

APPLICATION COVER PAGE

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| Project Name: Fabricating Quality Careers in Agriculture |
| Amount Requested: |

| | | |
|--|---------------------------------|------------|
| Project Director: Daniel Bolen | | |
| District, School or ESD: Elgin School District | | |
| Address: PO Box 68, 1400 Birch St | | |
| City: Elgin | State: Oregon | Zip: 97827 |
| Phone: 541-437-2021 | Email: Daniel.bolen@elginsd.org | |

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|--|----------------------------------|------------|
| Grant Fiscal Agent Contact: Denise Ludwig | | |
| District, Charter School or ESD: Elgin School District | | |
| Address: PO Box 68 | | |
| City: Elgin | State: Oregon | Zip: 97827 |
| Phone: 541-437-1211 | Email: denise.ludwig@elginsd.org | |

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| Superintendent: Dianne Greif | | |
| District or ESD: Elgin School District | | |
| Address: PO Box 68 | | |
| City: Elgin | State: Oregon | Zip: 97827 |
| Phone: 541-437-1211 | Email: Dianne.greif@elginsd.org | |

| | Participating High School or Middle School Name <small>(add additional rows as needed)</small> | Lead Contact Name | Grade Levels | Student Enrollment |
|-----|---|-------------------|--------------|--------------------|
| 1. | Elgin High School | Dianne Greif | 9-12 | 103 |
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Application Narrative

A. Project Abstract

The Fabricating Quality Careers in Agriculture project is designed to provide students with rigorous and relevant learning opportunities within the high-wage and high-demand areas of agricultural mechanics and fabrication. As part of this project, students will be put in charge of managing a mechanics and fabrication business, starting with marketing and sales, through design, fabrication, and finishing. Students will work with industry professionals through internship opportunities and classroom visits to gain first-hand knowledge of the exciting and lucrative careers found in agricultural mechanics and fabrication.

B. CTE Revitalization Grant Vision

The Elgin School District is a small rural Eastern Oregon district serving approximately 330 students, preschool through twelfth grade. The current enrollment at Elgin High School is 103. Elgin has a rich tradition of Career and Technical Education, with three approved programs of study: Agriculture, Business, and Construction. The Elgin Agriculture Program dates back to 1947, including a somewhat humble beginning with a shop in what is now the bus barn. Surrounded by farming, ranching, and forestry, agricultural mechanics has continued to be a critical component of the agriculture program in Elgin.

Elgin School District's proposal is to completely renovate and expand the current agriculture shop facilities to better engage students with advanced technology, equipment, and industry-based experience. The primary focus of this project, titled *Fabricating Quality Careers in Agriculture*, is to create valuable opportunities for students in the high wage and high demand areas of manufacturing, fabrication, and mechanics. The Agriculture Advisory Committee and Elgin School District are committed to seeing the growth and expansion of the Agriculture

Program, particularly in the area of Agricultural Mechanics. As such, they have identified this very specific need for change.

Elgin High School's current agriculture shop facility was designed for much smaller classes and for much simpler use. The facility has inadequate space to facilitate quality fabrication. In addition, the limited number of welders often means students are having to share welders for projects. The current equipment also lacks the precision capabilities expected from an industry-relevant manufacturing facility, so students are unable to adequately design and fabricate projects. Ventilation and safety guards are lacking, at best. Poor ventilation leaves particulate matter constantly floating in the air where students can breathe it in. The current classroom is 75 yards down the hallway from the shop in an undersized converted office space, making it difficult for students to have a seamless instructional experience from the classroom to the shop.

The vision of this proposal is to extend the shop facility, adding more shop space and a 21st century classroom and computer lab. In addition, a paint and finishing room will be added to allow for finished products to be painted for the final customer. In addition, safety upgrades, and equipment and tool upgrades will also be made to provide students with equipment found commonplace in an industry setting.

