

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.

PREP – Passages Responsive Education Project

The purpose of this proposal is to increase the high school graduation rates of at-risk Maine youth through the following innovations: 1) Providing individualized instruction to youth in the court system 2) Providing individualized instruction to youth in Hancock County and 3) Ensuring all students in our service region/service population have access to outdoor education, arts education, and career exploration opportunities.

These goals emerged from recent stakeholder meetings with over 30 individuals, including staff, students, graduates, volunteers, board members, and community partners.

Wayfinder Schools have close to 50 years of experience meeting the needs of Maine youth who are off track to graduate. More than 30% of our students are teen parents, more than 50% have experienced housing insecurity, close to 100% live below the federal poverty level, and 100% report anxiety. All have struggled in traditional school settings.

Despite these challenges, close to 100% of our graduates' report increased confidence, life skills, job skills, community connection and work-readiness, more than 70% secure employment within six weeks of graduation, and approximately 60% pursue post-secondary education, including technical training programs.

Our program currently reaches students in eight Maine counties.

This pilot is designed to meet the needs of two additional service populations: court-involved youth and youth from Hancock County. We have had multiple requests for services from those working with both populations, including educators and employers in Hancock County who do not have enough trained workers to fill available positions, and from those working with court-involved youth who have not been welcomed back into their school districts. These stakeholders believe these populations will benefit from the following Wayfinder innovations:

- 1) Individualized, strengths-based, student-centered education provided in students' own homes
- 2) Increased focus on arts, outdoor, and career and technical education
- 3) Weekly in person and online connections building relational trust and improved learning engagement

This proposal is designed to address the unique needs of these two populations and to keep these students on track for graduation success. We estimate that at least 20% of Hancock County youth served via this pilot project will also be court-involved.

Goal 1-Serving youth involved in the justice system

Through conversations with Maine’s DOC’s Credible Messengers’ program in Regions 1 & 2 and other individuals working with youth in the court system, we learned high school non-completion is the weak link in helping youth in the justice system transition into adulthood. There is a need for a consistent accessible “school -to-go” degree program regardless of where they live. Reducing the disruptions these students face could help them overcome the barriers to completion.

Youth in the court system must overcome major hurdles upon reentry to school, resulting in completion rates that significantly lag behind their peers. Reasons for this include complicated reentry plans; school policies and procedures impeding their return; the offense itself and implications for the school and safety of other youth; needs of those who were harmed; climate of the district school; and diversion to other programs (alternative education, adult education, HiSETT study, online course, or different school). Youth without consistent in-person supports often end up returning to the behaviors and relationships that led to their offense. According to our conversations with Credible Messengers, court-involved youth often drop out altogether when they turn 18. While there is a wealth of data on adult prison populations without diplomas, there is little data on juvenile high school completion rates after court involvement. However, the OJJDP model program guide cites a 2014 Florida study that states only 8% of youth leaving a confined facility without a high school diploma later earned one. The program guide also supports our findings that along with academics, many require basic life skills training to help them successfully transition into adulthood.

Goal 2-Serving at-risk youth in Hancock County/bridging the service gap

Wayfinder Schools’ Passages model was extremely adaptable during Covid and kept students engaged in school and community and on-track for graduation. As a result, we saw increased demand for services, not only from those working with youth in the justice system, but from community partners and potential partners in Hancock County as well. This pilot would allow us to further explore the need in Hancock County, to build relationships with community partners and referral sources, to increase the number of court-involved youth served, and to ensure we are able to serve transient students who are moving between districts. We know from lived experience with our population that students often move due to poverty, lack of stable housing and resources. Such moves are not far and often are into neighboring towns and/or counties. Maintaining continuity in their education relies on our ability to reach them. This pilot will allow us to reach a new student population in DOC’s Region 3, the largest rural area where lack of services for youth in the justice system is at its highest. In the Maine Dept. of Corrections Regional Care Teams’ First Year Review, November 2021, their stated purpose is to “help sustain system-involved youth in their communities by facilitating shared accountability for their health, safety, and wellbeing.” According to the 2021 report by Place Matters, Cutler Institute of the University of Southern Maine, in collaboration with DOC, *Cross Systems Collaboration to Improve Positive Youth Outcomes*, 34% of primary needs of youth referred were for education, 50% for housing, and 47% for safety. Their Regional Care Teams’ Data Dashboard for Referrals from 2020 through 2022 shows the top three primary needs of youth as: 40% housing, 38% education needs, and 38% safety and supervision. The 2020 Maine Juvenile Justice System Assessment Report cites #1 the need as “A continuum of community-based programs and services to provide supervision for youth without incurring the harms of unnecessary incarceration.”

