



REIMAGINING, RETHINKING, AND REBUILDING COMMUNITY ENGAGEMENT

*How a small, rural school district
turned community engagement
norms on their head to pioneer a
new vision for transformation*

Graham Local Schools

St. Paris, Ohio



“At a time when the new school year is beginning across the nation, there is no better time than now to speak out about the value of public education and bring to the forefront the outstanding work being done by our school districts,” said Daniel A. Domenech, Executive Director, AASA.

“It’s important to be imagining how our classrooms and schools can look and feel different in the next decade,” said Rose Else-Mitchell, Chief Learning Officer, Houghton Mifflin Harcourt. “We congratulate these change-makers for creating a culture of innovation and the conditions for future-focused learning designs in their school districts to accelerate student engagement, growth, and achievement.”

INTRODUCTION

To residents of St. Paris, a small rural village in Ohio, and its larger county, Graham Local Schools (Graham) was a district that appeared to all but have turned away from its community. For years, the district seemed to exist only within itself, educating its students as though they lived only in school—not in a larger community, where most of them would return after college or stay to work after graduation, or in a rapidly changing world. With community relations strained, Graham’s students were missing opportunities to obtain an education that was career relevant and future ready. The team, to a large extent, was failing to understand the skills employers sought in candidates—today and tomorrow—and incorporating them into instruction. Fortunately, a new superintendent would see how unfair the district’s historic introversion had been to its students, staff, and the community. Instead, he would lead a revitalized Graham team through a true redefinition of what it means to be an organization in a larger community and county—and inspire thousands of people along the way to do the same.

THE CHALLENGE

Graham Local Schools is a small, rural school district in St. Paris, Ohio—a village in Champaign County. Covering 185 square miles, Graham is the fifth largest school district in Ohio by geography, serving 1,980 students across three buildings. Forty-six percent of Graham’s kindergarten enter kindergarten-ready. The district has a free/reduced lunch rate of approximately 40%.

As of the 2010 U.S. Census, 2,089 people live in St. Paris, and 40,097 people live in Champaign County. After graduation, 70% of Graham’s students stay in or return to the St. Paris community or surrounding areas in the county. In such a small community, a positive relationship between the school district and its business and residential neighbors is paramount. Yet, over the years, this relationship had deteriorated to the point of being virtually nonexistent.

Furthermore, the district was low performing. There was a sense that it needed to change not only for the benefit of students, but for the benefit of teachers, too. There was a perception in the community Graham had grown too introverted—too disconnected from those beyond its walls. And there was a perception that it had even grown too disconnected from its students, in that, across the board, it was not sufficiently preparing them for the careers that awaited them—in the local community or elsewhere.

In the spring of 2016, the local board of education launched a superintendent search. They knew that the ideal candidate would need to lead the entire school district through sweeping instructional changes *and* work swiftly to repair the relationship with the local community to dramatically improve its reputation.

Thus, this person would need to have a firm grasp on what it takes to make students college and future ready, how to build a brand, and the requisite team that would need to be in place to achieve such broad and varied improvements.

THE INNOVATION

Fortunately for Graham, its team, students, and local community, the ideal candidate was hired later that spring. In a short amount of time since the new superintendent took the helm, Graham has made significant and sweeping changes that have pointed the entire district in a new direction. As a collective, they are on a path towards continued successes for staff and students for years to come. Across all of their schools, they have conceived and implemented scores of innovations big and small. However, perhaps the innovation that has, as of yet, paid the biggest and most interesting dividends pertains to how they've connected with the community.

Graham has truly innovated community outreach and relationships. And they have done this, in large part, by rethinking, reimagining, and rebuilding their role in it. Three ultimate beliefs about the role and responsibility of a school district in its larger community have driven these changes.

Aim for a Two-Way Relationship with the Larger Community

In most cases, relationships between a school district and its larger community are one-way. Typically, the district is initiating dialogue and going to the community member or business for assistance, not the other way around. Graham has been able to flip this norm on its head. Its team has managed to create a dynamic where the relationship between district and community is mutually beneficial and one where members of the community routinely come to them for guidance or to share ideas for relevant learning or collaboration.

The two-way relationship was unlocked when leadership had a brilliant insight: they could share best practices with local organizations. However, before earning such a degree of credibility, the district had to regain basic trust within the community. The first thing the new superintendent did was engage the community in developing a strategic plan for the district. For five months, a team of 25 people—from members of the community, to students, parents, and district staff—met regularly to devise a strategic vision for the district by 2020. Members of the business community were asked specifically the skills they need in employees, which had a large and direct impact on shaping the district's curriculum. The strategic plan, called Graham 2020, was implemented in the 2016-17 school year and was the first such plan the district had ever created.

