

**APPLICATION COVER PAGE**  
(Please Print or Type – All Fields Must Be Completed)

Project Name: Centennial SD CTE Revitalization Grant
Amount Requested: \$403,430

Project Director: Zach Ramberg		
District, School or ESD: Centennial High School		
Address: 3505 SE 182 <sup>nd</sup>		
City: Gresham	State: OR	Zip: 97030
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Grant Fiscal Agent Contact: Rick Larson		
District, Charter School or ESD: Centennial School District		
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Superintendent: Sam Breyer		
District or ESD: Centennial School District		
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City: Portland	State: OR	Zip: 97236
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	Participating High School or Middle School Name <small>(add additional rows as needed)</small>	Lead Contact Name	Grade Levels	Student Enrollment
1.	Centennial High School	Zach Ramberg	9-12	1,785
2.	Centennial Middle School	Rise' Hawley	7-8	1,005
3.				
4.				
5.				

Please check all that apply:

This project directly involves Career and Technical Student Organizations  
Please note page of proposal that describes this relationship. Page: 27

This project has a clear connection to STEM  
Please note page of proposal that describes this relationship. Page: \_\_\_\_\_

### **PART 3 - REQUIRED PROJECT OVERVIEW**

#### **PURPOSE AND SCOPE OF PROJECT**

Centennial School District's (CSD) proposed CTE Revitalization project addresses concerns coming from school administration, local community organizations, manufacturing industry, businesses and students that there is a lack of skilled workers entering the workforce and, due to school budget cuts, a lack of adequate CTE programs in school. Graduating students are not receiving the support necessary to pursue career pathways, particularly in Metals, Marketing and SBE. Given this reality, at Centennial High School (CHS), CSD proposes to scale up an existing Metals Program of Study (POS), revitalize a Marketing POS that ended due to budget cuts, as well as build a Small Business Entrepreneur (SBE) program. SBE will not be a POS, but rather a common thread across all CHS's CTE programs where there is potential to promote entrepreneurship. In addition, Centennial Middle School (CMS) students will be supported with pre CTE courses in preparation for attending high school CTE POSs. The role of CHS will be to oversee the expansion of the CTE Metals courses and the addition of the Marketing and SBE courses. The role of CMS will be to provide career exploration units for all students. Community partnerships will contribute in large part to the success of the project. CSD has obtained partnership commitment from Impact NW and the manufacturing industry to support the efforts of CTE for young people in the region. This project will result in meeting the demands of students to provide access to programs that prepare them for career pathways, and the manufacturing industry and businesses in providing a skilled workforce.

## **SUPPORTING THE OVERALL REVITALIZATION EFFORT**

- **Demonstrated innovation in the delivery of CTE**

CSD will improve upon the status quo and reach scale by enhancing and developing new programs at middle school and high school levels as well as by partnering with a number of essential community partners, including manufacturing industry, businesses, and education providers who have the capacity to offer experiential learning opportunities, access to postsecondary education and advance this project to a larger, regional scale. As mentioned in detail in the program design, CHS, in partnership with Impact NW, takes pride in already having established career exploration for CHS Freshmen and Junior students (through Tech Apps 1 & 2). Within this project, CSD will be innovative in scaling up this initiative to include 7th - 12th grades at CMS and CHS. By including middle school students in this program, we aim to support students to transition into the POS that they need and want as well as provide academic remediation through Community School SUN programming in an afterschool setting. Moreover, enhancement and development of Metals and Marketing POSs, and integration of a SBE program will allow us to broaden much needed CTE options for students in a school district with a large population of underserved students. The CTE programs proposed are also interconnected, which lays the foundation for crossing conventional boundaries, increased academic impact and fostering collaboration among students and teachers from different disciplines.