Being centered in a rural and economically depressed community, it is crucial that the Fabricating Quality Careers in Agriculture project is meeting the needs of underserved student populations. Specifically, Elgin's current underserved populations include students from economically disadvantaged families, students with disabilities, first generation college students, racial and ethnic minorities, and a number of students who qualify as non-traditional students within a specific industry field. As part of the project, community partners have stepped up to offer internships within their different businesses. In any given year, a

minimum of two of those internships will provide priority placement to an underserved student. In addition, one will specifically be designated for a non-traditional student.

Innovation

The Fabricating Quality Careers in Agriculture project has been developed to bring the program forward from its humble beginnings as husbandry and welding classes to a program providing students with real-world, 21st century career skills in agricultural mechanics, manufacturing, and fabrication. Students in the program will be involved in the sales, design, fabrication, and finishing of utility trailers, implements, and custom projects, as well as the diagnosis and repair of small engines.

Historically, the welding classes in the agriculture program focused on small welding projects, with occasional trailer repair. The focus of the new Agricultural Mechanics and Fabrication program will put students in the driver's seat of a trailer and implement manufacturing and customer fabrication business. Sales teams in the Business CTE Program will work to develop advertising and promotional materials, manage customer accounts, and design and manage a web presence. Students in the Agriculture Program will utilize technologies including AutoDesk and SolidWorks to design plans for trailers and implements, including creating scale models utilizing 3-D printing technology that can be used as demonstration prototypes of larger projects. In addition, the design team will also utilize software to create designs to be cut out on the CNC Plasma cutter. Finally, the fabrication team will interpret plans to fabricate projects utilizing a mill and lathe, in addition to welding processes including Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW), and Plasma Arc Cutting (PAC).

In addition, a small engines repair lab will give students the skills necessary to prepare for employment educational opportunities in automotive or farm equipment service.

Integration

Fabricating Quality Careers in Agriculture strives to incorporate math and language arts into the project. Math is an essential component in the realm of manufacturing and fabrication. Students designed projects will require multiple calculations and measurements, including the utilization of geometry. As part of the project, the agriculture instructor will be working closely with the math teacher to crosswalk activities in agricultural mechanics directly to math concepts in more math classes. They will also be working together to explore the possibility of awarding an applied mathematics credit for completion of coursework within the agriculture program.

While this proposal is focused primarily on agricultural mechanics, the entire agriculture program of study will benefit. Currently, the plant science and animal science courses within the Agriculture Program of Study utilize the Curriculum for Agricultural Science Education (CASE). As such, the agriculture teacher and science teacher have worked to crosswalk the content in order to offer science credit to students for those classes. However, the largest challenge standing in the way of offering students those lab-based credits is the inability to adequately perform labs in the current agriculture classroom. With the new classroom, there will be adequate space and facilities to teaching laboratory-based classes.

Expansion and Growth

Fabricating Quality Careers in Agriculture seeks to actively recruit students into the agriculture program by demonstrating to students the opportunities available to them in agriculture. Utilizing multimedia resources, social media, guest speakers, tours, and workshops, students will be exposed to the exciting career opportunities available to them in agricultural mechanics. Through Junior High agriculture courses, 7th and 8th graders will have the opportunity to hear first-hand from high school students about their experiences in classes

through a Junior High to High School mentorship program, as well as have the opportunity to operate equipment in the shop during an agriculture field day at the high school. In addition, community open house sessions will be provided on an annual basis to invite families of students into the facility to see the potential opportunities available to student. The school district Facebook page, mass mailing, and automated phone tree will all be utilized to make contact with families. Products developed through the Fabricating Quality Careers in Agriculture project will also be put on display during the annual Elgin Riverfest and other community events.

Experiential Learning

As part of the Fabricating Quality Careers in Agriculture project, students will be exposed to real-world learning opportunities by operating a small-scale fabrication and mechanics shop. Each year students will apply for positions as on the sales team, design team, production team, and finishing team. Within those roles, students will manage the manufacturing and fabrication of custom ordered trailers, implements, and other items from the initial customer order, through production, on to delivery to the customer. Students will be placed in the position of operating a real business and serving a customer base.