This engagement was merely step one of an ongoing effort not only to repair relations with the community, but also take them to a level the district never had before. In Graham, a growth mindset is considered a must for everyone in their schools, including staff and students. The district began doing research about what specifically a growth mindset is and how to nurture it in people. What they learned about a growth mindset, including a willingness to change and to be accountable for one's actions, began to shape all professional development. When leadership would dialogue with community members, the

district's growth mindset professional curriculum would get referenced. Business leaders would then ask questions. Soon enough, members of Graham's team were holding sessions with community members to guide them on implementing a growth mindset employee curriculum of their own.

Why not, thought leadership. They saw an incredible opportunity to give back to those who'd begun to help them greatly overhaul and improve the relevancy of learning opportunities for students. And they saw an opportunity to share wisdom they'd gained with those who would also benefit from it. Steadily, Graham positioned itself in the community as an organization that cares not just about how its students fare while in school, not just about how they fare after school as employees (often at local companies), but also how its local companies are faring themselves today.

Graham has also heavily researched design thinking and strategic planning so that they could apply these tools to their own ongoing planning. Similar to sharing their growth mindset wisdom, Graham team members have lead sessions with local business people about design thinking and strategic planning. They discovered that many local companies had never created and implemented a strategic plan of their own. Almost like consultants (or volunteer consultants), Graham stepped in to offer guidance to organizations about building a strategy and managing its successful execution. This cohort meets quarterly to share the latest research, do deep dives into specific books about leadership and change, ask and answer questions, and exchange lessons learned.

The result, per Graham leadership, has been remarkable. Members of the community now call them to share ideas and offer to collaborate with students. This dynamic does mean more time and work for the Graham team. But it's time and work they are happy to give, as they see it as an investment in nurturing and evolving their relationship with the community. And it's an investment that has, in their view, paid them back in spades.

Nearly three years after the superintendent first opened the conversation with the community, Graham leadership credits its members with helping push the district into true reform. Among its larger changes towards a future ready education, the district created Career Gears, which they say could not have happened without support from local organizations. Career Gears is a formal system of college and career readiness that enlists members of the professional community to share with all K-12 students real-world expertise, skills, and learning opportunities. It was articulated and documented by the board to create a clear set of expectations for educators and students and signal to the community Graham's intention with and commitment to the program. Ultimately, its aim is to ensure that every student—as early as kindergarten—is thinking about the career they might one day want to have.

Certain protocol is followed for each grade level to meet the requirements of the Career Gears Policy. For each grade level, there are annual goals, actions, time requirements, and pathways (career tracks) to define how students in that grade will fulfill their Career Gears learning. As an example, an annual goal for students in kindergarten through grade five is that "students will be exposed to careers in the manufacturing field that involve employment and enrollment." This is achieved when these students attend an annual manufacturing day, where local manufacturing employees showcase features of their work for students. By contrast, seniors in high school are expected to participate in some sort of hands-on career shadowing opportunity in a pathway of their choosing and throughout the year. As an example,

students on the technology pathway will receive “training through programming provided by JP Morgan Chase and offer a student managed help desk.” For students on the medical pathway, they will “gain access to field related careers [through site visits]” and some “will have access to internships in the medical field.” See Appendix 1 for the K-12 Career Gears Job Shadowing Policy.

Graham also developed a similar program, but for service. The Career Gears Service Learning Policy lays out what students in all grades are expected to do annually to give back to the community. To Graham, service is a value they believe in instilling in students. The program is also another opportunity to convey to the community that Graham is no longer the introverted district it once was, but one that seeks to give back to the community every year and across grade levels. See Appendix 2 for the Career Gears Service Learning Policy.

Career Gears would be impossible without members of the community offering their time, either in shaping the program or actually mentoring and engaging with students. Many of these people have opened up their offices and companies to students and take great pride in helping them plan their careers. Graham leadership knows such enthusiasm and such generous gifts of time and resources are possible thanks to a community that was open to the district’s outreach and desire to repair relations. Leadership also knows that repaying the community for their efforts through openness with their own resources and wisdom has been key, too.

Think and Act Like a Business

Graham is a district deeply focused on personalized learning. The entire staff devotes much time and energy to always improving their capacity to deliver truly personalized learning to all students. To achieve this, Graham, in many ways, operates like a business. They see students as their customer base, and it is their ultimate job to deliver on the promise of a future ready education for these customers. However, they understand that these customers also have customers—future employers. To prepare students for their futures, then, is to prepare them to be the most desirable job candidates possible to future employers. To deliver on the promise to students has to include keeping tabs on what the students’ customers—employers—need and value and then incorporating this into instruction.