- **Integration of the separate components of the proposal into a coherent project including the integration of core academic content and community resources.**

This project demonstrates integration of all required and bonus elements, thereby proposing a coherent project that has been well thought out and strategically aligned; offering students opportunities for career awareness and job readiness skills necessary to be successful in postsecondary education and employment, as well as meeting the needs of future employers. Our aim is to support CTE for middle school and high school students to connect what they are learning to real-life career scenarios and choices. In doing so, we will develop new and enhanced programs that allow students to earn credit for graduation and gain experiential learning opportunities. The curricula embeds Common Core literacy standards that will support students in areas related to Essential Skills. Additionally, CSD is connected two CTSOs (FBLA and Skills USA) and will purposefully seek opportunities to expand existing links with both. Moreover, evidence-based strategies are applied for reaching out to underserved students to ensure that the project is inclusive to all students regardless of background or identity. This strategy includes reaching out to middle school students and implementing CTE focused, out of school time programming in both the middle and high schools. Finally, with support from our partners, we are sure of our capacity to advance this proposed initiative to a larger, regional scale through the development, enhancement and revitalization of CTE programs.

- **Expansion and growth of CTE programs and students served**

Evidence shows the following realities of the Oregon economy: Marketing Manager is ranked #1 in projected growth for jobs statewide<sup>1</sup>; jobs for structural iron and steel workers and welders, cutters, and solders are expected to grow at a faster rate than the statewide average growth for all occupations through 2020; entry into all of these positions can be accomplished with a high school diploma, although those with a post-secondary non-degree award have a competitive advantage. Over the next five years in Oregon, manufacturers will need to replace approximately 30,000 skilled workers; and over the next five to ten years manufacturers are going to have a difficult time replacing an aging and skilled workforce. Paired with the reality of school budget cuts in the CSD and a high demand for specific (as proposed in the project) CTE programs, this is an opportunity for CSD to implement exciting programs that will meet this need. As we propose in the project, the additional 1.5 FTE at the high school will allow the school to add up to 100 more students into the Metals program, 90 in the new Marketing program, and 90 in the SBE courses. Additionally, through Community School programming, we would reach approximately 1,000 at CMS and 20 at CHS. Therefore, we would provide CTE programming to 1,300 students who would not otherwise be reached.

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<sup>1</sup> <http://www.olmis.org/olmisj/OIC>

- **Experiential Learning opportunities for CTE students**

Students participating in this program will have many opportunities for experiential learning. Metals students at CHS who enroll in advanced metals courses will be presented with internship placements within the manufacturing industry. Metals students will also create products that not only garner skills associated with metals and manufacturing, they will create real products that may be sold to local small business and community members. Examples include: benches (partnership with a woodworking local business and/or woods program at another local school, tree stands collaborative projects with the art department involving raw materials, creativity and use of machine, i.e. a plasma cutter). In doing so, these students will utilize skills that are essential in workforce settings by ensuring orders are met within a specific timeframe, delivering high quality customer service, producing quality goods, developing and implementing an effective marketing plan, managing balance sheets and profit and loss statements and navigating unforeseen obstacles and dilemmas while trying to reach profitability. Marketing students will have experiential learning through operating the student store, as well as marketing and selling of goods developed through Metals at various marketplaces within the community. These students will also be encouraged to find other opportunities (i.e. internships) with local business. SBE will demonstrate experiential learning opportunities by seeking class-specific profit driven projects, and acting as a school-wide catalyst to all CTE programs at CHS. Whereas, part of the curriculum associated with the coursework will be to serve as a catalyst and to support the entrepreneurial aspirations of all other building CTE courses.

## **PART 4 - REQUIRED GRANT NARRATIVE**

### **PROJECT DESCRIPTION**

#### **A. Project Outcomes and Progress Markers**

- **Improved and sustainable partnerships with business, industry, labor, and educational providers.**
  - Number of new/enhanced partnerships created with business, industry, labor and educational providers.
  - Number and type of partnership engagement activities (i.e. guest speakers, site visits, curriculum advisory board representatives) with partners.
  - Development of dual-credit within MHCC's Industrial Tech Program.
  - Development of robust industry focused curricula for Metals and Marketing POSs; including links with experiential learning opportunities, as well as Time Management, Customer Service, Team Building and LEAN Principles.
- **Improved student access to CTE programs of study**
  - Number of newly hired staff instructors for Metals and Marketing POSs.
  - Number of students by school who have increased knowledge and opportunities to participate in the Metals and Marketing POSs, especially considering students coming from underserved backgrounds.