High Wage and High Demand

Fabricating Quality Careers in Agriculture opens the door to students in multiple career areas, including manufacturing, welding, fabrication, ranch management, automotive service, and farm/ranch equipment repair. Through dual-credit opportunities with multiple community colleges, students can be directed to a school of their choice to pursue one of these careers identified by www.qualityinfo.org as high wage and high demand employment areas.

C. Partnerships

Partnerships are key to the development of the vision of the Fabricating Quality Careers in Agriculture project. The newly developed Agricultural Advisory Committee at Elgin High School toured the facilities of the agriculture program on their first meeting. The members of the committee, most of whom are business professionals themselves, agreed that students in the agriculture program were being underserved by our current facilities and equipment. That committee developed a vision for what they saw could be the future of the Elgin Agriculture Program, and that vision is what shaped this proposal.

The identified need for this project is in the area of agricultural mechanics and fabrication, even though the initial partners at the table come from different areas of expertise. The committee saw a career need in the region, and sought to fill it. The initial partners in this project range from professionals in forestry and construction, to sales and manufacturing. Each of these initial partners have committed to an ongoing commitment of support to the entire Elgin Agriculture Program, not just the Fabricating Quality Careers in Agriculture project. Their support comes in the forms of internships, job shadows, guest speakers, and general program support. In addition, the agriculture advisory committee has committed to seeking out additional partners to see the program grow and thrive. The advisory committee has identified the need to promote underserved and non-traditional student opportunities, and have identified two internships will be specifically for underserved students, and one for a non-traditional student. Furthermore, opportunities will be sought and expanded to provide students the hands-on opportunities needed to complete 2+2 college credit skills in order to receive additional college credits.

D. Project Outcomes

See Table in Section E

E. Evaluation Progress Markers and Results

| Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers. | | |
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| Project Outcome | Progress Markers | Expected Results |
| 1.1 Expand the Fabricating Quality Careers in Agriculture project. | A minimum of 4 additional industry partners will be secured by June 30, 2017. | Additional partners will create more opportunities for students as those high quality partnerships provide students with internships and other learning experiences. |
| 1.2 Increase college credit opportunities. | Establish articulation agreements with two community colleges in addition to our current agreements with TVCC. | More credit agreements will provide a wider breadth of college credit opportunities for students to receive credit. |
| Area 2 – Improved student access to CTE programs of study with particular attention to historically underserved students. | | |
| Project Outcome | Progress Markers | Expected Results |
| 2.1 Increase accessibility to existing program of study courses. | Of the 45% of EHS students currently enrolled, 30% will access 2 or more courses within the program of study. | Increased accessibility will allow students to enroll in more course, and will increase the percentage of program completers in the Agriculture Program of Study. |
| 2.2 Expose girls to the opportunities available to them in the trades. | Attend the Women in Trades Career Fair in May 2016 and May 2017. | Increase enrollment of girls in the Agriculture and Construction CTE programs. |
| Area 3 – Increased rigor in technical and academic content align to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, and employability skills. | | |
| Project Outcome | Progress Markers | Expected Results |
| 3.1 Upgrade EHS Agriculture facilities to relevant experiences and include industry-standard equipment and technology. | Remodel finished and equipment purchased in an place in order to students to use. | Students will develop appropriate work skills in order to succeed in an agriculture career of their choice. |
| 3.2 Improve welding and manufacturing employability skills of students. | Obtain certification as an American Welding Society SENSE Training School. | Certify students in the AWS SENSE Welding Program. |
| Area 4 – Increased student awareness of career opportunities through exposure to employers. | | |
| Project Outcome | Progress Markers | Expected Results |
| 4.1 Implement internships for EHS students with industry partners. | Over the course of the grant period, a minimum of 4 student internships will take place with industry partners. | Student interest in agriculture and manufacturing career paths will increase. |
| 4.2 Invite guest speakers and | Over the course of the grant | Industry professionals will |

