activities per semester.
Area 5 – Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
5.1 Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.	Coursework enrollment, grade point average, dual credit earnings, and the graduation rate.	<ul style="list-style-type: none"> <li>○ The average GPA in project coursework will be at or above 2.5</li> <li>○ 80% of students in Intro. to Emergency Services will perform at or above proficiency on certification exams</li> <li>○ 90% of seniors will graduate with a college transcript</li> <li>○ The MHS graduation rate will be above state average among the total population and student subgroups.</li> <li>○ 56% of MHS graduates will enroll in a postsecondary program of study (certification, 2 year, or 4 year) within one year of graduation.</li> </ul>

**E. Evaluation Progress Markers and Results (15 Points)**

Project evaluation will be conducted by an external, independent evaluation team with over 100 collective years of experience in secondary and postsecondary education. The evaluation will serve five primary purposes: (1) To assess the effectiveness and cost-benefit of project components to determine whether they produce meaningful effects on student achievement and engagement and whether, and to what extent, the project is achieving or has achieved its intended outcomes; (2) To evaluate the implementation of individual components within the project for purposes of ongoing feedback and continuous improvement; (3) To support all reporting and accountability requirements set forth by the CTE Revitalization Program; (4) To provide guidance about effective products and practices for dissemination, replication, and/or testing in other settings; and, (5) To assess stakeholder satisfaction with the project and its implementation.

The evaluation team and project director will collect, analyze, and report on key indicator data aligned with project outcomes, document project implementation, understand how project goals and objectives are put into action, and monitor project activities. The evaluation will serve as the historical record of project implementation, making it possible to document and learn from successes and identify and address any weaknesses. The independent evaluation team will submit a comprehensive formative and summative project evaluation report, with concrete recommendations for project improvement, which will be made available to project staff, partners, and stakeholders. Progress markers and outcomes are described in the table below.

**F. Activities and Timeline (15 Points)**

<b>Activity</b>	<b>Outcome(s) addressed</b>	<b>Timeline</b>	<b>Person(s) responsible</b>
Curriculum developed and mapped, including guest	1.1, 2.1, 3.1, 4.1, and 5.1	Summer, 2016	Crime Scene Investigation - David

speakers, fieldtrips, etc., for Crime Scene Investigation and Fire and Emergency Services Pathway			Larson and middle school STEM team Fire and Emergency Services - Cindy Shultz
Curriculum developed and mapped, including guest speakers, fieldtrips, etc., for Criminal Justice Pathway	1.1, 2.1, 3.1, 4.1, and 5.1	Jan. 2016	Joe Crafton and science department (forensics)
Internships developed	1.1 and 5.1	Jan. 2016 - Summer 2016	Cindy Shultz, Joe Crafton, project partners
Syllabi approved	2.1 and 3.1	Jan. 2015 for Criminal Justice and May 2016 for Fire and Emergency Services and Crime Scene Investigation	Tony Vicknair and Chemeketa (for dual credit courses)
Students forecasted and enrolled	2.1 and 3.1	Jan. 2015 for Criminal Justice and August 2016 for Fire and Emergency Services and Crime Scene Investigation	School counselors and pathway leaders
Courses operational	1.2, 2.1, 3.1, 4.1, and 5.1	Feb. 2016 for Criminal Justices and Sept. 2016 for Fire and Emergency Services and Crime Scene Investigation	Joe Crafton, Cindy Shultz, David Larson, and middle school STEM team
College and Career Center job fairs and informational events held	1.1 and 5.1	Throughout the school year, Jan. 2016 - Sept. 2017	Pathway leaders, College and Career Center staff, Sean Burke
Pathway Advisory Council meetings held	1.1	Quarterly	Pathway leaders, project partners, Tony Vicknair
Students perform internships	1.1, 2.1, 3.1, 4.1, and 5.1	Spring 2017	Pathway leaders/internship monitors, partners, Tony Vicknair
Dual credits awarded	2.1, 3.1, 4.1, and 5.1	End of each semester, June 2016, Jan. 2017, June 2017	Pathway teachers, Chemeketa, Tony Vicknair

**G. CTE Program of Study Design (15 Points)**

The activities identified previously, in section F, will result in the creation of a new pathway, Fire and Emergency Services. The existing Criminal Justice pathway will be expanded and enhanced through extended internships. As noted in the Project Overview table beginning on page 2 of the project narrative, coursework is aligned with relevant state academic content standards, industry-recognized technical standards, and employability skills. The project demonstrates innovation in the delivery of CTE, particularly regarding the dual credit offerings and extended internships. Coursework standards are aligned with Common Core State Standards in Mathematics and English Language Arts, Next Generation Science Standards, Technology Standards, and relevant CTE State Standards. The new coursework will utilize community-based resources to provide guest speakers, fieldtrips/site visits, extended internships, incident simulations, and other activities. Both Fire and Emergency Services and Criminal Justice are ODE approved CTE Programs of Study. The project will expand and grow the CTE program offered at McMinnville High School, as well as increase the number of students engaged in experiential learning, by implementing new Fire and Emergency Services coursework, expanded Criminal Justice coursework, and a new middle school introductory course.

