

APPLICATION COVER PAGE

(Please Print or Type – All Fields Must Be Completed)

Project Name: Harney Frontier Schools CTE Revitalization
Amount Requested: \$377107.50

Project Director: Jimmy Zamora		
District, School or ESD: Harney School District #3		
Address: 1100 Oregon Avenue		
City: Burns	State: Oregon	Zip: 97720
Phone: 541-573-2044	Email:jjzamora@harneyesd.k12.or.us	

Grant Fiscal Agent Contact: Kaeko Blackburn		
District, Charter School or ESD: Harney ESD		
Address: 25 Fairview Heights		
City: Burns	State: OR	Zip: 97720
Phone: 541-573-4824	Email:kblackburn@harneyesd.k12.or.us	

Superintendent(s): Matt Hawley, Marilyn McBride, Charlie Beck		
District or ESD: Harney School District UH1J, Harney School District #3, Harney ESD Region XVII		
Address: UH1J—PO Box 828, Crane, OR 97732, HCSD3-550 N. Court, Burns, OR 97720, Harney ESD—PO Box 38, Burns, OR 97720		
City:	State:	Zip:
Phone: 541-493-2641, 541-573-6811, 541-573-4826	Email: hawleym@harneyesd.k12.or.us , mcbridem@harneyesd.k12.or.us , beckc@harneyesd.k12.or.us	

Project Abstract

Collaborating with all schools in Harney County, school districts #3, #4 and #UH1J will enhance educational opportunities for students by increasing student opportunity in Career and Technical Education (CTE) classes thus creating a greater number of students leaving school with an increased set of college ready and employable skills. Our focus on improving opportunities for students will involve all Harney County students in grades K-8 as Harney County builds towards its goal of 40-40-20.

Safety is a high priority for our students and by providing modern equipment and modern work areas our safety efforts will be realized. Another area of focus for our students is increased participation. Partnerships with local government, regional agencies, and private agencies will create links between students and the community that will help to increase the already strong relationships between community and schools in our frontier school districts.

As we increase opportunities for our students a focus is provided on equity and culturally responsive teaching so that all are welcome and invited into CTE classrooms in Harney County.

Project Vision

This project is a collaborative inter-district effort between multiple school districts that include, Harney School District UH1J (Crane Union High School), Harney School District #4 (Crane Elementary School), and Harney School District #3 (Burns-Hines communities). This effort will affect all Harney County elementary schools and students as well as noted in the documentation below that includes: Suntex, Double O, Pine Creek, Drewsey, Diamond, Frenchglen, and Fields. The project is multi-faceted and involves revitalization at both frontier districts of Harney District #3 and UH1J and both will work collaboratively to benefit the students of Harney County.

Harney District UH1J wishes to increase their Agricultural Science & Technology (AST) Career Technical Education (CTE) teacher capacity from 0 FTE to .5 FTE. The AST program was cut from 1.0 in the 2014-2015 school year to 0 FTE. Currently there are 3 CTE type classes that are available, but no welding and fabrication. This new model calls for increased FTE which allows for the addition of four more classes to the curriculum including a middle school component that brings in partner Crane Elementary and Harney School District #4.

The addition of this FTE opens the AST classes to middle school students in nearby Crane Elementary/Harney School District #4 and all students within the high school level. Classroom instruction will be augmented by a partnership with multiple industry-employed welders who will assist with developing instruction. Wages will be reimbursed with grant funds. Business partners will provide guest speakers, welding, equipment training, job shadows, technical expertise, mentorships, work experiences, and advisory to the program as a whole. The instructor(s) and partners are expected to train for content-aligned certification and to teach to the Oregon Skill and performance indicators, and content that leads to possibilities for college credit

and/or certification. The teacher will make this a high priority and participation goals will be set encouraging students to work for higher levels of welding certification and/or college credits that he/she may obtain.

The new Agricultural Science & Technology teacher also will revitalize and advise the Student Leadership organization (FFA) and open doors to middle school students, whereby all student groups in the middle/high school will be affected by the grant funds and exposed to college and career ready standards and exposed to the high demand welding field and open up and expose potential career opportunities. The teacher will plan content that prepares students with job skills in the welding employment field.

Purchase and installation of industry leading welding equipment at CUHS to include Arc, Wire feed, TIG and Gas will help to revitalize and reenergize the welding shop by purchasing and installing new high quality welding equipment, technology for training and student learning. With the revitalized and improved shop environment this will provide a safer and more intriguing work area that is inviting to students. Supplies include welders and others supplies necessary to expose students to standard industry approved-technology which may intrigue and invite students to be a part of the new and exciting area at CUHS. Those groups that are traditionally underserved and those who are hands-on-learners will connect with the new area. Engagement will be increased and therefore attendance of these individuals will increase.

