



Homegrown  
TALENT INITIATIVE

# **IMPLEMENTATION PLAN**

# Implementation Plan Components

- 1 Assessment of system conditions (the “where are we now”?)**

Throughout your journey, you’ve reflected on the current state of your system. In this section, describe **where you are now** through both quantitative analysis (identifying both current successes & identified equity gaps) and qualitative analysis (data collected through authentic empathy building). Conclude with a SWOT analysis.
- 2 Articulation of long-term aspiration, goals, and desired outcomes (the “why”?)**

Before you plan for what’s next, you’ll want to reground in your long-term aspiration, including what you’re aiming to realize at the school level and system level. What do you hope is true in ~3-5 years? Describe the community co-created “North Star” for your implementation.
- 3 Detail of the implementation strategy (the “what” and the “how” – big picture)**

With your conditions, vision, and goals in mind, what are the high-level strategies your system will implement for the next 3-5 years? Why are did you select these strategies, and why do you have confidence that great implementation of these strategies will result in the outcomes you desire (logic model)? How will you measure the impact of your implementation – how will you monitor progress periodically to ensure you’re on track?
- 4 Identification of resources needed (the “how” – nuts and bolts)**

What resources (people, dollars, time) must you secure to achieve your short and long-term goals, with a particular focus on resources needed for YEAR 1? Articulate what local resources will be used to support this initiative and project into years 2 and 3.
- 5 Outline of the Action Plan for next 90 days (the “how” – immediate next steps)**

Given this long-term aspiration and the current conditions, what are your priorities next year? What must you build and test? Which conditions might you continue to advance?

# Assessment of Current State and System Conditions

Throughout your journey, you've reflected on the current state of your system.

In this section, describe **where you are now** through both quantitative analysis (identifying both current successes & identified equity gaps/needs assessment) and qualitative analysis (data collected through authentic empathy building).

Conclude with a detailed **SWOT analysis (strengths, weaknesses, opportunities, threats / challenges)** to identify assets, challenges, and opportunities for HTI in your community.

# Community Design Team

- **Quantitative – Solid relationships in place**

- Community/Business - Elizabeth Chamber of Commerce (30+ businesses)
- Elizabeth School District – School Board, Administrators, High School and Middle School Staff
- Arapahoe Community College – VP of Business and Tech, Cybersecurity Leader

- **Qualitative**

- Survey based empathy sessions held with the following:
  - Elizabeth Chamber of Commerce members (25 businesses)
  - Elizabeth Middle School teachers and students (5 teachers, 10 students)
  - Frontier Alternative High School teachers and students (3 teachers, 10 students)
  - Elizabeth High School teachers and students (15 teachers, 20 students)
- First draft of graduate profile data developed from survey data empathy sessions
- Provided the draft graduate profile to Mrs. Tauger's art students who drafted 10 graduate profiles for review
- ESD trip to visit Canon City High School (2 counselors, 14 teachers, 4 staff)
- Empathy sessions with higher education (ACC, Pickens, Pikes Peak)
- Defined 2-3 WBL opportunities locally – Internships and Certificate classes
- Formed the following subgroups to establish shared vision and ownership.
  - Flex schedule options
  - Grad Profile completion
  - Internship program standup
  - Certificate Incentive program standup
  - Implementation development plan
  - Cardinal Camp and Pathway development plan

# Community Design Team - SWOT

- **Strengths**

- Buy in from community, business, district staff and ACC is strong and the momentum is increasing throughout Elizabeth.
- Support and enthusiasm from Middle and Elementary
- School Board opportunity to change narrative to community

- **Weaknesses**

- Need additional higher education relationships.
- Need to develop funding source for years 3+

- **Opportunities**

- Certificate programs will provide additional revenue
- New curriculum will decrease teacher turnover
- Mash Me software will significantly increase the number of concurrent enrollment classes

- **Threats and Challenges**

- Funding short fall
- Staff resistance to change
- Parent push back

# Articulation of long-term aspiration, goals, and desired outcomes – The “why”

Before you plan for what’s next, you’ll want to reground in your long-term aspiration, including what you’re aiming to realize at the school level and system level - the **“Public Value” proposition**.

What do you hope will be true for your community in ~3-5 years?

Include and describe the community co-created Graduate Profile – the “North Star” for your implementation.

## ● Why ESD?

- Currently 56% of the ESD graduates go on to some post graduate education which means that 44% of the ESD students are not being supported by the current curriculum.
- This new curriculum is based on the 2030 Vision for the students of Elizabeth and a 100% equity education.
  - Students are provided with the opportunity to explore and navigate the variety of different paths available.
  - Students gain the essential skills that they need to succeed in an ever-shifting world.
  - Students connect to meaningful careers and opportunities for continued learning that will support them over their lifetimes.