Career Gears has been a game-changing opportunity for students to gain hands-on, career-relevant learning. But what about the learning in between Career Gears work? Graham did not want to miss any opportunity to help students gain and practice the skills valued in the marketplace, including a future one. So Graham leadership went to the marketplace to ask businesses in the community what they look for when hiring employees. They have repeatedly told the Graham team they want problem solving skills and the ability to collaborate productively.

In response, Graham has folded Lean Six Sigma training and certification into learning for juniors and seniors in high school. Lean Six Sigma is certification valued in most every industry. Its training requires learning how to build processes that reduce waste of any kind of resources and uses a specific approach to problem solving. In the 2017-18 school year, nearly all Graham juniors earned their Six Sigma Yellow Belts—the first of four Six Sigma certification levels, or “belts”—making them the first student cohort in the country to achieve such an accomplishment. As seniors, they will have the option of earning the next level certification, or Green Belt.

Lean Six Sigma certification is typically known as on-the-job training. It has rarely been an option to students, except only in very small student populations. Yet, thanks to Graham's pioneering embrace of the Lean Six Sigma program, Ohio now recognizes its certification as graduation credit. Graham plans to continue expanding Lean Six Sigma learning and certification to create more opportunities for more students. In the meantime, the program not only signals to the community that Graham is listening to them and helping students gain the skills they value. It is also outfitting students with resume-worthy experience.

When it comes to branding and promotion, Graham again thinks like a business. District leadership understands that they are up against different competitive forces that stand to undermine their ability to attract and retain students. This competition comes from neighboring schools and those who want to privatize a chunk of public schools. To resist these forces, Graham' leadership understood what it needed to do.

Like any good businesspeople, Graham has sought opportunities to brand specific programs for easier promotion and visibility in the community. For example, Career Gears has become a full-scale brand in it of itself, replete with a logo and marketing collateral. The school issues signage to organizations and companies that are Career Gears partners. Several businesses in the community proudly showcase their Career Gears partner signage in their offices. This prompts visitors to inquire about it, which drums up more interest in the program. The school also showcases their partners' logos in their schools. The net effect is that Career Gears looks like the formal, robust, serious K-12 system it is.

Lastly, like a business, the Graham team is always learning from and *for* its community partners. They have recognized that most of the barriers to collaborating with the community present when the school and a community organization fail to understand each other or communicate. Graham views it as their job to keep their community "customers" happy, as arguably, the district needs the community more than the community needs them. In meetings with various community members, leadership readily admits they are often confronted with information—industry speak, legalese, business language, etc.—they're not familiar with. But instead of lapsing into miscommunication and a failed relationship, the Graham team sets out to understand this information so that, as needed, workarounds to barriers can be developed. This is yet one more way Graham shows to the community how much they care about their relationship and that they want to do whatever they can to keep the lines of communication open and healthy. It also fosters the district's positive standing in the community and, thus, its appeal to prospective students.

Learning Begins Before Kids Enter School—So Schools Have a Duty to Support Them Then

Extensive research suggests that if literacy does not start as early as possible, kids will be negatively impacted all the way through school. If it is Graham's job to prepare all students for successful futures, then how could they ignore the learning and priming for learning that happens in a child's earliest years? Simply put, they felt they couldn't.

Leadership began reaching out to key organizations in the community—the Chamber of Commerce, the YMCA, Urbana University, and the United Way—to learn what they'd been doing to help education

entities in the community. The short answer was very little. Graham decided to solicit the support of these organizations to do something about it. The plan was to establish a program to expose kids to books from birth.

Graham and partners got a Community Connector Grant to fund what would become the Literacy Foundation and then hired a person to run it. Its mission is to impact early childhood literacy, and support their families to that end, before kids even walk through Graham's doors or those of any other local schools. Families and children sign up to join the program at local schools, stores, libraries, and the Chamber of Commerce. The foundation partnered with the Dolly Parton Imagination Library, which sends all children in the program a book every month from ages zero to five. The Foundation hosts parent education and family literacy events to educate families on how to promote their child's early literacy development.

The Foundation has been so successful and popular in the community that Graham is currently working to expand it across the county. Per county-wide funding agreements with schools and the local Educational Service Center, the Foundation will provide all students in the county ages zero to five with its resources in three years. All the Foundation's partners remain wholly committed to this rewarding program, aware that it is a benefit not only to these families and their children, but also to the community at large and its future viability.