- **Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets<sup>2</sup>, and employability skills.**
  - Development of content standards for each of the new, or revived programs coming from Oregon Department of Education content standards, specifically, the Oregon Skill Sets.
  - The proposed Metals, Marketing and SBE programs will draw from these respective skill sets: Industrial and Engineering Systems, Marketing and Business and Management.
  - Inclusion of literacy standards from Common Core, which will both increase the rigor of the course and align to the Oregon diploma requirements.
  - Students will be challenged to increase awareness and naturally be exposed to academic content as it relates to SBE while successfully earning credits toward any three of the Centennial diploma types including the Basic, Centennial and Honors diplomas.
- **Increased career opportunities for students which may include access to career and technical student organizations.**
  - Number of students exposed to career pathways related to the Metals, Marketing and SBE programs.
  - Number and type of career opportunities, internships, experiential learning opportunities offered to students.
  - Number of coordination and planned activities with CHS's Future Business Leaders of America (FBLA).

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<sup>2</sup> See Appendix A for definition



- **Improved ability to meet workforce needs in the region.**
  - Development of meaningful internships that lead to greater access to entry-level positions.
  - Number of students pursuing entry level positions, post-secondary education or apprenticeship opportunities.
  - Development of curricula to prepare students for internships and work through participation of industry representatives on curriculum advisory boards.
  - CHS students graduating with a high degree of industry specific knowledge and skills.

## **B. Career and Technical Education Program of Study<sup>10</sup> Design**

In addition to the rationale for the proposed project as discussed in page 4, below is additional information providing evidence for the need of this project. Manufacturing is a high-growth industry, increasing at two and half times the rate of the service sector. Manufacturing employees receive more generous compensation and benefits than those working in other industries—as recently as December 2011, manufacturing employers paid wages that were 8% higher than the national average. Yet Portland’s industry leaders and public school system have long been aware that young people in our community are not acquiring the information and skills required to successfully pursue a career in manufacturing. A 2012 study completed by the Columbia-Willamette Workforce Collaborative found that 47% of manufacturing companies identified the lack of new workers entering the industry as a top concern, with 68% stating that they

anticipated having the most difficulty filling highly-paid skilled production positions over the next three years. Responding to similar feedback from local manufacturing companies and area high schools, Impact NW conducted a community-wide assessment of available opportunities for students in the Portland metropolitan region to be actively exposed to and engaged in manufacturing careers. Results showed that companies are forced to outsource their hiring process due to a shortage of qualified local applicants, while nearly all school staff surveyed told us that more relevant, practical information about manufacturing careers and the skills and pathways that lead to them will have a measurable impact on our region's disturbingly high dropout rate. While both manufacturers and schools agreed on these core concepts, each stated that they were unable to effectively address them due to their lack of relationships and capacity to engage with the other side. At the same, due to budget cuts, fewer students are exposed to skilled trades and therefore, are not aware of the career opportunities available within the manufacturing industry. For these reasons, regional manufacturers have a keen interest in ensuring the success of this program and seeing it replicated across school districts. Moreover, currently there is an unmet demand for Metals, Marketing and SBE at CHS. Approximately 70-100 students annually are turned away due to a lack of capacity to reach this number of students.