## ● Value Proposition for ESD

- By developing a new career connected learning curriculum ALL ESD students will have the opportunity to:
  - Self Identify and develop career awareness
  - Understand both educational and career pathways
  - Develop essential and technical skills
  - Learn about career entry and progression
  - Provide a collaborative curriculum based on education and business needs

## ● ESD Graduate Profile

- See next chart

## ● ESD Graduate Profile

- An Elizabeth graduate is (a/an)...
- LEADER: Possesses a vision and the capability to work and coordinate with others in a variety of methods to create and fulfill a collective mission. Builds trust and demonstrates a service orientation.
- EMPATHETIC AND COLLABORATIVE: Possesses integrity, compassion and strong work ethic as a member of a team. Respects cultural/social differences of individuals in a group and accepts responsibility for one's own attitudes and behaviors.
- ADAPTABLE AND RESILIENT: Works effectively individually and in teams while being versatile and tenacious in overcoming adversity. Invests time and effort in important tasks, is self-aware and able to change and grow as the situation requires. Possesses confidence in one's abilities to persist and overcome obstacles as they arise.
- EFFECTIVE COMMUNICATOR – Possess capacity for empathetic listening, and clarity in speaking and writing. Shows curiosity in conversation with others and a concern for the interests of the group or community. Is able to mobilize a group to action, if needed.
- ENTREPRENEURIAL - Willing and able to undertake a project or activity requiring initiative and involving risk, for one's own purposes or to improve things for others. Able to use a deliberate process to creatively develop solutions to authentic problems.
- INDEPENDENT LEARNER – Accepts responsibility for their own learning - acquires knowledge and skills through their own efforts, possesses curiosity/passion, self-motivation, self-reflection, goal orientation, tenacity, and the ability to see failure as an opportunity to learn.
- ACADEMICALLY PREPARED – Possesses and is able to effectively use literacy, numeracy, analytical, problem-solving, and other skills.



## Implementation Strategy – The “what”

With your conditions and vision in mind, what is/are the career-connected strategies and learning experiences your system will implement? Provide a high-level overview of the project/program(s) and the goals or outcomes you desire, then get specific with the chart on the next slide.

# Elizabeth HTI – The “What”

- Community/Business – 8 Internships in work for 2020-2021 school year
  - Elizabeth Chamber of Commerce, Big O, Stanifer Designs, CCS Choppers, Creekside Animal Hospital, Stephane Craft M.D., Teacher Cadet program.
- Elizabeth School District
  - Teachers headed to CERTIPORT CERTIFIED conference June 15-17 2020
    - Graphic Design- Adobe Photoshop/ Adobe Illustrator
    - Technology and Science- Solid Works
    - Business- Microsoft
    - Audio/ Video Design- Adobe Premier Pro
  - Portion of Library converted to Makerspace
  - Coffee Cart business model by Special Education students
  - Flexible schedule trials tested this semester
- Arapahoe Community College – concurrent enrollment classes draft plans in work for Fall 2020
  - Cybersecurity
  - Network
  - Tbd
- Social/emotional assessment/awareness/training
- New graduation guidelines

# Implementation Strategy – The “what”

<b>Specific strategy</b> (be specific, e.g. capstones with industry credentials, career explore program for elementary students)	<b>How it connects to skills in our graduate profile</b>	<b>Evidence of relevance/demand for this strategy in our community</b>
Internships with local businesses	INDEPENDENT LEARNER	See write up – next couple of charts
Incentive based certificates	ENTREPRENEURIAL	See write up – next couple of charts
Pathway Development	ADAPTABLE AND RESILIENT	See write up – next couple of charts
New schedule	ACADEMICALLY PREPARED	See write up – next couple of charts

## Implementation Strategy - Internships

**RATIONALE:** A critical component of the Elizabeth School District Homegrown Talent Initiative is providing opportunities for students to explore career fields by completing internships in community/area businesses. Mavis G. Sanders from Johns Hopkins University and Karla C. Lewis of SERVE Regional Education Laboratory conducted case studies of three high schools with successful community partnerships. Their findings were published in the February/March, 2005 issue of *High School Journal* by the University of North Carolina Press. Of primary interest for this Implementation Plan is their following advice: *prioritize process, permit time to develop your program without rushing to expand it, and promote community ownership*. Elizabeth is cognizant of that advice, and is actively allowing time and input to develop appropriate, systemic processes, allow appropriate time for feedback and evaluation before expansion and insure appropriate ownership of all school and community stakeholders in the Plan.