In meeting with Jill Ward, Director of the Maine Center for Juvenile Policy & Law at the University of Maine School of Law, she emphasized one of the primary recommendations for improving juvenile justice outcomes

was expanding community-based programs, partnerships, and collaborations. According to the 2021 Maine Kids Count Data Book, poverty rates in Hancock County remain higher than those in Knox, Lincoln, Waldo and even Washington Counties, and Hancock County's rate of teens who are not working and not in school is higher than the state average. In a largely rural tourist-based economy, this leaves youth with fewer school completion and livable wage career options. Additionally, Hancock County has one of the two highest rates of children in Maine foster care.

By expanding into Hancock County, we will a) close the coastal gap in services to DOC's Region III rural territory for youth in the justice system. b) increase our presence in the largest rural and underserved region of Maine, c) improve the outcomes of youth in our largest catchment area, including those who live in poverty and are more likely to have unstable housing

A key component for student success is being able to remain enrolled as they move between districts with a consistent curriculum so that they do not have to enroll and re-enroll and rebuild lost credits. Adding Hancock County to our service region would allow us to close this service gap and reach a new population of youth who are off-track to graduate.

Goal 3- Increasing high school retention and graduation rates of all students in our service region through outdoor education, arts education, and career exploration opportunities

According to the Maine Environmental Education Association, outdoor education increases physical and mental health; social and emotional skills and self-esteem; civic interest, engagement, and responsibility; academic skills, critical thinking and problem solving; feelings of empowerment and ability to take action; environmentally conscious behavior; knowledge gains across multiple disciplines; motivation to learn and increased enthusiasm for learning.

According to The National Dropout Prevention Center, "research demonstrates a direct and powerful relationship between an arts education and dropout prevention. Arts learning increases academic self-efficacy and keeps students engaged and in school (Holochwost et al., 2016). It improves academic outcomes (Catterall et al., 2012), reduces suspensions, and predicts higher levels of college attendance and graduation (Elpus. 2013).

The National Dropout Prevention Center also cites Career and Technical Education (CTE) as a significant factor in increasing high school retention and graduation rates, because it makes learning immediately relevant to student's daily lives. CTE also helps students connect with their communities and establish post-secondary goals. Often it involves mentoring and building relationships with supportive adults.

This is even more important because according to the 2021 Maine Kids Count Data Book, Maine continues to far outpace the nation in youth anxiety and teen suicide rates, and according to the most recent Maine Integrated Youth Health Survey (MIYHS), students who reported feeling they had the support of someone other than a parent or teacher fell significantly during the past two years, from 65.8 percent to 50.7 percent. MIYHS says, "This is a concerning trend for young people who count on the support of other adults to weather the challenges of adolescence. For youth of color in Maine, an alarming number report experiencing racially driven bullying related to school. The pandemic has exacerbated adolescent stress for all students, so schools and communities will need to respond by meaningfully engaging with all students to mitigate the harshest impacts of this year."

Finally, our own stakeholder meetings and interviews identified the arts, outdoor education, and informed career exploration opportunities as key factors in improving student success, reducing anxiety, and increasing confidence and hope for the future.

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 EIs, 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.

Our Passages Responsive Education Project (PREP) will serve Maine youth aged 14-22 who need a second chance at high school graduation. This includes youth who are involved in the court system, are living in poverty, have experienced housing insecurity, are raising children, have learning differences, are under credited, have experienced childhood trauma, and are grappling with anxiety and other mental health concerns. Working with area school districts and other community partners, PREP will identify youth in Hancock County who have dropped out, are at risk of dropping out, and/or are in the court system. In addition, working with Credible Messengers, Restorative Justice partners and others, we will expand our service model within our additional eight county service region to include youth in the justice system. The teacher/student ratio is 1 to 11. Our pilot in Hancock will serve up to 11 students. Youth in the court system will be sought out and enrolled within this ratio with our other teachers in the other 8 counties. Additionally, all enrolled students, regardless of geography, will have access to outdoor and arts education, as well as career explorations opportunities. In total, this project will reach 75 Maine youth who are off-track from graduating.