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| industry volunteers into the classroom. | period, a minimum of 10 hours of instructional time will be provided by industry professionals by means of guest speaker or classroom volunteering. | become a regular and commonplace part of the agriculture classroom, providing students with first-hand experiences. |
| Area 5 – Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations. | | |
| Project Outcome | Progress Markers | Expected Results |
| 5.1 Develop a student-run mechanics and fabrication business | Marketing materials publicly available and student producing products for customers. | The mechanics and fabrication project will become self-sustaining and become a contributing business to the community. |
| 5.2 Certify students in the American Welding Society SENSE Welding Program. | 75% of students enrolled in Agricultural Mechanics will receive SENSE Certification. | Certified students will seek employment in the welding industry. |

F. Activities and Timeline

| Activity | Outcome(s) addressed | Timeline | Person(s) responsible |
|---|-----------------------------|-----------------|--|
| -Have remodel engineered & opened for bidding | 3.1 | Winter 2016 | -Daniel Bolen, Ag Teacher -Dianne Greif, Superintendent |
| -Obtain AWS Sense Training School Certification | 3.2, 5.2 | | -Daniel Bolen, Ag Teacher |
| -Order new equipment | 3.1, 5.1, 5.2 | | -Daniel Bolen, Ag Teacher |
| -Seek additional industry partners | 1.1 | | -Daniel Bolen, Ag Teacher |
| -Begin Professional Development | 1.2, 3.2 | | -Daniel Bolen, Ag Teacher |
| -Finalize agreement with contractor for remodel project | 3.1 | Spring 2016 | -Dianne Greif, Superintendent |
| -Continue Professional Development | 1.2, 3.2 | | -Daniel Bolen, Ag Teacher |
| - Begin select student internships with industry partners | 4.1 | | -Daniel Bolen, Ag Teacher |
| -Inform students and parents of future expansion and course offerings | 2.1 | | -Daniel Bolen, Ag Teacher -Dianne Greif, Superintendent |
| -Invite guest speakers into classes | 4.2 | | -Daniel Bolen, Ag Teacher |
| -Take students to Women in Trades Career Fair | 2.2 | | -Daniel Bolen, Ag Teacher |
| -Final Equipment Purchases | 3.1, 5.1, 5.2 | Summer 2016 | -Daniel Bolen |
| -Initiate and complete remodel | 3.1 | | -Dianne Greif |
| -Purchase technology | 3.1 | | -Daniel Bolen |
| -Continue Student Internships | 4.1 | | -Daniel Bolen |

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| -Continue to build industry partnerships | 1.1 | | -Daniel Bolen |
| -Full Implement all components of the Fabricating Quality Careers in Agriculture Project | 2.1, 3.2, 4.1, 4.2, 5.1, 5.2 | Fall 2016 | -Daniel Bolen |
| -Seek additional industry partners | 1.1 | | -Daniel Bolen |
| -Establish Additional Articulation Agreements with colleges | 1.2 | | -Daniel Bolen |
| -Continue administration and implementation of Fabricating Quality Careers in Agriculture | 2.1, 3.2, 4.1, 4.2, 5.1, 5.2 | Winter 2017 | -Daniel Bolen |
| -Seek additional industry partners | 1.2 | | -Daniel Bolen |
| -Continue administration and implementation of Fabricating Quality Careers in Agriculture | 2.1, 3.2, 4.1, 4.2, 5.1, 5.2 | Spring 2017 | -Daniel Bolen |
| -Continue to seek additional industry partners | 1.2 | | -Daniel Bolen |
| -Administer final outcomes and provide reports | | | -Daniel Bolen |

G. CTE Program of Study Design

The Elgin Agriculture Program is part of the State-Wide Agriculture Program of Study. The Agriculture Program of Study is tied directly to twelve power standards that were identified by a state-wide advisory committee comprised of industry professionals, agriculture instructors, and community college partners. The industry panel identified standards in the Oregon Skill Sets that are industry-recognized technical skills and employability skills. Furthermore, the program of study is tied directly to articulated college courses at several community colleges in the state, including Treasure Valley Community College through which the Elgin Agriculture Program offers 12 credits. The Elgin Agriculture Program has strived over the years to identify the underserved populations in the district, and ensure they able to fully utilize the resources available to them in the Agriculture Program.