THE IMPACT

Graham has achieved incredible innovation on a shoestring budget—and they believe they are only getting started. Its staff credits such rapid improvement to consistent encouragement from leadership to take risks. Leadership understood that rapid change requires rapid trial and error, and this requires that the staff have room to take risks, experiment, discover new best practices, and move on when something falls short of expectations. The superintendent repeatedly seeks to empower everyone in Graham's schools, emphasizing that they should not get caught up in evaluations, but instead focus on what is really important—and at Graham, that is the ability to change, grow, and innovate in the name of what is best for students. Leadership also understands that rapid change requires sufficient support for teachers and staff. Therefore, the district has created a unique personalized professional development plan for all its educators and administrators. (It also serves the dual purpose of modeling for educators the kind of personalized learning the district expects for students.)

In this moment of rapid change and transformation, leadership and staff have decided to deemphasize data. Instead, they are looking to qualitative signals that students are growing more future ready. Presently, the team is working to define measures to ascertain the future-readiness—not the ability to take tests—of a student. This is hard work, and yet one more reason Graham has totally changed who and how they hire.

Since beginning the process of change, Graham only hires employees who put students first, demonstrate a growth mindset, show a high willingness to change, and have a comfort with taking risks. They look for people who can handle failure in the name of growth, are tech savvy, and are enthusiastic about collaboration. They also hire only people who are committed to lifelong learning themselves so that


they can model to students what this looks like in practice. (As an example, the entire leadership team has earned either Yellow Belt or Green Belt Lean Six Sigma certification, and several of those with Green Belts now serve as Yellow Belt trainers.) This extends to everyone they hire—from administrators, to teachers, to all classified employees. Everyone who works at Graham *must* put students first and *must* be willing to do the hard work of innovating on their behalf.

Lastly, everyone must have a respect for the community at large and be willing to give back, either through service or community outreach programs. Presently, members of the Graham team are again sharing their wisdom with others across the county. Graham leaders are guiding the county through building a strategic plan with several goals and measurable actions and milestones. The plan aims to define how the county at large can collaborate to impact all their children’s emotional health and wellbeing and learning potential from cradle to graduation. Thanks to the Graham’s generosity of time, knowledge, and spirit, its entire county—and all the students, future and present, in it—stands to gain from this noteworthy and innovative collaboration.

DISCUSSION QUESTIONS

1. What is our reputation in the community at large? Why? How do we know? Is our relationship with the community at large only one-way? If so, what can we do to promote a two-way, open door relationship?
2. What knowledge and wisdom do we have that we can share with various community members and/or organizations to promote goodwill and signal our care for them?
3. Do we view ourselves as existing within a competitive environment? What can we brand and market to signal to the community that our district/school is a place where students come to gain a truly exceptional, future-ready education?
4. What are we doing to impact literacy and early childhood development before students walk through our doors? What is our community doing? How can we join forces and pool resources to educate local families about the importance and how-to of early childhood learning

APPENDIX 1: K-12 CAREER GEARS JOB SHADOWING POLICY

 Career Gears Job Shadowing Policy				
Grade	Goal	Action	Hours	Focus
Grade	Goal	Action	Hours	Pathway
K-5	Students will be exposed to careers in the manufacturing field that involve employment and enrollment.	Students will participate in Career Manufacturing Day each year.	1+ hours	Manufacturing
K-3	Students in grades K-3 will illustrate and report on various career pathways.	Students will access the ThinkTV resources, "I can be anything I want to be (A to Z Career Lab)"		Three E's
K-3	Students in grades K-3 will be exposed to public service careers through in-school assemblies.	Students will be visited by Police, Fire, Hospital, Library, and school employees.		Public Service
3	Students in 3rd grade will explore the various careers that provide a public service.	Students will participate in a gratitude project where they thank various careers that provide a service that makes a difference for them.		Public Service
4	<ul style="list-style-type: none"> Students in 4th grade will explore careers in environmental and wildlife management. 	<ul style="list-style-type: none"> Students will take part in the "Trout in the Classroom" project. They will participate in raising brown trout from November until May each year. Speakers from ODNR, OSU and other local organizations will share their career paths during bi-weekly/monthly pod visits. Students will visit Freshwater Farms of Urbana. 	Ongoing throughout the year: 20+	Wildlife Management, Fishery Biologist, Aquaponics Technology Precision Agriculture