Historically, more than 98% of Wayfinder students have lived below the federal poverty level and more than 50% have experienced housing insecurity. Approximately 50% are teen parents. Most have experienced significant childhood trauma, and all have struggled in traditional school settings. In 2022, 71% of our graduates identify as female and 27% identify as BIPOC. This pilot will serve the above population in nine Maine counties, including the new target area of Hancock County, and will focus on increased outreach to youth who have been or are currently involved in the court system. It will also implement three new learning pathways that are proven to increase retention and graduation rates (arts and outdoor education and career explorations).

Credible Messengers, a DOC reentry program, collected data from Region 2 (Androscoggin, Oxford, Sagadahoc, Lincoln, Knox, Oxford, and Franklin) on education attainment. In Region 2 - 15 completed CM and are currently thriving in community. Only 3 of these graduated with a high school diploma. 3 turned 18 and did not complete high school, 9 remain in school with varying levels of success; from wanting to attend their public school but can't because of expulsion policy, to working on their HiSETT, attending Adult Ed, or regular school.

Preliminary data from Maine Dept. of Corrections 2021 Juvenile Decision Review indicates that Regions 1 & 2 saw 1,144 referrals to community corrections, 600 of which were first-time referrals. Most referrals were for youth aged 14-17. Diversion programs have significantly reduced the number of youths incarcerated; however, little data is collected on the high school completion rates of these youth.

What we do know is reentry into their schools is complex. Depending on the offense and policies of the school district, youth returning to their communities after an offense face numerous hurdles to returning to school. Many are diverted to alternative programs. Even when they want to return to regular school, they cannot because of the school policies regarding expulsion and suspension. There may be significant gaps in their

education prior to their offense and removal. Nationally up to 70% of youth in the justice system are estimated to have a learning disability. Some alternative programs have significantly improved their trajectory toward completion, but not every school district's alternative program can address the needs of these students. Schools may agree to educate the youth, but the climate of the school and/or skills of the educators assigned to work with youth may not be conducive to a successful outcome.

We also know from almost fifty years of doing this work that one factor leading to increased dropout is frequent moves between school districts. US. News & World Report states that high school students who move two or more times during their high school careers have only a 60% chance of high school completion. By adding Hancock County youth as a new student population, we will help mitigate this factor, as we will be able to follow students between districts, reducing the need for multiple re-enrollments in new districts.

Our stakeholder meetings identified these two new populations (youth involved in the justice system and youth in Hancock County) as well as the added focus on outdoor education, arts, and career explorations. Data from the Maine Environmental Education Association and The National Dropout Prevention Center support these new focus areas for their ability to improve mental and physical health outcomes, community connection, confidence, post-secondary planning, and high school retention and graduation rates.

<https://www.jjagmaine.com/wp-content/uploads/2022/07/Maine-Juvenile-Justice-System-Assessment-FINAL-REPORT-2-25-20.pdf> *Center for Children's Law and Policy et al. (2020). Maine Juvenile Justice System Assessment, February 2020.*

https://placemattersmaine.org/wp-content/uploads/2021/12/RCT_Report_WEB1.pdf *Cross Systems Collaboration to Improve Positive Youth Outcomes, November 2021.*

<https://app.powerbi.com/view?r=eyJrIjoibNzJiNWlwMzYtY2EyMC00ZTM2LTg2NWVhZjZlNDQ2MGM2ODc5IiwidCI6IjM2Nzk0NjU4LWYyMTktNGFkNC1hZjdiLTFiNjhkMTkwMDQ0MyIsImMiOiN9&pageName=ReportSectiona774d7bde0d7eed03d15> *Maine Regional Care Teams Referrals Data Dashboard, 2020-2022.*

