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Application Document and Executive Summary



2017 – 2018 Rating Cycle Application
Integrated, Consolidated 9-16 Educational Facility
Division of School Facilities

Rating Cycle 2003-2004

Application – PART 1

Application Information

Please list the organizations that have been involved in the development of this application and who support the general concept of being involved in developing a model of a regional consolidated and integrated secondary and post-secondary campus.

District/High School: **MSAD #46/Dexter Regional High School**

District/High School: **SAD #4/Piscataquis Community Secondary School**

District/High School: **RSU #82/MSAD #12 / Forest Hills High School**

District/High School: **School Unit #60 / Greenville Consolidated School**

CTE Center or Region: **Tri-County Technical Center**

University of Maine System or Campus: **University of Maine at Augusta; University of Maine at Fort Kent; University College**

Maine Community College System or Campus: **Eastern Maine Community College; Northern Maine Community College;**

Industry Organization(s): **Apple, Inc., Cianbro, H.O. Bouchard, Mayo Regional Hospital, Bowman Constructors, Maine Automobile Dealers Association, Public Health Partners, LLC, Pleasant River Lumber, Sargent Corporation, Nellie Mae Education Foundation, Maine Discovery Museum, Jobs for the Future, Quirk Auto Group, Maine Wood Products Association, Hardwood Products, Puritan Medical Products**

Application Instructions

All items on this application must be addressed with as much detail as possible. Use additional sheets if necessary.

Part 1 applications will be accepted at the Department of Education through **May 1, 2017**. Submit the **original** application and **one copy** to:

Scott Brown, Director of School Construction Programs
Department of Education
23 State House Station
Augusta, ME 04333-0023



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If you have questions regarding the application and/or the process, please compile them and present them at one of the regional information meetings. Updates and information will be posted at <http://www.maine.gov/doe/facilities/construction/index.html>.

NOTES:

1. *Under the provisions of 20-A MRS §15905 and Chapter 61 State Board of Education Rules for Major Capital School Construction Projects Section 15 interested School Administrative Units may apply to be considered for this project.*
2. *Upon receipt, review and rating of all Part 1 applications the Commissioner will establish a points threshold to determine those applicants to proceed to Part 2. Do not proceed with Part 2 Application until receipt of formal authorization from the Department.*

Priority for the 2017 – 2018 Rating Cycle

Regionalization of two or more high schools in combination with a Career and Technical Education school, the University of Maine System, the Maine Community College System, and industry partnerships. This may include the creation of a new School Administrative Unit. Those systems that are selected from the Part 1 application process can request technical and financial support from the Department for the Part II application work.

PART 1 REQUIREMENTS

1. Provide a letter of intent which would include a description your anticipated needs for technical and financial support from the Department in order to complete Part 2 of the application. Also provide the resources each participating entity will be contributing during the development of Part 2 along with a draft projected timeline to fully develop this model.
 - a. Please reference attached documentation.
2. Please respond to each of the items below for a total of up to 40 points.
 - a. Evidence of support that at least two high schools or a regional high school together with a CTE center or region have committed to participate in the proposed school. (Range 5 to 30 points)
Examples:
An existing regional high school with a CTE partner = 5 points
Three or more high schools in different districts with one or more CTE partners = up to 30 points
 - b. Evidence of support by the University of Maine System, or a unit thereof, to offer courses and degrees to students attending the proposed facility and evidence of support by the Maine Community College System, or a unit thereof, to offer courses and degrees to students attending the proposed facility. (maximum 5 points)
 - c. Evidence of support by appropriate community businesses or business organizations to provide industry-specific training to students attending the proposed facility. (maximum 5 points)
3. Provide evidence of support from potential partners (e.g.: letters of intent, formal votes, signatures of participating authority).

Who is the primary contact person for this application?