# Implementation Strategy - Internships - cont.

## Pilot Year (2020-21)

**Process Who? School coordinator, EHS & EMS administration, student representatives, community advisory team**

1. Conduct one or several student surveys gathering data on the following:
  - a. general career interest(s)
  - b. personal learning styles inventory/strengths assessment
  - c. background knowledge/skills
  - d. family background/potential for presentations, team-teaching specific content areas (i.e. agriculture, technology, mechanical engineering, etc.), mentorships
2. Conduct one or several community surveys gathering data on interest, needed background knowledge for student interns, possible scheduling options for students during the day/week for internships
3. Develop a working version of the Handbook for Community Internships (Canon City High School has provided their PalCE Handbook for reference).
  - a. Students
  - b. Community Partners
  - c. Worksite Supervisors (teachers and/or community partners)
4. Field test at least three internships during the 1st Semester with not less than 8 internships completed by the end of the 2020-21 school year

**Permit Appropriate Time Who? School coordinator, EHS & EMS administration, student representatives, community advisory team**

## Implementation Strategy - Internships - cont.

5. Coordinate plans/systems for student internships with development of 8th and/or 9th grade freshmen academy curriculum/philosophy/schedule/evaluation
6. Long-term development of community partnerships
  - a. Evaluation of survey data from community surveys
  - b. Develop an initial and on-going database of possible internship sites for ease of use by students, administration and community members
  - c. Develop periodic updates on community engagement with the Elizabeth Chamber of Commerce, Elizabeth Board of Trustees, Elizabeth School Board, Elbert County Office of the Colorado Department of Labor and Employment
  - d. By the end of 3rd Quarter, provide an evaluation survey or assessment for students, teachers and community members

### **Promote Community Ownership Who? School coordinator, EHS & EMS administration, student representatives, community advisory team**

7. Establish a Community Advisory Team
  - a. Check on-going updates to community database and reach out to interested business and/or parent members; community members who have agreed to be on the Team include Thomas Stieb of E.A. Yard Work LLC, Kiowa and Sara Wallden, CPA (both are EHS alums)
  - b. Ad hoc members to include the Elizabeth Chamber Board, district administration and school board members
  - c. Establish a process for students to be represented on the community advisory team (Student Council? National Honor Society? FBLA/FCCLA ?)
  - d. Create and publish meeting times for the community advisory team

## **Implementation Strategy - Internships - cont.**

### **Get the Word Out! Who? School coordinator, EHS, EMS and School District Websites**

8. Internship Information link on EHS, EMS and District Websites
9. Posters created by EHS/EMS art students for local businesses
10. Booths/visible presence at Summer 2020 area events (if not cancelled)
11. Information about internship program in all student packets at registration
12. Information at Junior/Senior parent nights as well as at Back-to-School Night and Fall & Spring Parent Conferences

## Implementation Strategy - Certificates

In an effort to enhance our students abilities to earn certification that will help them in the workplace, Elizabeth High School has begun the process of exploring certification options for courses already in place, as we begin to expand offerings over the next couple of years.

Certiport who is a large business leader offers multiple different certificate programs that are recognized through the Colorado Department of Education. As of right now and the classes we teach here is what we can offer next year if we want to:

**Adobe- Photoshop, Illustrator, InDesign, Premiere Pro, and AfterEffect-** Tauger and Hirsh- Bundle Exam Purchase

**Communication Skills for Business (CSB)-** Loutsenhiser- Single Exam Purchase

**Microsoft Office Specialist- Word, Excel, Powerpoint-** McCoy- She can also choose to do **Adobe DreamWeaver** -McCoy- Bundle Exam Purchase

Dassault Systems is another option for certification options:- Voucher exams only \$33.00 per exam  
**Solidworks-** Taylor and Pollard

Melanie Darter also mentioned she is looking into Serviceaid for Food Handling, Interior Design and Personal Finance.



## Implementation Strategy – Certificates cont.

We have been in contact with Matt Johnson who is our representative of Certiport and even though Mikayla Hirsh and Candice Tauger will not be attending this summers Certification conference in Dallas, Texas, we can still move forward with the certification program and offer certificate opportunities next year for students.

- 1) We would have to set up a personal account with Certiport- Free
- 2) Register our school online to become a certified testing center- Free
- 3) Provide our IT with the testing software to be installed on our computers- Free
- 4) Provide the updated CC2020 Adobe software on our computers- \$3,000.00 or more- this would only cover Mikaylas and Candice's labs
- 5) Purchase the Campus License Bundle- \$4400.00 per year- this covers a minimum of 55 students- otherwise each student would have to purchase a voucher which is \$76.50 per exam per student- so the bundle would make more sense if we get more than 55 students and that would cover all of the Adobe Tests (Photoshop, Illustrator, InDesign, Premier Pro and After Effects)
- 6) Updated Adobe Pearson Classroom in a Book- Each book costs \$35.00 and we would need 5 books total to cover each program we teach- \$175-\$200 total

Estimated total cost to start up certification program for Mikayla and Candice, \$7600.00

Adobe Software can be purchased with HTI funds. The Campus License is for students to take the exam, this can slowly become self-sufficient with more students taking the exam, and money coming back to us from the state for students passing the exams.