To address these above mentioned needs, CSD partners with Impact NW's Pathways to Manufacturing (PTM) program, and will continue to scale up this partnership within the framework of the CTE grant. PTM was developed out of staffing concerns within the Portland metro region's manufacturing sector. Additionally, the manufacturing industry

has played a large role in the development of Impact NW's existing PTM program at CHS. Impact NW's PTM program bridges the gap between the manufacturing industry and the educational system, eliminating the current disconnect between high school students who have participated in manufacturing and metals programs and eventual family-wage careers in manufacturing. PTM results in a higher number of young people able to meet the increasing need for skilled employees within the manufacturing industry and establishes a model for similar public-private manufacturing partnerships that can be replicated at both the regional and national level. Currently, at CHS, in partnership with Impact NW, we take pride in already having established career exploration courses to freshman and junior students (through Tech Apps 1 & 2). Through these courses, we have intensified our career exploration for students interested in industry and manufacturing called Pathways to Manufacturing (PTM), which is currently offered to Juniors and Seniors who have completed an advanced Metals course. Eight students completed PTM at CHS last year and 16 are currently enrolled this fall. This curriculum engages students in establishing a career plan that includes school/life mapping, industry exposure through site tours, guest speakers, work readiness skills (resume and cover letter creation, work ethic, the interview process, etc.), promotes parent engagement through PTM Family Nights and student presentations, and enables students aged 18 and older to earn their National Career Readiness Certificate. We will also connect students with an industry mentor through our Manufacturing Mentor Match program, which will provide PTM participants with meaningful on-site experiences and job coaching. PTM will be strengthened by Impact NW's partnerships with Worksystems, Inc. and the Manufacturing 21 Coalition, an

association of industry leaders working together to increase the skilled labor pool in Oregon and Southwest Washington. Their investment of time, expertise, and resources will prove vital as we support students' transitions from existing vocational and technical education programs into industry jobs and careers.

The CTE Revitalization grant would provide multiple increased opportunities for CHS students, including exposure and progression within CTE related content. First, students will have the opportunity to access Metals and Manufacturing courses and facility (from CHS' currently existing Metals POS) at *double* the current access. Due to the unmet demand for Metals, we would hire an additional .5 FTE thereby doubling staff capacity to serve more students. Next, students will have the opportunity to take courses in Marketing once again, a program that was lost during the previous statewide financial hardship. The intent here would be to bring this program back as a full-fledged POS. Finally, we would start a SBE course sequence offering. This coursework (approximately 3 sections) would explicitly teach the key principles of entrepreneurship and allow for application in each of our other CTE programs (including business management, metals, culinary, early childhood education and accounting), with SBE students serving as a catalyst to bring an entrepreneurial lens to those other programs. These CTE programs will benefit from entrepreneur students consulting with them on the many ways to take their creativity/product to market through the use of entrepreneurial practices. Content standards for each of the new, or revived programs will come from Oregon Department of Education content standards, specifically, the

Oregon Skill Sets. Metals, Marketing and SBE will draw from Industrial and Engineering Systems, Marketing and Business and Management skill sets respectively.

Each of the programs proposed in this grant application provides the opportunity for students to choose a path that allows them to either enter the workplace or further post-secondary schooling. Metals and Marketing each offer articulated coursework at the college level through Mt Hood Community College (MHCC). Moreover, there is additional potential of starting an SBE articulated pathway as indicated by preliminary discussions with east-county neighbor schools, David Douglas and Barlow high schools. Students that complete the Metals POS will be prepared to enter a metals manufacturing career at least at an entry level or continue on with post-secondary training as outlined in the approved POS. Similarly, Marketing and SBE students will graduate with skills that may be applied to existing small and large businesses in addition to start-up business as desired. An approved Marketing POS will also allow students to continue on to postsecondary training.

This project will link with the CSD's approved 21<sup>st</sup> CCLC grant in partnership with Impact NW. In the framework of the 21<sup>st</sup> CCLC grant at CHS, Impact NW provides after school academic support and personal enrichment classes through Community School SUN programming, particularly for the most vulnerable CHS students. We plan to link with and enhance the CHS SUN program in the framework of this proposal to maximize benefits for CHS students. For students attending SUN, opportunities will be offered to participate in CTE classes, including Metals and Marketing that were not available to

them during the school day due to scheduling or academic needs. In doing so, we will broaden the time in CTE classes and increase the diversity of experiences. The classes taught within SUN will parallel school-day classes and curriculum will be developed with input from industry, school staff, Impact NW and be approved by school personnel. These classes offered will include: metals, small business finance, e-car club, math, math for the industrial arts, and drafting/technical drawing. After school classes are much smaller than school-day classes with a maximum enrollment of 15 students per class, which allows for greater individual attention to students. This will help underserved students who have not had the previous academic experiences to prepare them for a career in industry to have the remediation they require to catch up. Instructors in after-school classes may be school-day teachers or partners in industry, allowing students to directly connect with people currently working in industry, and ensures that the skills being taught are relevant to local employers. Students in classes will be given support and encouragement to develop employment skills and confidence needed to apply to postsecondary education and to career track jobs once they finish high school.