Name: Kevin Jordan

Project Website: www.aos94.org/about_us/hsproject

Project Documents: <https://goo.gl/tVWK1n>



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Title: MSAD #46 Superintendent of Schools

Organization: AOS #94 / MSAD #46

Phone: (207) 924-6000

Fax: (207) 924-7660

Email: kjordan@aos94.org



2017 – 2018 Rating Cycle Application
Integrated, Consolidated 9-16 Educational Facility
Division of School Facilities

Rating Cycle 2003-2004

Application – PART 2

Do not proceed with Part 2 until receipt of formal authorization from the Department.

Application Information

Please list the organizations that have been involved in the development of this application and who support the general concept of being involved in developing a model of a regional consolidated and integrated secondary and post-secondary campus.

District/High School: **MSAD #46/Dexter Regional High School**

District/High School: **SAD #4/Piscataquis Community Secondary School**

District/High School: **MSAD #41/Penquis Valley High School**

***Please note that this school district & high school signed on as a project member after the Part 1 application was submitted and scored. Our Part 1 scoring reflects only two (2) districts, and would be significantly different had this third district been on-board with the project during the Part 1 phase. Please adjust any Part 1 point totals or deductions that may have been made in our Part 1 scoring to now reflect having three (3) districts agreeing to fully consolidate high schools into this integrated, comprehensive facility. This will put our project on equal and fair footing with all other projects submitted for this application process.**

District/High School: **RSU 82/MSAD 12 / Forest Hills High School**

District/High School: **School Unit #60 / Greenville Consolidated School**

CTE Center or Region: **Tri-County Technical Center**

Adult Education Center: **Piscataquis Valley Adult Education Cooperative (PVAEC)**

University of Maine System or Campus: **University of Maine at Augusta; University of Maine at Fort Kent; University of Maine at Augusta (Bangor); University College**

Maine Community College System or Campus: **Eastern Maine Community College; Northern Maine Community College**

Industry Organization(s): **Apple, Inc., Cianbro, H.O. Bouchard, Mayo Regional Hospital, Bowman Constructors, Maine Automobile Dealers Association, Public Health Partners, LLC, Pleasant River Lumber, Sargent Corporation, Nellie Mae Education Foundation, Maine Discovery Museum, Jobs for the Future, Quirk Auto Group,**

Project Website: www.aos94.org/about_us/hsproject

Project Documents: <https://goo.gl/tVWK1n>



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Maine Wood Products Association, Hardwood Products, Puritan Medical Products

Application Instructions –

All items on this application must be addressed with as much detail as possible. Use additional sheets if necessary.

Part 2 applications will be due 6 months after receipt of written authorization to proceed. Submit the **original** application and **one copy – ALL SPIRAL BOUND PLEASE – to:**

Scott Brown, Director of School Construction Programs
Department of Education
23 State House Station
Augusta, ME 04333-0023

If you have questions regarding the application process, please submit them in writing to Scott Brown at the address listed above or by email to Scott.Brown@maine.gov. All written questions and responses to those questions will be posted on the Department's website at <http://www.maine.gov/doe/facilities/construction/index.html>.

NOTES:

1. Upon receipt, review and rating of all Part 1 applications the Commissioner will establish a points threshold to determine those applicants to proceed to Part 2. Do not proceed with Part 2 application until receipt of formal authorization from the Department.
2. Upon receipt, review and rating of all Part 2 applications the score from Part 1 will be combined with Part 2 scores for a final total. Using the final scores the Facilities Team will develop a priority list for the Commissioner. Following either the close of the period in which appeals are permitted, or the completion of the Administrative Review process, as appropriate, the Proposed Priority List as recommended by the Commissioner is submitted to the State Board. The State Board will select from the recommended Proposed Priority List a qualified applicant to implement the innovative model.

Priority for the 2017 – 2018 Rating Cycle

Regionalization of two or more high schools in combination with a Career and Technical Education school, the University of Maine System, the Maine Community College System and industry partnerships. This may include the creation of a new School Administrative Unit. The Department is committed to providing financial and technical support for the additional planning work needed to develop this model.