Grade	Goal	Action	Hours	Pathway
6	<ul style="list-style-type: none"> ● All 6th Grade Students will visit KTH Parts Industry. ● All 6th Grade Students will utilize Naviance for career exploration. ● The GMS Falcon FIRST LEGO Club will meet to weekly to promote STEAM Skills and to connect with industry partners. (8 6th Grade Students) ● All 6th Grade Students will participate in Manufacturing Day to gain exposure to manufacturing career pathways. ● All 6th Grade Students will have the opportunity for up to 2 Out of School Job Shadowing experiences to promote career pathways. 	<ul style="list-style-type: none"> ● 6th Grade Students will visit KTH in order to learn more about local manufacturing. ● 6th Grade Students will complete the Strength Explore and Learning Style Inventory through Naviance. ● The GMS Falcon FIRST Club will meet weekly to review STEAM Skills and connect with industry partners. ● 7th Grade Students will help plan and will participate in a station rotation style session where they will be exposed to career planning, manufacturing industry leaders, and hand-on activities. ● 6th Grade Students will complete GLS Job Shadowing approval paperwork for excused Job Shadowing. 	<p>4 Hrs</p> <p>2 Hrs</p> <p>10 Hrs</p> <p>3 Hrs</p> <p>Ongoing</p>	<p>Manufacturing</p> <p>Enrollment, Enlistment, Employment</p> <p>STEAM</p> <p>Manufacturing</p> <p>Career Exploration</p>

Grade	Goal	Action	Hours	Pathway
7	<ul style="list-style-type: none"> ● All 7th Grade Students will visit a local college to explore enrollment pathways. (Urbana University) ● All 7th Grade Students will utilize Naviance for Career Exploration. ● The GMS Falcon FIRST LEGO Club will meet weekly to promote STEAM Skills and to connect with industry partners. (5 6th Grade Students) ● All 7th Grade Students will participate in Manufacturing Day to gain exposure to manufacturing career pathways. ● All 7th Grade Students will have the opportunity for up to 2 Out of School Job Shadowing experiences to promote career pathways. 	<ul style="list-style-type: none"> ● 7th Grade Students will visit Urbana University as an introduction to enrollment pathways. Students will write a reflection on a career pathway after the visit. ● 7th Grade Students will complete Do What You Are and Learning Style Inventory through Naviance. ● The GMS Falcon FIRST Club will meet weekly to review STEAM Skills and connect with industry partners. ● 7th Grade Students will help plan and will participate in a station rotation style session where they will be exposed to career planning, manufacturing industry leaders, and hand-on activities. ● 7th Grade Students will complete GLS Job Shadowing approval paperwork for excused Job Shadowing. ● 	<p>4 Hrs</p> <p>2 Hrs</p> <p>10 Hrs</p> <p>3 Hrs</p> <p>Ongoing</p>	<p>Enrollment (Education)</p> <p>Enrollment, Enlistment, Employment</p> <p>STEAM</p> <p>Manufacturing</p> <p>Career Exploration</p>

Grade	Goal	Action	Hours	Pathway
8	<ul style="list-style-type: none"> All 8th Grade Students will attend the Farm Science Review. 	<ul style="list-style-type: none"> 8th Grade Students will attend the Farm Science Review to investigate Agriculture Related Careers. 	4 Hrs	Agriculture Careers
	<ul style="list-style-type: none"> All GMS 8th will visit Ohio Hi-Point Career Center to investigate pathways. 	<ul style="list-style-type: none"> 8th Grade Students will visit Ohio Hi-Point to investigate Career Pathways that they offer. 	2 Hrs	Education
	<ul style="list-style-type: none"> All 8th Grade Students will utilize Naviance for Career Exploration. 	<ul style="list-style-type: none"> 8th Grade Students will complete Game Plan Survey and MI Advantage through Naviance. 	2 Hrs	Enrollment, Enlistment, Employment
	<ul style="list-style-type: none"> The GMS Falcon FIRST LEGO Club will meet weekly to promote STEAM Skills and to connect with industry partners. (4 8th Grade Students) 	<ul style="list-style-type: none"> The GMS Falcon FIRST Club will meet weekly to review STEAM Skills and connect with industry partners. 	10 Hrs	STEAM
	<ul style="list-style-type: none"> All 8th Grade Students will present a TedX style presentation on a Career Pathway or other approved topic. 	<ul style="list-style-type: none"> 8th Grade Students will research, plan, and deliver a TedX style presentation by the end of their 8th Grade Year. 	6 Hrs	Enrollment, Enlistment, Employment
	<ul style="list-style-type: none"> All 8th Grade Students will participate in Manufacturing Day to gain exposure to manufacturing career pathways. 	<ul style="list-style-type: none"> 8th Grade Students will help plan and will participate in a station rotation style session where they will be exposed to career planning, manufacturing industry leaders, and hand-on activities. 	3 Hrs	Manufacturing
	<ul style="list-style-type: none"> All 8th Grade Students will participate in Manufacturing Day to gain exposure to manufacturing career pathways. 	<ul style="list-style-type: none"> 8th Grade Students will help plan and will participate in a station rotation style session where they will be exposed to career planning, manufacturing industry leaders, and hand-on activities. 	Ongoing	Career Exploration
	<ul style="list-style-type: none"> All 8th Grade Students will have the opportunity for up to 2 Out of School Job Shadowing experiences to promote career pathways. 	<ul style="list-style-type: none"> 8th Grade Students will complete GLS Job Shadowing approval paperwork for excused Job Shadowing. 		
		<ul style="list-style-type: none"> 		