Additionally, through our partnership with Impact NW, we will provide after school programming at Centennial Middle School (CMS) in order to create the link for middle school students and CTE. The details are further explained in the “bonus” section.

### **C. Underserved Students**

CHS serves a diverse student population. Fifty-seven percent of students at CHS are eligible for free and reduced priced lunch (FRPL). Thirty-two percent of CHS students are active (5%) or monitored English Language Learner (ELL) students. Twenty percent of CHS students are Hispanic, 14% Asian and 5% Black. As of October 1, 10.86% of the students at CHS are students with disabilities. Through teachers, school counselors, and SUN staff we will identify underserved students. Many underserved students are already identified as they are participants in ELL classes, Special Education (SPED), and FRPL. Students who are in an underserved population but not identified through one of these three groups will be nominated by school staff. Special “invitations” will be issued to underserved students and their parents to attend recruitment events designed specifically to outreach and enroll them. CHS will also conduct non-traditional recruiting and retention through a variety of venues (e.g., Women in Trades expo).

### **D. Diploma Connections**

The additional courses related to Metals, Marketing and SBE will provide opportunities for students to earn credit in the diploma category of CTE (1 credit required in CTE, The Arts or Second Language). Additionally, the emphasis of the courses offered will be on career related learning experiences and access to postsecondary education. Both literacy and math strategies as related to Common Core will be emphasized in all new courses, helping to support district, building and CTE departmental improvement goals in the area of literacy.<sup>3</sup> This embedding of Common Core literacy standards will support

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<sup>3</sup> <http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf>

students in areas related to Essential Skills. Personal plans (personal career plan required for graduation by ODE) are developed in the students' Tech Apps 1, taken by all Freshmen and the Extended Application is developed in Tech Apps 2, taken by all Juniors.

## **E. Sustainability and Communication**

For communication efforts, the District will use its Community Engagement Coordinator to interface with the media and publicize events as well as highlight the work of the students on CSD's website, Facebook page and other social media outlets as appropriate. Additionally, Impact NW and Industry partners will utilize staff and volunteers to highlight the successes of the project on their respective websites and social media platforms. This can also be an opportunity for Marketing students to utilize their skills to market the project successes to the public. Impact NW's PTM program, through its partnership with industry leaders Daimler and Vigor Industrial, has developed and implemented an effective media outreach campaign to communicate the program's unique approach and accomplishments. This has resulted in an article in the Portland Business Journal<sup>4</sup> and a story by OPB's Rob Manning<sup>5</sup>. We will continue to leverage relationships with the communications and media relations team from Vigor Industrial and Daimler to develop and implement future media outreach plans to communicate program accomplishments. Moreover, PTM regularly holds events to recognize the accomplishments of the program. During PTM's first year of the program, an end of the year celebration was held in May, 2013 to recognize the work and achievements by each student and show appreciation towards industry representatives.

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<sup>4</sup> <http://www.bizjournals.com/portland/blog/real-estate-daily/2013/05/vigor-daimler-go-back-to-high-school.html>

<sup>5</sup> <http://www.opb.org/news/article/intern-program-puts-high-school-students-to-work/>



In October, 2013 a second PTM event was held in partnership with industry, advisory organizations and workforce development boards entitled “Forging New Perceptions of Manufacturing Careers.” The event brought together graduates of the PTM program and their parents, manufacturing representatives, Worksystems Inc, and the CHS Principal in an effort to widen the conversation on how all stakeholders can better expose and educate interested high school students on the pathways available to achieve a manufacturing career. These events also served as an opportunity to reach out to parents whose students are enrolled in the PTM class. Parents were able to increase their awareness of industry and education trends as well as career opportunities within the industry and educational pathways available through community colleges and apprenticeship programs. This proposed project would continue to recognize achievements and efforts made by industry leaders and students as well as provide opportunities to engage parents.