Like all educational programs in the McMinnville School District, culturally and linguistically responsive teaching is at the foundation of curriculum, instruction, and assessment. Culturally responsive teaching acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities. Culturally and linguistically responsive teaching uses a wide

variety of instructional strategies— including Constructive Meaning strategies to explicitly teach academic language—that are connected to different learning styles. It teaches students to know and praise their own and each other’s cultural heritage, while incorporating multicultural information, perspectives, resources, and materials.

### **H. High Wage and High Demand Occupations (20 Points)**

Fire and Emergency Services and Criminal Justice are high wage and high demand occupations, as noted in the median wage and annual openings table below. The table details the median hourly wage and the number of annual openings in the mid-valley, as compared to the median wage and average annual openings of all occupations (Oregon Employment Department, Workforce and Economic Research, report based on 2011/12 employment data).

Occupation	Median Annual Wage	Annual Openings
All occupations	\$17.50	31
Firefighter	\$29.59	277
Firefighter Supervisor	\$31.23	68
Fire Investigator and Prevention Specialist	\$40.93	41
Police/Sheriff Patrol Officer	\$31.26	206
Corrections Officer	\$25.10	320
Detective/Investigator	\$27.90	43
Police Supervisor	\$41.05	63
Corrections Supervisor	\$35.26	42

Occupations within these career pathways have been referred to as ‘blue collar dollar jobs’ because they pay an hourly wage that is above the median wage for mid-valley occupations, have significantly more total openings per year, and do not require a four-year college degree. However, students who wish to pursue a college degree have numerous opportunities to do so within Protective Services. The high school Career Pathway coursework is articulated with both two- and four-year degree programs offered in the Oregon University System. Each pathway draws clear connections between postsecondary learning and occupations.

An example of a Career Pathway articulation map can be found on page 32 of the appendix.

Pathway articulation is illustrated and described in the course catalog and in the Career Pathway student handbook, as well as on the school website and other electronic publications.

### **I. Equity (20 Points)**

As viewed through an equity lens, the project will increase participation, support, and retention of historically underserved students by exposing all students to Protective Services in 7<sup>th</sup> and 8<sup>th</sup> grade and by providing hands-on pathway experiences to all 9<sup>th</sup> graders in Freshman Seminar, thereby building a pipeline of students interested in and excited about Protective Services early on. The project will reduce course prerequisites and eliminate course fees, both of which often serve as barriers for traditionally underserved students. Retention of underserved students will be achieved through: (1) Highly engaging, experiential learning; (2) The incentive of earning a Career Pathway Diploma endorsement for completing 2.5 credits in upper level courses within a pathway; and, (3) The incentive of building a college transcript, at no cost, through dual credit courses.

### **J. Diploma Connections (15 Points)**

The McMinnville High School standard diploma requirements are aligned with the Oregon Diploma, and include: (1) A Personal Education Plan (PEP); (2) Proficiency on Essential Skills (Reading, Writing, and Math); (3) English/Language Arts: 4 credits; (4) Mathematics: 3 credits (Algebra I and higher); (5) Science: 3 credits; (6) Social Science: 3 credits; (7) Physical Education: 1 credit; (8) Health Education: 1 credit; (9) CTE: 3 credits (Second Lang/Art/Career & Technical Education); (10) Electives: 6 credits; and, (11) Pathway Experience: 3 credits.

To support students to meet Essential Skills, students who perform below proficiency on the 8<sup>th</sup> grade state Mathematics assessment are enrolled in double-block/every day algebra in 9<sup>th</sup>



grade (90 minute periods every day). Students below proficiency on the state English/Language Arts assessment are enrolled in supplemental instruction. All students are provided personalized support, through the College and Career Center, on the Student Plan and Profile. Traditionally underserved students, including disadvantaged minorities, English learners, students with disabilities, and first-generation college-goers receive mentoring and academic support through: (1) ASPIRE, Oregon's official mentoring program; (2) A school-based peer mentoring program in which underclassmen are mentored by upper classmen and Linfield students; and, (3) An AVID elective class, a research-based approach to addressing the needs of underserved students.