Grade	Goal	Action	Hours	Pathway
9	<ul style="list-style-type: none"> ● Internship Course Each Semester ● Cadet Core intern ● Tech Corps Interns ● FFA students conducting site visits through field trips ● FCCLA students conducting site visits through field trips ● CBI conducting site visits through through field trips Career Connections 	<ul style="list-style-type: none"> ● Students will have 12 weeks of experience available each semester ● Students will be able to develop connections through Army, Marine, Navy, and Air Force JROTC through contact experiences incourse ● Students are to receive training through programming provided by JPMorgan Chase and offer a student managed help desk. ● FFA students through site visits, experiences with Falcon Farms, and tours will gain access to agricultural careers ● FCCLA students through site visits will gain access to experiences to field related careers ● CBI students through site visits will gain access to experiences to field related careers through Career Connections 	Ongoing	<p>Employment</p> <p>Military</p> <p>Technology</p> <p>Agricultural</p> <p>Education/Skilled Services</p> <p>Employment</p>

Grade	Goal	Action	Hours	Pathway
10	<ul style="list-style-type: none"> ● Internship Course Each Semester ● Cadet Core intern ● Tech Corps Interns ● FFA students conducting site visits through field trips ● FCCLA students conducting site visits through field trips ● CBI conducting site visits through field trips through Career Connections ● Ohio Hi Point informational session at Graham ● Ohio Hi Point site visit 	<ul style="list-style-type: none"> ● Students will have 12 weeks of experience available each semester ● Students will be able to develop connections through Army, Marine, Navy, and Air Force JROTC through contact experiences incourse ● Students are to receive training through programming provided by JPMorgan Chase and offer a student managed help desk. ● FFA students through site visits, experiences with Falcon Farms, and tours will gain access to agricultural careers ● FCCLA students through site visits will gain access to experiences to field related careers ● CBI students through site visits will gain access to experiences to field related careers through Career Connections ● Ohio Hi Point staff will produce an introductory relationship to potential pathway experiences ● Students will conduct a site visit to Ohio Hi Point and participate in field opportunities of laboratory experiences 	Ongoing	<p>Employment</p> <p>Military</p> <p>Technology</p> <p>Agricultural</p> <p>Education/Skilled Services</p> <p>Employment</p> <p>Research</p> <p>Research</p>

Grade	Goal	Action	Hours	Pathway
11	<ul style="list-style-type: none"> ● CBI Course ● Cadet Core intern ● Tech Corps Interns ● FFA students conducting site visits through field trips and shadowing experiences ● FCCLA students conducting site visits through field trips and shadowing experiences ● BPA conducting site visits through field trips and shadowing experiences ● HOSA conducting site visits through field trips and shadowing experiences ● SkillsUSA conducting site visits through field trips and shadowing experiences ● Teaching Professions to perform classroom observations and early field experiences ● Student representatives to participate in Buckeye Girls State, Buckeye Boys State and YMCA Youth In Government 	<ul style="list-style-type: none"> ● Students will have opportunity to participate in work study ● Students will be able to develop connections through Army, Marine, Navy, and Air Force JROTC through contact experiences incourse ● Students are to receive training through programming provided by JPMorgan Chase and offer a student managed help desk. ● FFA students through site visits, experiences with Falcon Farms, and tours will gain access to agricultural careers ● FCCLA students through site visits will gain access to experiences to field related careers ● BPA students through site visits will gain access to experiences to field related careers, Some students will have access to internships and Yellow belt training ● HOSA students through site visits will gain access to experiences to field related careers, Some students will have access to internships in medical field ● Students will be participating in field experiences through Grimes airport and working with aviation techniques ● Students will be earning college credit as they start their field experiences and placements ● Students will have access to learn and create governmental programming through a camp experience 	Ongoing	<p>Employment</p> <p>Military</p> <p>Technology</p> <p>Agricultural</p> <p>Education/Skilled Services</p> <p>Business</p> <p>Medical</p> <p>Aviation</p> <p>Education</p> <p>Government</p>