<https://www.prisonpolicy.org/reports/education.html> *Getting Back on Course: Educational exclusion and attainment among formerly incarcerated people, Lucius Couloute, October 2018*

<https://journalistsresource.org/education/juvenile-incarceration-long-term-consequences/> *The Journalist's Resource; Juvenile Incarceration and its impact on high school rates and adult jail time, 2015 study in The Quarterly Journal of Economics*

<https://ojjdp.ojp.gov/model-programs-guide/literature-reviews/education-for-youth-under-formal-supervision-of-the-juvenile-justice-system.pdf> *Education for Youth Under Formal Supervision of the Juvenile Justice System, Literature Review: Office of Juvenile Justice and Delinquency Prevention, January 2019.*

<https://jlc.org/juveniles-justice/operation-education> *Juvenile Law Center - Operation Education*

https://mainechildrensalliance.org/site/assets/files/1825/2021_kidscount_db_final.pdf *2021 Maine KIDS COUNT*

<https://www3.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf>

<https://dailyonder.com/preventing-rural/2013/09/30/>

<https://blog.edmentum.com/cte-dropout-prevention-motivating-students-career-focused-learning>

<https://dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf>

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.

Unifying themes of these interventions are that they involve 1) the presence of a caring/invested adult throughout their enrollment, and 2) a consistent “school-to-go” plan wherever they live within our catchment area. Both provide a consistency and regularity to youth who have faced an inordinate number of challenges in their young lives. We will offer that through our one-to-one home-based teaching model, as well as through increased mentorship in the arts and outdoor and career explorations.

What we learned during Covid is that an individualized, student-centered model is extremely adaptable, provides consistency regardless of where a student lives, and ensures regular contact with a trusted adult. We continued to work with students in an almost uninterrupted way, and demand for services increased. At the same time, we began exploring new ideas for increasing student retention and graduation rates, and for ensuring our graduates will have opportunities for lifelong learning and economic security. Our stakeholder meetings identified three key areas that addressed these issues: increased exposure to the arts, increased opportunities for outdoor learning, and more in-depth career exploration.

This pilot project will allow us to build a unified curriculum with strong outdoor education and arts components. Activities will include expeditions to land trusts, farms, public waterways, and state parks; ecology workshops, and environmental volunteerism, including trails maintenance and water quality monitoring. It will also include expeditions to art museums and live music and theater performances, as well as workshops in photography, digital media arts, creative writing and more. Our career exploration goals will include expeditions to worksites and mentorship opportunities with local business leaders, as well as a professional development series as requested by students and graduates who participated in our stakeholder meetings. In addition, our findings support improved community connection when students are introduced to diverse resources within their communities, when they are exposed to new ways of seeing their communities, and when they connect in meaningful ways to new outlets. Taking the ‘classroom’ on the road, so to speak, engages students in real world experiences and often reignites learning. It is important to note that our program will meet ADA requirements by meeting with students in their own homes, and by purchasing an ADA compliant van for workshops and expeditions to other ADA compliant sites (colleges, museums, and ADA accessible trails, etc.). All of this will strengthen student ties to school and community and keep them on-track for graduation.

To this end, we will hire a Community Navigator (CN) who will work with teaching and leadership staff to ensure the success of all five pilot areas (two new populations and three new pathways). The CN will be responsible for increasing student enrollment in our two new populations, by meeting with existing and potential community partners and referral sites. The CN will help increase community awareness of our pilot and assist our Program Director with admissions and enrollment of new students.

In addition to outreach to new partners in Hancock County and with those who work within the justice system, the CN will work with program staff to boost collaboration with non-profits and businesses who will support our new pilot pathways. This will include developing MOUs with arts and outdoor education partners, building our connections with Maine businesses and employers, establishing a pool of mentors, and ensuring that all students have access to the training and supports they need to launch into post-secondary success.