H. High Wage and High Demand Occupations

The Fabricating Quality Careers in Agriculture Project is committed to exposing all students to quality career opportunities that are both high wage and high demand. This project is specifically seeking to prepare students for careers in manufacturing and agriculture. According to www.qualityinfo.org, a service provided by the Oregon Employment Department, careers as welders and fabricators, as well as careers as farm and ranch managers are very reasonably available, and well paid. The Fabricating Quality Careers in Agriculture project will strive to inform students and the community about high wage career opportunities available to them in the areas of manufacturing and agriculture. This will be explicitly accomplished by hosting guest speakers, attending career fairs, and providing families with informational handouts.

I. Equity

Elgin School District is committed to the success of all students, but realizes the importance to ensuring a quality education and future for underserved populations. Of the historically underserved populations, Elgin High School has students in poverty, students with disabilities, and few of color. The Fabricating Quality Careers in Agriculture project will work hand-in-hand with counselors and special education teachers to identify and recruit underserved students and ensure they are forecasted into agriculture courses. In addition, efforts will be made to provide female students with opportunities within the program. Female students will be taken to the “Women in Trades” career fair in May to explore career opportunities available to them. Through working with community partners, underserved students will be provided internships opportunities, exposing them to real-world careers in agriculture and manufacturing. Two internships are specifically earmarked for underserved students, and one for a nontraditional student.

J. Diploma Connections

The Oregon Diploma is a well-respected and established process upon which so much of Oregon’s educational system is based. In order to help student ultimately reach the goals set forth by the Oregon Diploma, there are several models which will be utilized within the Fabricating Quality Careers in Agriculture project. Math and science instructors at Elgin High School are committed to increasing their valuable involvement in supporting the Agriculture program to deliver core academic material. This commitment creates a powerful sphere of collaboration within which student learning can be extrapolated by the valuable inputs of multiple trained professional educators. By supporting instruction at strategic points within the CTE program, students are equipped with new and innovative ways to engage and

comprehend material across curricula. With the support of Elgin High School staff, the ultimate goal is to increase student performance in all academic areas.

Essential skills will be strongly reinforced by using the Fabricating Quality Careers in Agriculture project in conjunction with the existing senior project at Elgin High School. This project process is already designed to address key components of the Oregon Diploma. By engaging additional students in projects earlier, new and innovative doors are opened to project possibilities. Elgin High School intends to support Oregon Diploma achievement by students through multiple methods and measures.

K. Sustainability

Fabricating Quality Careers in Agriculture is a unique educational opportunity which has its success hinging on its ability to be impactful, valuable, and above all, sustainable. Without a sustainable model in place, the work to prepare for and implement the project would be valuable, but would never reach full potential. There is a large commitment from the industry partners to work with Elgin students in internships, classroom instruction, and career exploration on a long-term basis. Following the model set forth by *Key Components of System Change*, the six strategies for accomplishing system change can be identified in the Fabricating Quality Careers in Agriculture project.

1. Allow leaders to work across conventional boundaries.

Fabricating Quality Careers in Agriculture is designed to allow leaders at all levels, including student, instructor, administration, and community segments to work in unique and interactive ways. Elgin School District believes that developing student leadership is paramount in helping students be successful throughout their lives. With a powerful machine in the form of a very successful and innovative FFA Chapter, developing student leaders is a real strength of the district. Elgin High School students will be able to expand their horizons through

leadership opportunities and program opportunities that will be expanded. There is no ceiling in regard to student growth within the project, and with innovative and motivated partners, the prospects are exciting.