Grade	Goal	Action	Hours	Pathway
12	<ul style="list-style-type: none"> ● CBI Cohort ● Cadet Core Cohort ● Tech Corps Helpdesk Cohort ● GIS Cohort ● FFA students conducting site visits through field trips and shadowing experiences ● FCCLA students conducting site visits through field trips and shadowing experiences ● BPA conducting site visits through field trips and shadowing experiences ● HOSA conducting site visits through field trips and shadowing experiences ● SkillsUSA conducting site visits through field trips and shadowing experiences ● Teaching Professions to perform classroom observations and early field experiences 	<ul style="list-style-type: none"> ● Students will have opportunity to participate in work study ● Students will be able to develop connections through Army, Marine, Navy, and Air Force JROTC through contact experiences incourse ● Students are to receive training through programming provided by JPMorgan Chase and offer a student managed help desk. ● Students are to receive training in using survey equipment in order to track and global position place markers to a digital map ● FFA students through site visits, experiences with Falcon Farms, and tours will gain access to agricultural careers ● FCCLA students through site visits will gain access to experiences to field related careers ● BPA students through site visits will gain access to experiences to field related careers, Some students will have access to internships and Yellow belt training ● HOSA students through site visits will gain access to experiences to field related careers, Some students will have access to internships in medical field ● Students will be participating in field experiences through Grimes airport and working with aviation techniques <p>Students will be earning college credit as they start their field experiences and placements</p>	Ongoing	<p>Employment</p> <p>Military</p> <p>Technology</p> <p>Technology</p> <p>Agricultural</p> <p>Education/Skilled Services</p> <p>Business</p> <p>Medical</p> <p>Aviation</p> <p>Education</p>

APPENDIX 2: CAREER GEARS SERVICE LEARNING POLICY

 Career Gears Service Learning Policy				
Grade	Goal	Action	Hours	Focus
K	<ul style="list-style-type: none"> All Kdg Students will participate in Graham Local Schools Service Day. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. 	5 Hrs	School and Community Needs
1	<ul style="list-style-type: none"> All 1st Grade Students will participate in Graham Local Schools Service Day. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. 	5 Hrs	School and Community Needs
2	<ul style="list-style-type: none"> All 2nd Grade Students will participate in Graham Local Schools Service Day. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. 	5 Hrs	School and Community Needs
3	<ul style="list-style-type: none"> All 3rd Grade Students will participate in Graham Local Schools Service Day. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. 	5 Hrs	School and Community Needs
4	<ul style="list-style-type: none"> All 4th Grade Students will participate in Graham Local Schools Service Day. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. A team of 4th grade students will plan service learning day for GES. 	5 Hrs 20 Hrs	School and Community Needs Leadership
5	<ul style="list-style-type: none"> All 5th Grade Students will participate in Graham Local Schools Service Day. Student Council students will plan various fundraisers throughout the year for various charities. 	<ul style="list-style-type: none"> Students will participate in school or community service projects. A team of 5th grade students will plan service learning day for GES 5th Grade students will visit JA BizTown and simulate various government and business activities that take place in a community. 	5 Hrs 20 Hrs 20 Hrs	School and Community Needs Pennie for Patients Relay for Life Civic Responsibility

Grade	Goal	Action	Hours	Focus
6	<ul style="list-style-type: none"> ● All 6th Grade Students will participate in Graham Local Schools Service Day. ● The GMS LEO Club will support the school and community through service learning projects.(5, 6th Grade Students) ● All 6th Grade Students will have the opportunity to earn Service Learning Hours through outside source (4-H, Church, Shelter, Parks, etc.) 	<ul style="list-style-type: none"> ● 6th grade students will participate in school or community service projects. ● The LEO Club will complete needs assessments to identify and implement Service Learning opportunities at school and in the community. ● 6th Grade Students will complete district forms and have approval on pre-approved Service Hours. 	<p>5 Hrs</p> <p>20 Hrs</p> <p>Ongoing</p>	<p>School and Community Needs</p> <p>School and Community Needs</p> <p>Community Needs</p>
7	<ul style="list-style-type: none"> ● All 7th Grade Students will participate in Graham Local; Schools Service Day. ● The GMS LEO Club will support the school and community through service learning projects.(5 7th Grade Students.) ● All 7th Grade Students will have the opportunity to earn Service Learning Hours through outside source (4-H, Church, Shelter, Parks, etc.) 	<ul style="list-style-type: none"> ● 7th grade students will participate in school or community service projects. ● The LEO Club will complete needs assessments to identify and implement Service Learning opportunities at school and in the community. ● 7th Grade Students will complete district forms and have approval on pre-approved Service Hours. 	<p>5 Hrs</p> <p>20 Hrs</p> <p>Ongoing</p>	<p>School and Community Needs</p> <p>School and Community Needs</p> <p>Community Needs</p>