PREP will work with these new populations, through the three innovations born out of our stakeholder/strategic planning sessions. PREP students will earn a reliable and consistent Maine DOE approved educational degree program that will follow them wherever they live, provide a supportive consistent teacher on a weekly basis and with online access, a laptop, hotspot (if needed) and a Community Navigator to ensure they receive the resources they need upon reentry. We will collaborate with community organizations like Credible Messengers and Restorative Justice to serve youth in the court system and further explore the specific educational needs of youth reentering their communities. Students will develop their own student-driven learning plans, and, through trusted relationships with caring adults, will have opportunities to explore learning that is focused on their own interests and needs, including developing skills that are immediately relevant and applicable to their daily lives. Exposure to the arts, outdoor education and experiential learning will help unlock and reengage them with their dreams and goals. In taking on a lead role in determining their education, students develop the confidence to learn from their mistakes, take risks to learn new things and, most importantly, recognize their value and worth in themselves and their community.

Because we meet with students in their own homes, or other locations as necessary, we can form strong trusting relationships and refer students for additional support services as needed. PREP students will benefit from this approach, in which they receive individualized instruction that addresses any educational gaps, and benefit from targeted attention to their specific educational needs. They will work at their own pace to complete 24 core requirements in academics, life skills and (if needed) parenting. They will have voice in creating weekly and longer-term goal plans. PREP will use our model of individualized, strengths-based, and student-centered instruction, which has proven to result in higher student retention rates for this population.

PREP will establish a base in Hancock County, and a targeted focus on serving youth in the justice system in all nine counties. We will increase retention and graduation rates by honoring student input and voice, and offering a flexible, accessible school-to-go model, with increased focus on career, arts, and outdoor education.

Specific goals are:

1. To increase the high school retention and graduation rates of Maine court-involved youth
2. To increase the high school retention and graduation rates of at-risk youth in Hancock County
3. To increase their confidence and community connection
4. To increase their life skills, job skills and work-readiness
5. To reduce through self-reporting their anxiety/depression
6. To increase their post-secondary goal planning skills
7. To increase post-secondary training, education and/or work enrollment
8. To increase their employment and economic security
9. To work toward removing policies that create unnecessary barriers for youth at risk of not graduating
10. To improve the hiring and job retention of youth from the justice system

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
1.	Advertise for positions (teachers, community navigator)	CL, Program Director and Head of Schools work to increase awareness in Hancock County and build referral sources	P	Aug 2022	Head of Schools (HoS)
2.	Hire and train new staff (teachers and Community Navigator)	August-October,	(P)	Aug-Oct	Program Director (PD), consultants
3.	Est. MOU with partner organizations: Credible Messengers, Restorative Justice, other community partners	To increase awareness and referrals among adjudicated youth and their advocates	P	Aug 2022	HoS, w/ PD
4.	Meet with school districts in service areas	Introduce pilot, gather data on what is in place, what needs they have	Ongoing (P,I)	Sept-Dec	PD, Community Navigator (CN), HoS
5.	Seek evaluation needs from Cutler Institute	Help establish data gathering plan for pilot	Ongoing (P,I)	Sept-June	PD, HoS
6.	Meet with community-based resource organizations	Introduce pilot, gather data on resources, gaps, network	Ongoing (P,I)	Sept-Dec	PD, CN, HoS
7.	Meet with community partners/consultants in arts & outdoor education	Implement latest research, expertise, and available resources	(P,I)	Ongoing	PD, CN
8.	Build career explorations connections with local businesses/workplaces	Develop network in all nine counties of career/work sites and partnerships	(P,I)	Ongoing	HoS,PD, CN, Teachers
9.	Order equipment	As needed based on enrollment	P	Sept	PD w/ Admin
10.	Enroll students		(P,I)	Ongoing, September-June	PD, CN,
11.	Purchase needed arts and outdoor education materials, supplies, equipment	Based on enrollment projections	P	September-January	PD w/ Admin & Community Navigator CN
12.	Purchase ADA compliant van	Transportation needs of teacher/student class time, workshops and field trips related to outdoor/arts/career exploration	P	Sept	HoS, Admin

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).