The instructor will have the ability to work across conventional boundaries in several ways. An already growing program will be exponentially increased by the opportunities made available by new equipment and the presence of the cooperating industry partners and experiential learning. With industry-standard equipment, the ability for the instructor to implement cutting edge projects and learning models is greatly expanded. With the technology provided by the Fabricating Quality Careers in Agriculture project, the instructor will also gain access to expanded resources to engage students in advanced learning.

School administration will have the ability to work across traditional boundaries surrounding secondary instruction by having a unique message to send to parents, students, and the community. In addition, with the presence of a highly trained instructor, industry support, and additional college credit available, the administration has new tools in its quest to reach the 40-40-20 goal set forth by the state. Cooperative support from the school board will be promoted to embody district-wide unity on the project. Also, the potential to more actively involve the community in all aspects of the school increases immediately by involving industry partners in the Fabricating Quality Careers in Agriculture project.

By gaining a vested interest in a large part of a school initiative, the community can become an even larger ally for a small school district like Elgin. Ideally, the project will lead into more exciting partnerships. A sense of ownership from top to bottom will be supported and cohesively developed, ultimately resulting in a positive change in the culture of the Agriculture Program at Elgin High School, and the district as a whole.

2. Affirm, recognize, and celebrate valuable actions, initiatives, and leadership.

In an effort to positively reinforce the efforts of all involved in the project, Elgin School District will ensure that all partners involved in the project are made to feel appreciated and valued. This communication and reassurance is not a one-time “thank you,” but rather a prolonged and continual effort to show appreciation to all those involved in the project. The Agriculture Program specifically will reach out to every industry partner and publicly recognize their efforts, while simultaneously involving partners in additional program activities, especially in regard to the local FFA chapter. Every project partner will receive a complimentary invite to the annual chapter banquet every year in which they are involved and will be immediately considered for honorary chapter degrees and distinguished service awards. In addition, there will be a public display at the school to further show appreciation of the efforts of all involved.

Students who excel within the project will also be recognized for their efforts through SAE success, academic success, and project expansion.

3. Use the media to build your profile and a relationship with the public.

In terms of media relationships, the Fabricating Quality Careers in Agriculture project will be announced to several local newspapers. These papers all have online subscribers in addition to traditional subscribers. The local radio station is another resource to utilize in regard to thanking partners and communicating the overall project scope to the public. Additionally, the media is part of the plan to help expanding the project and helping it impact even more students. This can occur through garnering interest from additional industry partners, attracting new and alternative students, and planting the seed for possible projects and opportunities within the community. Elgin High School is committed to informing the public through multiple modalities of the opportunity made possible due to this tremendous opportunity. This initiative will be a prolonged and frequently reinforced effort to keep the energy-level high for project support and expansion.

4. Change regulations to provide a framework for future action.

Changes in regulations are anticipated to occur gradually over time to help ensure the success of the project. While some changes will occur, all parties involved are committed to working together to proactively address any concerns which arise. Ultimately, the district administration and school board have displayed exceptional commitment to CTE within the district and any regulatory changes that are needed in response to the project implementation implementation will be carefully considered, but carried out accordingly.

5. Collect data that will prove the effectiveness of the system changes.

The agriculture instructor and the district will collect data across several domains to both prove and increase the effectiveness of system changes. The use of the Agriculture Technical Skill Assessment can be used as a tool to gauge and address student content learning. In addition, data in relationship to industry partners, internships served, college credits earned, and student feedback will be gathered to evaluate the system changes brought forth by the project. The district, the instructor, postsecondary partners, and industry partners all hold an interest in this data and can work collaboratively to implement additional system changes if deemed necessary and appropriate. Additionally, data to support project outcomes and progress markers will be analyzed to gauge project success and help determine future project expansion beyond the life of the grant.