Grade	Goal	Action	Hours	Focus
8	<ul style="list-style-type: none"> ● All 8th Grade Students will participate in Graham Local; Schools Service Day. ● The GMS LEO Club will support the school and community through service learning projects.(5 8th Grade Students.) ● All 8th Grade Students will have the opportunity to earn Service Learning Hours through outside source (4-H, Church, Shelter, Parks, etc.) ● 8th Grade FFA Members will complete required Service Hours throughout the year. (18 Students) 	<ul style="list-style-type: none"> ● 8th grade students will participate in school or community service projects. ● The LEO Club will complete needs assessments to identify and implement Service Learning opportunities at school and in the community. ● 8th Grade Students will complete district forms and have approval on pre-approved Service Hours. ● 8th Grade FFA Members will identify needs and complete Service Learning Opportunities at school and in the community. 	<p style="text-align: center;">5 Hrs</p> <p style="text-align: center;">20 Hrs</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">12 Hrs</p>	<p style="text-align: center;">School and Community Needs</p> <p style="text-align: center;">School and Community Needs</p> <p style="text-align: center;">Community Needs</p> <p style="text-align: center;">School and Community Needs</p>

Grade	Goal	Action	Hours	Focus
<p style="text-align: center;">9</p>	<ul style="list-style-type: none"> Freshman students will participate in United Service Day 	<ul style="list-style-type: none"> Freshman students will participate in school or community service activities. 	6 hours	School and Community Needs
	<ul style="list-style-type: none"> Freshman FFA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Freshman FFA members will identify and complete service learning opportunities in the school, community, state and national levels. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Freshman FCCLA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Freshman FCCLA members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Freshman Student Make a Difference members will complete service hours throughout the year 	<ul style="list-style-type: none"> Freshman Students Make a Difference members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Freshman Student Senate members will complete service hours throughout the year 	<ul style="list-style-type: none"> Freshman Student Senate members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Freshman sports members will complete service hours throughout the year 	<ul style="list-style-type: none"> Freshman Student Senate members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
		<ul style="list-style-type: none"> Freshman sports members will identify and complete service learning opportunities in the school, and community. 		

Grade	Goal	Action	Hours	Focus
<p>10</p>	<ul style="list-style-type: none"> Sophomores students will participate in United Service Day 	<ul style="list-style-type: none"> Sophomore students will participate in school or community service activities. 	6 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore FFA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore FFA members will identify and complete service learning opportunities in the school, community, state and national levels. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore FCCLA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore FCCLA members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore Student Make a Difference members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore Students Make a Difference members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore Student Senate members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore Student Senate members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore sports members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore sports members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Sophomore BPA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Sophomore BPA members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs

Grade	Goal	Action	Hours	Focus
11	<ul style="list-style-type: none"> Junior students will participate in United Service Day 	<ul style="list-style-type: none"> Junior students will participate in school or community service activities. 	6 hours	School and Community Needs
	<ul style="list-style-type: none"> Eligible Junior/Senior will participate in the Champaign chamber of Commerce Leadership Class annually. 	<ul style="list-style-type: none"> Junior FFA members will identify and complete service learning opportunities in the school, community, state and national levels. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Eligible Junior/Senior will fill a United Way internship annually 	<ul style="list-style-type: none"> Junior FCCLA members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior FFA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior Students Make a Difference members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior FCCLA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior Student Senate members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior Student Make a Difference members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior sports members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior Student Senate members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior BPA members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior sports members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior NHS members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior BPA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior HOSA members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior NHS members will complete service hours throughout the year 	<ul style="list-style-type: none"> Junior Skills USA members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Junior HOSA members will complete service hours throughout the year 			
	<ul style="list-style-type: none"> Junior Skills USA members will complete service hours throughout the year 			

Grade	Goal	Action	Hours	Focus
12	<ul style="list-style-type: none"> Seniors students will participate in United Service Day 	<ul style="list-style-type: none"> Senior students will participate in school or community service activities. 	6 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior FFA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior FFA members will identify and complete service learning opportunities in the school, community, state and national levels. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior FCCLA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior FCCLA members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior Student Make a Difference members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior Students Make a Difference members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior Student Senate members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior Student Senate members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior sports members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior sports members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior BPA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior sports members will identify and complete service learning opportunities in the school, and community. 	10 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior NHS members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior BPA members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior HOSA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior NHS members will identify and complete service learning opportunities in the school, and community. 	5 hours	School and Community Needs
	<ul style="list-style-type: none"> Senior Skills USA members will complete service hours throughout the year 	<ul style="list-style-type: none"> Senior HOSA members will identify and complete service learning opportunities in the school, and community. Senior Skills USA members will identify and complete service learning opportunities in the school, and community. 		School and Community Needs