Model Elements (see attachments)

Please provide an overview of your proposed model, include the five required elements listed below.

1. Campus will consolidate and integrate secondary and post-secondary education for:
 - A regional high school
 - A fully integrated career and technical education high school
 - A higher education center that will provide courses and degrees or licensure and certification from both the University of Maine System and the Maine Community College System; and
 - Industry training leading to recognized licensure and certification.
2. Facility will promote 'one campus' design and each of the four components listed in subsection 1, above, must have a physical presence on the campus and use facilities on that campus to deliver courses. Each of the four components must also offer teacher and student interaction that is not



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separated in space, or space and time as characterizes distance learning, although the Internet, videoconferencing and other technology employed in distance learning may be used to complement or expand offerings. Courses may be provided using the Internet, videoconferencing and other technology employed in distance learning to complement real-time, shared-space learning.

3. Administration of the four educational programs will be consolidated, whenever possible.
4. Long-term sustainability and cost reductions resulting from either consolidation and/or integration of programs over a ten-year period will be explained.
5. Implementation of an advisory body that is integrated with the local economy, includes students, citizens, business leaders, teachers, parents and organizations to promote both employment opportunities for students and citizens and a skilled workforce optimal for economic development.

Project Criteria **(see attachments)**

(All requirements in Model Elements above must be met in order to be eligible for further consideration)

Please respond to each of the items in Sections A – E for a total of up to 160 points.

A. Required Elements articulated in Resolve, Chapter 223 (20 points):

1. Documentation as to the form of governance for the proposed school, including indication of the fiscally responsible entity.
2. Names and organization constituency for the Advisory body.

B. Integrated Mission and Goals and Long-Range Plan (30 points)

Describe the integrated mission and goals and the long-range plan for the implementation of an integrated, consolidated 9-16 educational facility.

C. Integration of Programs (50 Points)

1. Describe the way and extent to which the programs offered to traditional, college-bound students will be integrated with the programs focused on career and technical education. *(Integration requires more than opening courses and programs to cross registration.)*
2. Describe and detail the programs to be offered in the regional high school. How will the students' programs be fully connected to the integrated, consolidated model?
3. Describe the specific approaches to be used to assure that all students will be able to meet the Maine Learning Results. How will the Maine Learning Results be integrated into the educational program?
4. List the strategies and approaches to be used to ensure that the higher education courses and programs are offered in facilities located on one site, providing a streamlined and integrated learning experience for students of all ages. Describe the instructional innovations and pedagogical approaches to be used as relates to: High School, Career and Technical Education, Higher Education (University of Maine System and Community College System), and industry partnerships. Include your professional development plan to implement your plan.



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5. Detail the industry-specific training to be offered to students and citizens at the proposed facility by business organizations. Describe the organization(s) that will offer the training.

D. Professional Training (20 Points)

Describe approaches and methods to be used to assist all faculty in carrying out the mission and goals of an integrated and consolidated educational facility.

E. Administration of Proposed Facility (40 Points)

1. Describe the way in which the administrations of the regional high school, career and technical center or region, higher education programs, and industry training center will be integrated. Describe the administrative structure of the proposed facility and document the administrative consolidation as planned in this proposal.
2. Detail the cost savings anticipated as a result of the integrated administration, specifically how the project will result in reduced costs to the communities involved.

Supports Needed (see attachments)

Please describe your anticipated needs for technical and financial supports from the Department, the resources each participating entity will be contributing and the projected timeline to fully develop and implement this model.

Submit signatures required on pages 6 and 7. (see attachments)

Who is the primary contact person for this project?