6. Find additional sources of funding for systems change projects.

Elgin School District will be better able to seek out additional sources of financial support for Mechanics and Fabrication expansion and related initiatives through the support of project partners. By laying strong foundations with project partners, the district has put itself in a favorable position to enlist the services of partners and their contemporaries for future needs and initiatives.

The district agrees to continue its steadfast support of the Agriculture program. This support is demonstrated by the maintenance of equipment, providing professional development, supporting the FFA program, and acquiring curriculum. Elgin School District does not view the Fabricating Quality Agriculture Careers project as the end of a funding goal, but rather the beginning of multiple financial opportunities to help the students of the district by promoting CTE.

L. Communication

The Elgin School District will begin informing the community about the Fabricating Quality Careers in Agriculture through a series of methods. The first step will include developing posters and other graphical material for posting in the school about opportunities available in agriculture to students. A new course information packet will be provided to all students that outlines the courses and career opportunities available in manufacturing and agriculture. The school guidance counselor will tell each student specifically about opportunities in agriculture when they register for classes each year.

The next step will include a series of informational meetings for parents and the community in which they will be informed about the project and how they can both benefit and contribute to the project. School staff professional development days will have time set aside specifically for the purpose of informing staff of the project and to provide time for the agriculture instructor to collaborate with core content teachers.

Bonus Narrative

A. Career and Technical Student Organizations

Nobody knows for sure how long there has been an Elgin FFA Chapter, but a recent viewing of old yearbooks shows its presence at Elgin dating back to 1947. The chapter has a rich tradition in the community, and is involved at the local community level in many events. As an affiliate membership chapter, all students enrolled in an agriculture course are automatically members of the Elgin FFA Chapter. Each member is provided with access to career research tools through the National FFA Organization's website, as well as record keeping software. In addition, each member of the FFA is required to maintain a Supervised Agricultural Experience (SAE) project. This project is meant to be a real-world and practical application of skills learned in the classroom.

Many community members, including several of our community partners, have come together to form the Elgin FFA Alumni Chapter. This is just one more way in which individuals can pledge their support to the Agriculture Program and the Elgin FFA by contributing of their time, talents, or resources.

B. Middle School Component

At Elgin High School we have a terrific opportunity to reach out to middle school students. Each year, middle school students come to the high school one period each day to take a high school CTE course. They rotate through on trimester between the three CTE programs, including the agriculture program. In this intensive 12 weeks, middle school students are taught the basics of agriculture and the FFA, as well as spend a few days learning skills in the shop. By the time they reach high school, they are well informed to pursue the CTE program that most interests them.

C. Out of School Time Programming

No business can simply close its doors for three months out of the year and hope to survive. The same goes for the Elgin High School Mechanics and Fabrication shop. Once students have created a business and gotten it on its feet, they can't simply put it on hold each summer. Therefore, the business will continue to run, making the shop available to students to work, as orders are received. Students may be able to use this time outside of regular class times as their Supervised Agricultural Experience project.

D. Focus on Regional, Statewide, or System Changes

Fabricating Quality Careers in Agriculture is meant to help address a nation-wide need for a skilled workforce in manufacturing and fabrication. The project will work closely with the local advisory committee and partnering community colleges to ensure the program state not only rigorous, but also relevant to current technology.

Partners

BUSINESS, INDUSTRY, LABOR AND POSTSECONDARY EDUCATION PARTNERS

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant application:

| | Name | Title | Organization |
|-----|----------------|---------------|-------------------------|
| 1. | Chuck Anderson | Owner | ACS Contracting |
| 2. | Bill Ledbetter | Owner | BL Builders |
| 3. | Amanda Waller | Owner | Diamond-A-Cowboy |
| 4. | Stacey Feik | Outside Sales | Norco |
| 5. | David Baker | Owner | Baker/Swalberg Saw Mill |
| 6. | Kelly Baker | Owner | Private Timber/Ranch |
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