In respect to sustainability efforts, industry leaders that have been partners with Impact NW’s PTM program to date see an opportunity to engage and educate interested youth on the living-wage career opportunities available within this sector. The innovative link between the Metals class and PTM can meet the needs of interested students and the industry, where companies could continue to be viable funding partners in the years ahead. We will utilize Impact NW’s PTM program’s network of manufacturing relationships by offering industry leaders an opportunity to directly shape the curriculum, concepts and technology that is being offered in CHS’s Metals class. This is a valuable opportunity to cross conventional boundaries that have more recently existed between

the manufacturing industry and the school system. This will ensure that graduating students are meeting the core skill competencies of industry and therefore allowing them to be more competitive for entry-level positions. In return, industry benefits from knowing that a greater number of high school graduates are entering the workforce with the required skills to fill entry-level positions or pursue post-secondary education opportunities that lead to career pathways in the field.

Furthermore, there is a concerted effort to actively expose a younger population to the careers available within the manufacturing industry. In order to accomplish this change in regulation, it will be necessary to revise the current age limit regulations that prevent students under the age of 17 from participating in internships. Impact NW has reached out to the Bureau of Labor and Industry to discuss possible solutions; however, for manufacturers to feel entirely confident, a change in regulations will be needed. Impact NW has already had preliminary discussions with the Bureau of Labor and Industry on the age-limit restrictions. Within this project we will continue and advance our advocacy efforts to revise the age limit regulations.

In additional effort for sustainability, CSD will further explore preliminary conversations with David Douglas and Sam Barlow High Schools around the development of common/similar SBE coursework, providing for the potential of common curriculum, projects and outcomes in East-County.

Data collected for this project will include grades, courses attempted/credits earned, state test scores and graduation rates for students in the new CTE programs. There will be exit surveys of students to determine future plans of exiting students. Additionally, Impact NW's Quality Assurance department will continue to collect, monitor and analyze data that is both pertinent to the school and industry to continue to improve Impact NW facilitated programmatic activities.

Finally, during the life of the grant, CSD will develop funding sources to maintain the additional FTE. We anticipate that this will at least partially be addressed through increased enrollment in the courses.

#### F. Activities and Timeline

Activity	Timeline
Hire additional .5 Metals FTE <b>Outcome:</b> Improved student access to CTE programs of study; Increased career opportunities for students which may include access to career and technical student organizations	Second semester, 2013-14 or Fall, 2014
Further engage a range of project partners and finalize commitment <b>Outcome:</b> Improved and sustainable partnerships with business, industry, labor, and educational providers; Improved ability to meet workforce needs in the region.	Project start - ongoing.
Develop curriculum for Marketing and SBE courses <b>Outcome:</b> Improved student access to CTE programs of study	Second semester, 2013-14
Hire additional 1.0 FTE (.5 Marketing,	By fall, 2014

<p>.5 SBE)  <b>Outcome:</b> Improved student access to CTE programs of study;  Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets and employability skills</p>	
<p>Order textbooks for new courses  <b>Outcome:</b> Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets and employability skills</p>	By fall, 2014
<p>Add Pathways Career curriculum to current Tech Apps courses  <b>Outcome:</b> Improved student access to CTE programs of study;  Increased career opportunities for students which may include access to career and technical student organizations  Improved ability to meet workforce needs in the region.</p>	Second semester, 2013-14
<p>Develop middle school career exploration curriculum  <b>Outcome:</b> Improved student access to CTE programs of study;  Increased career opportunities for students which may include access to career and technical student organizations</p>	Second semester, 2013-14
<p>Begin middle school career instruction with 8<sup>th</sup> grade students  <b>Outcome:</b> Improved student access to CTE programs of study; Increased career opportunities for students which may include access to career and technical student organizations</p>	Fall, 2014