#### **K. Sustainability (20 Points)**

The Protective Services Career Pathway Project is highly sustainable. Teacher salaries, which represent the biggest bulk of project costs, will be paid utilizing district general funds. In fact, general funds will provide 59% of the total project start-up costs. Grant funds will support curriculum development and mapping, internship development and monitoring, initial start-up curriculum materials, technology, and supplies, and external, independent evaluation. The Criminal Justice Pathway Leader and the Fire and Emergency Services Pathway Leader will be given one period of release time per semester over three semesters to develop and monitor internships during the period of grant funding. After grant funding concludes, the internship monitoring duties will be assigned to College and Career Center staff who manage the mentoring program and career connections. Project Director, Tony Vicknair, will serve as the business/industry liaison, as he has for numerous years.

The district has a proven track record of facilitating teacher leaders to work across conventional discipline boundaries, as evidenced by the 9<sup>th</sup> grade Smaller Learning Communities and the 10<sup>th</sup>-12<sup>th</sup> grade Career Pathway Structures at McMinnville High School, which bring

together interdisciplinary teams of teachers to work collaboratively to provide a personalized learning environment that interconnects academic content. The district affirms, recognizes, and celebrates action, innovation, and leadership among staff and students. Each Smaller Learning Community team and Career Pathway team has a teacher-leader. The teacher-leader role provides an alternative career ladder that allows teachers to earn additional wages and serve building leadership roles without having to leave the classroom.

The district's communications department uses community-based media (newspaper, radio, and TV) and district media (websites, Facebook, Twitter) to build and sustain the district's profile and to promote positive relationships with the public and with business/industry.

District policies are intentionally designed to foster innovating programming. Having successfully implemented numerous competitive grant projects over the last decade, including a previous STEM-focused CTE Revitalization project, district teachers and administrators are well experienced in using data to evaluate program effectiveness and identify strengths to build on and gaps to address, so as to ensure continuous program improvement.

#### **L. Communications (15 Points)**

Project communications to students will be facilitated during 8<sup>th</sup> grade forecasting, which features presentations on each career pathway, and through Freshman Seminar class, which is focused on providing initial, hands-on experiences in each of the high school's career pathway programs prior to sophomore forecasting. Additionally, the course catalog, the Career Pathway Handbook, Career Pathway brochures, and Career Pathway posters are ubiquitous throughout McMinnville High School. Parent communication is facilitated through the course catalog and the Career Pathway Handbook, as well as in printed district and school newsletters, examples of which can be found beginning on page 34 of the appendix, Peach Jar (electronic newsletter), on

district and school websites, Facebook, and Twitter, and at College and Career Center events. Career Pathway learning is embedded in the culture, climate, and structure of McMinnville High School. School staff embraces the purpose of pathway learning and the entire structure of the school is centered on Pathway programs. In fact, in May 2016, the district intends to go before voters for a facilities bond to construct a Career Pathway Technical Center on the high school campus. The purpose of Career Pathway learning is communicated to the broader community utilizing the printed district newsletter, which is mailed to all postal patrons, district and school websites, Peach Jar electronic newsletters, through Mid-Willamette Valley Education Consortium, the South Metro/Salem STEM Hub, the Chamber of Commerce Business/Education Committee, and in viewpoint articles in the McMinnville News Register.

**V. Bonus Narrative*****Middle School Component (7 Points)***

The project features a new middle school course for 7<sup>th</sup>/8<sup>th</sup> graders, Crime Scene Investigation, which provides an introduction to forensics, search and rescue, cybercrime, and other highly relevant topics. Initially, in the roll-out year (2016/17 school year) the course will serve approximately 120 students (60 at each of the district's two middle schools) and approximately 240 students in subsequent years. The course will utilize experiential and collaborative learning to stimulate student interest in and excitement about Protective Services. The course will be a required elective within the elective rotation, so as to expose all students to Criminal Justice and Fire and Emergency Service. This pipeline course will recruit traditionally underserved students into upper level Protective Services pathway coursework at MHS.

***Out of School Time Programming (7 Points)***

Expanded learning opportunities (afterschool, Saturday, and summer) will be provided at both district middle schools and McMinnville High School. The middle school component will be an afterschool CSI club. The high school program will include Saturday Academy internships, job shadows, and the Sheriff's Department Cadet Program, and a summer First Responders course. If warranted by student interest, the high school afterschool program will implement a Forensics and or CSI club.