During Pilot:

Pre: Survey youth in topics below

Mid-year: Informal observations & interviews with enrolled students and their parents

1st year-end assessment: Survey youth in topics below

Short-term:

More than 90% of program participants will report:

- increased confidence
- increased community connection
- increased job skills
- increased practical life skills
- increased ability to access community resources
- increased ability to advocate for themselves and their families
- increased ability to provide healthy meals for their families
- increased ability to make goals and plans for the future
- reduced anxiety

At Graduation: (All the above)

Long term:

- More than 70% of graduates will secure part or fulltime employment within six weeks of graduation
- More than 60% will pursue post-secondary education and technical training programs

- 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.	Seek to partner with the Cutler Institute to develop a comprehensive program evaluation plan, outcomes data collection and quality improvement	B/I/S	Assess with Cutler on frequency needs	Contract support in collaboration with Teacher/Liaison

2.	Enrollment data			
3.	Attendance			
4.	Teacher Evaluation			
5.	Mentor evaluation			
6.	Student self-report			
7.	Number of diplomas awarded			
8.	College/training program enrollment			
9.	# of jobs secured			

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.

The pilot will determine the scalability of the project and timeline for scalability. Elements that are needed to scale up include:

1. Developing relationships with sending school districts and community partners
2. Assess Student/Community Navigator impact on student engagement and seamless coordination with community partners
3. Developing relationships with arts and outdoor educators and well as with career explorations mentors
4. Expand training in arts, outdoor ed and career exploration for teachers
5. As partnerships grow, add more teachers to accommodate increased student caseload

This project will allow us to build and strengthen relationships with sending school districts and community partners, increase visibility and increase our partnerships with Maine businesses. With improved retention and graduation rates, we can demonstrate to sending schools the positive impact PREP can have on their dropout rates, at reduced cost to them, resulting in increased tuition support for students from sending school districts. With increased awareness of our program, its increased emphasis on arts, outdoor education and career training will attract more foundation, donor, and business support interested in these areas. Our pilot includes a few one-time expenditures, including equipment costs, but will require sustained funding for new teaching staff. There are several specific foundations and donors we hope to work with in Hancock County, several of whom have already expressed interest in supporting Wayfinder should we move into Hancock County. We have also begun researching foundation grants specifically for arts and outdoor education. By increasing sending school district support, business support, and foundation funding, we expect to sustain this program beyond the pilot period.

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.

We held multiple strategic planning sessions with more than 30 key stakeholders including board, staff, students, graduates, business supporters, individual donors, community partners and volunteers. We also held meetings and interviews with representatives of Long Creek, Credible Messengers and USM. We have also begun conversations with sending schools and potential sending schools in Lewiston and in Hancock

County. This pilot is strongly informed by student voice and by fifty years of experience in working on dropout prevention initiatives in Maine.

As a result of stakeholder meetings, we maintained our focus on individualized instruction and practical life skills education, and increased our emphasis on outdoor education, arts education, and career explorations. We defined the need for a community navigator position; affirmed our original instinct to focus on Hancock County; and established the key needs for project success and sustainability.

Our biggest learning has been and will be our work with those involved in the justice system, and we have begun establishing meetings with additional partners, including Restorative Justice.

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.

Budget

Direct Program Costs

PREP Positions = \$137,500

1. 1 Full time teacher (38.5K-41K)
2. 1 ½ time teacher 22K-23K)
3. 1 FTE Community Navigator (\$38.5K)
4. Est. 8-12% Passages Program Director time in training new staff, working with school districts and community-based organizations = est. (6K-10K)
5. Taxes + Benefits for 2 11.2K/FTE positions + % of PPD position and ½ time position benefits = (25K)

Equipment = \$85,200

1. 1 ADA compliant 7-passenger van for workshops and expeditions: Range \$40K-\$100K (\$55K)
2. Van Service = (5K)
3. Mileage for PREP related travel (\$12K)
4. Additional iPads, protective cases (\$300/est. 25), teacher laptops (3/\$900 each) = 10.2K
5. Hotspots & monthly connectivity charges, est. 5-9 students x \$20/mo, equipment \$90/each = est. (3K)

Educational materials, supplies and equipment needed: (\$9,300)

Art supplies: \$2K

Outdoor equipment: Student gear (Students have little and may need appropriate attire for outdoor activities), est. \$4.3K

Career exploration: \$1K

Arts and outdoor education workshop instructors (2K)

Administrative Costs = \$18,000

Arts / Outdoor PD training for staff (1.5K)

Cutler Institute Evaluation Assistance (3.5K)

% of Administrative Staff time (13K)

Total: \$250,000