<p>Begin middle school career instruction with 7<sup>th</sup> grade students  <b>Outcome:</b> Improved student access to CTE programs of study; Increased career opportunities for students which may include access to career and technical student organizations</p>	<p>Second semester, 2014-15</p>
<p>Hold project events (recruitment, kick off, recognition, etc) with industry, students, parents, partners, etc.  <b>Outcome:</b> Improved and sustainable partnerships with business, industry, labor, and educational providers.</p>	<p>Project start, Spring and Fall second semester 2014-2015</p>

## G. Evaluation

### **Improved and sustainable partnerships with business, industry, labor, and educational providers:**

- Number of business, industry, labor and educational representatives that have participated in the PTM class.
- An approved PTM curriculum that was development through partner collaboration and addresses Time Management, Customer Service, Team Building and LEAN principles.
- A dual-credit class that links PTM, CDS Metals POS and MHCC's Industrial Tech Program.

### **Improved student access to CTE programs of study:**

- Number of students enrolled in new courses through the life of the grant.
- Number of students in existing CTE courses who partner with SBE.
- Number of students in other high schools (David Douglas/Sam Barlow) who participate in SBE projects.

**Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skills Sets, and employability skills:**

- Number of students who take and pass Regional Technical Skill Assessment (TSAs) for 3<sup>rd</sup> year course work completers.
- Scaled up existing Metals POS.
- Additional Marketing POS added.
- Number of students in new CTE courses who maintain on-track to graduate status

**Increased career opportunities for students which may include access to career and technical student organizations**

- Number of students who participate in the PTM program
- Number of students who participate in SBE projects across CTE programs
- Number of students who participate in FBLA and Skills USA

**Improved ability to meet workforce needs in the region**

- Number of students that are employed in entry-level positions, enrolled in postsecondary educational courses and are accepted to apprenticeship programs.
- An approved curriculum developed through a partner advisory board that addresses industry's workforce needs for entry-level workers.
- Number of students that participate in internships.
- Increase in manufacturing-specific knowledge for PTM graduates.

## **PARTNERSHIPS**

This project was jointly developed and written by CSD and Impact NW through a series of face to face meetings, phone calls and online communication. Additionally, Industry (Gunderson, Vigor Industrial and Daimler) and educational partners were consulted for programmatic input and extent of partner commitment. Within this project, the partner roles are as follows: CSD will develop the CTE POS curricula with input from advisory boards, purchase textbooks, and hire staff for the additional CTE courses. Impact NW will develop curriculum for middle school pre CTE career exploration classes, teach both high school and middle school career exploration classes, teach employment readiness classes, provide manufacturing and career readiness classes after school, and connect students to internship opportunities at local industrial businesses through pre established partnerships. Additionally, CSD will explore the design of a SBE pathway in conjunction with both David Douglas and Sam Barlow High Schools as well as with other local small business. In addition to this, industry partnerships will include large manufacturing companies such as Vigor Industrial, Daimler Trucks North America and Gunderson. These partners have already committed funding (\$200,000), site visits, internships and guest speakers to Impact NW's PTM program. During last year's PTM class at CHS, 7 students were placed in internships – four at Vigor Industrial and 3 at Daimler. These Internships provided students with real workplace learning experiences that exposed them to actual hands-on and problem-solving based activities. For example, students were given the opportunity to practice many of the skill based techniques that they learned in class. We will continue our partnerships with these companies and others within the framework of the proposed CTE grant to ensure

experiential learning opportunities for students reached at CHS. Additionally, through conversations and commitment letters, we expect this partnership to continue beyond the life of the grant. Moreover, local educational institute partners include, Mt Hood Community College and Portland Community College of which have an invested interest in CTE programming at CHS as they provide the necessary training for students to achieve the high wage and high demand jobs. Due to this, their partnership is also guaranteed within and beyond the life of the grant award.