## **Implementation Strategy – Certificates cont.**

Teachers can take the exams to become certified as well- They are offering free vouchers for any educators who wish to take the virtual exams now at home- Matt Johnson said he can get Mikayla and Candice set up if we want to do that now, or we can wait until the fall. We will probably go ahead and do this as Candice is familiar with the programs, and will be teaching them in 2020-2021.

If we become a registered testing center, the exam bundle purchase would only be allowed for our students, however other students can come to our school and with their own purchased voucher take the exam at our school with us as registered proctors.

We do not need to purchase the exam bundle until the fall, but we would need to purchase the Adobe Creative Cloud 2020 software over the summer to be installed and the books before the fall.

## **Implementation Strategy – Pathway Development**

Following visits to St. Vrain and Canon City, along with research regarding Green Mountain High School, it was determined Elizabeth High School should begin looking at ways to move from the traditional department model to one that is more inclusive. To that end, in March of 2020 Elizabeth High School created a team to look into creating interdepartmental paths focusing on career exploration and development while still keeping a strong college culture. Unfortunately, this team was unable to meet in person due to the onset of COVID-19. The team, consisting of a counselor, members from each core department (math, English, science and social science) business and technology and the arts will meet via video conferencing before the end of the school year and throughout the fall of 2020.

# Implementation Strategy – New Schedule

EHS has started the process of changing our schedule to one that is more conducive to giving students additional opportunities “off campus” to further prepare them for the world they will enter after high school.

**The scheduling committee of 8 staff members came up with the following plan as we began the process of a new bell schedule.**

- Establish a Plan
  - Schedule Committee implemented
  - Criteria and must-haves
    - The schedule must be static
    - Start and end times must remain the same
    - Thursday late start
- Examine the strengths and weakness of the current schedule and potential new schedule
- How will the new bell schedule meet the needs of all students to be college and career ready?
- Review some approaches that other schools and districts have used to research and decide on a new bell schedule.
- Share schedules with staff to get their ideas and input.
- The schedule needs to have the flexibility to provide acceleration and remediation to meet college and career readiness.
- Allow for alignment and collaboration with higher education, internships, or certificate training outside of the school building.

## Implementation Strategy – New Schedule cont.

- Questions we are considering
  - How will the bell schedule maximize the amount of time scheduled for teaching and learning?
  - What other values do we want the use of time in the bell schedule to reflect?
    - Time allotted for common planning time/collaboration?
    - Time allotted for student advisory/adult advocates to meet regularly with students?
    - What extent is any Flex time for interventions and enrichments provided
    - Does the bell schedule include opportunities for extended/expanded learning time?

### **Current Mock Schedules that we are working on:**

- Hybrid 4x4 A/B classes and embedded “skinnies” classes
- Variation 4x4 Variation A/B (8 periods A/B) Schedule
- Variation 4x4 Block: Add a skinny zero period that runs all year long. (could be beginning of the day or at the end)

## Implementation Strategy – Evaluation

How will you locally measure the impact of your implementation – how and when will you monitor progress to ensure you're on track? Be sure to keep both your implementation plan goals/outcomes as well as the Graduate Profile in mind.

We will monitor progress to goals on a continual basis, with regular public updates to the Board of Education, most likely on a quarterly basis. We will survey constituents as needed to determine trends and overall satisfaction, including students. We will also measure impact by the extent to which schools and teachers throughout the district are incorporating the various components into their work. For example, to what extent have middle and elementary teachers developed practices to support the graduate profile in their classes and in their school. This would be assessed through written documentation and evidence of new practices and skills at all levels.

## Implementation Strategy – Resources needed

What resources (people, dollars, time, training) must you secure to achieve your short- and long-term goals, with a focus on resources needed for YEAR 1 (e.g., *staffing, industry partners, policy solutions, comms support, transportation, schedule flexibility*)? These can be things you have already secured, are in progress on, or need more support to identify/secure.

1. Internship coordinator: \$60,000
2. ACC Hardware: 10 laptops: \$10,000
3. Certification applications/licenses etc. \$7,600
4. Mashme software: TBD
5. Transportation to ACC-Spring 2021- \$6,000
6. Substitutes for visits and internal work: \$5,000

# Implementation Strategy – Budget Narrative

Please provide details on your local fundraising strategy. What has already been secured? Who are potential partners? What other innovative ideas do you have to secure the support needed as well as leverage additional HTI dollars?

- Current local funding profile - 20/21 \$50K Elizabeth School District.
- Currently submitting a grant application for Colorado Workforce Development Council's Thriving WBL Community Grant.
- Expect to leverage State certificate program to provide additional funding yearly.