Name: Kevin Jordan

Title: Superintendent of Schools (MSAD #46/AOS #94)

Phone: (207) 924-6000 Fax: (207) 924-7660 Email: kjordan@aos94.org



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Introduction

MSAD #46, SAD #4, and the Tri-County Technical Center submitted **Part 1** of the Integrated, Consolidated 9-16 Facility Application with the explicit intention of moving forward with this project through Part 2, if selected. Based on the Part 1 Scoring Criteria, having *only* two high schools involved caused a *significant* disadvantage to the project's success, but both districts knew that the communities had agreed to this in record-breaking speed and saw the clear and present need for this kind of school in rural, central Maine. During the **Part 2** application development, the Regional Comprehensive High School Committee welcomed MSAD #41 as a third district and education partner for this project. Had MSAD #41 been included in the Part 1 scoring criteria, the original score would have raised the MSAD #46, SAD #4, MSAD #41, and Tri-County Technical Center project to a higher and more competitive score. This important addition to the project should be factored into the final scoring criteria. Additionally, the Forest Hills High School (Jackman) and Greenville Consolidated School (Greenville) communities have agreed to become satellite partners in this project, providing their communities with explicit access to our career-oriented learning pathways through distance learning technology and practices.

The Committee and communities are deeply committed to this process, and it is an undeniable fact that communities near us are working to *join* the project as it progresses, showing that this project is *growing* and increasing its reach. It is bringing communities, industry, and higher education together like never before through innovative ideas, strong industry and higher education partner connections, and deep seeded community beliefs in providing comprehensive education opportunities for all students. Communities in the rural, central Maine areas are excited about the



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project and program integration design. Industry partners cannot hide their excitement and enthusiasm about supporting and becoming an integral component of the facility. Higher education representatives across the Maine University and Community College system have examined and discussed the structures, systems, and programming design, and have overwhelmingly supported the project as to what it could do for rural, central Maine families and communities. This project has deep, lasting potential not only for the students of the MSAD #46, SAD #4, MSAD #41, and Tri-County Technical Center communities, but for the economic future of Central and rural Maine.



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Executive Summary

The MSAD #46, SAD #4, MSAD #41, and Tri-County Technical Center Regional Comprehensive High School project will:

- Provide an educational experience for all students and the greater community that is both innovative and first in its class.
- Create authentic and relevant real-world learning experiences and pathways for all students through career-oriented clusters and pathways.
- Implement an innovative, adaptable, and integrated professional learning and training program for all staff.
- Provide affordable post-secondary certifications and degrees for all students and community members.
- Establish a pipeline of highly skilled career-ready employees to fill the needs of local and regional industry partners
- Establish a pipeline of highly skilled college-ready students
- Provide a fiscally responsible cost-effective approach to education through an estimated \$1,220,000 annual cost savings

The Regional Comprehensive High School facility is a fully integrated learning environment that is designed on 21st century learning principles, federal and state labor statistics and data, state and national standards (academic, career and technical education, and industry), and provides a “one campus design” for students *and* community members to embed themselves into an educational system that is focused on *career-oriented clusters* to provide authentic, relevant, contextual, and connected learning experiences. The *career-oriented* clusters and academic programs offered by this project are intentionally designed to be adaptable and flexible to meet the industry and economic needs for an unpredictable future and economy. The intentional design of the facility and program would provide an explicit school-to-career and/or school-to-college “pipeline” through apprenticeships, internships, and early college/dual enrollment opportunities for all students. Industry and higher education partners have enthusiastically agreed to commit to supplying on-site instruction, materials, resources, and more. Further, the facility is built with community



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development in mind, as it will house a “Community Design Center,” a specific place for community organizations, industry partners, and more to address a problem they are facing and work with the school/facility to design solutions to that problem, using the capacity and capital within the school/facility. Governance of this innovative facility is designed using the *Regional Service Center* model, with a School Board and Advisory Body overseeing its functionality and implementation. The school facility will be operated and overseen using a multi-pronged approach to administration to ensure consistent integration of programming across the academic, career and technical, industry, and higher education expectations and standards. Aside from providing the students and community members with an innovative and integrated approach to learning, the school facility is estimated to save the collective communities approximately \$1,222,000 per year, making the facility not only educationally sound and innovative, but economically sustainable as well.