Applied training using industry recognized standards in the CUHS Agricultural Science & Technology CTE program will offer pathways to college and employment with new equipment. Our Partnerships with area businesses, Grant Union High School/District and Treasure Valley Community College will ensure that safety is a priority and that students are using and trained how to properly use this equipment. These partnerships and additional industry

leading equipment will create additional capacity for students to earn welding certifications and therefore justifies the expense of the equipment.

Increased number of students enrolling in AST classes at CUHS with the employment of .5 FTE will allow CUHS to offer four AST classes open to students in grades 6-12. This reestablishes AST classes at CUHS that previously existed. All students will have the opportunity to take AST classes for seven years including our underserved populations. While the graduation rate at CUHS continues to be one of the top in the state, offering AST classes will increase attendance, increase enrollment and increase participation by underserved students. AST classes will enhance students' education by simply having a rigorous hands-on curriculum that will prepare our students to be career and college ready.

Our partnership with Treasure Valley Community College (TVCC) allowing for college credit and/or welding certification from TVCC will enhance an already strong academic core at CUHS and encourage underserved students into the program. This grant will pay for students to take the certification test as well to assist those in financial need. Having these certifications will enhance the likelihood of employment in the field. Harney County students can begin their academic programs with practical college credits or their technical careers with an edge on competitors due to practical experiences. These TVCC certifications will meet graduation requirements at all three Oregon diploma levels (regular, extended, and honors). With the help of Harney County partners, TVCC, and our CTE classes, including the revitalized welding programs, students can graduate college and career ready.

Harney County's close partnerships with industry will expose students to the expectations and technical skill requirements of future employers in the field. All students will be encouraged to join the FFA chapter in order to enhance speaking skills, technical applications, leadership and

social awareness. The FFA chapter offers students a student led organization that gives them a positive outlet and keeps students involved in education activities in a real life setting. All FFA activities are intra-curricular activities, an extension of the classroom. Agricultural Science & Technology programs follow strict career pathways that incorporate STEM skills into curriculum which brings the program to life and incorporates hands on activities that support core subjects and ultimately graduation requirements. Learning by doing prepares all students with skills to enter college or the work force.

Harney School District #3 and Burns High School in collaboration with Harney School Districts #4 and UH1J have a vision to revitalize several aspects of the welding and horticulture areas of the BHS Agricultural Science & Technology CTE program. The hands on portion of the courses will be updated along with the classrooms in the shop areas to ensure instruction is delivered in the most effective manner and that time is utilized to the fullest extent for maximum student learning time.

The first aspect of the Burns High School Agricultural Science & Technology program to modernize is the welding shop and classroom. The welding shop was a donation from the Air Force base previously housed in Harney County in the 1960s. For many years the program offered stellar machining and welding classes. When the Industrial Arts CTE teacher retired in the early 1990's, the shop sat unused for 8 years, until a welding class was again offered. The ventilation system is essentially the same system used in 1960. On a high volume welding day, polluted air is high, leaving a cloud hanging in the shop. Our student's safety is a number one priority. To fix this and meet the highest safety standards for our students is this proposal's highest priority. As we strive to ensure safety for our students industry approved welding booths are needed to ensure that our students are safe as they weld. To continue to improve safety in the

shop area increased and modern lighting is needed for the welding shop as the lighting is antiquated and not appropriate for the education environment and the appropriate safety for students.

A second aspect to modernize, improve curriculum delivery and to ensure safety in the Burns High welding shop is to enclose a classroom that is now open. At current time there are two options at work for traditional classroom instruction. The first option is an open classroom with no walls surrounding the desk area, no technology to deliver information, and no way to suppress noise. Essentially it is a "classroom" from the 60's, including desks and a blackboard. The second option is to travel to the regular school building which is a 3-5 minute walk from the welding shop, instruct for 20 to 30 minutes and then make a return trip to the shop. The transition from the classroom to the shop takes away time that could be spent welding and/or manufacturing. The ideal we are striving for is a self-contained, clean classroom a door click away from the welding laboratory. This would minimize distractions and eliminate transitions that take away from the learning time of AST students in the welding lab. With that said, to revitalize the Agricultural Science & Technology CTE welding classroom experience, an enclosed classroom inside the welding structure is requested to revitalize the classroom experience for BHS students. This enclosure will allow for better instructional strategies to take place, cleanliness and safety can be assured and loss of instructional time will be minimized. In an effort to maximize funds and create efficiencies, Harney School District #3 (HCSD#3) students will assist with construction of many of the necessities in the classroom.

The third aspect of the HCSD#3 revitalization is the revitalization and extension of the Agricultural Science & Technology horticulture program. The horticulture program currently partners with several agencies including but not limited to the Burns Paiute Tribe, the United

States Forest Service and Bureau of Land Management. By updating the current greenhouse with best irrigation practices and supplying a second greenhouse with similar irrigation, the program would be able to increase production of native plant species used in restoration projects across the county. To again maximize funding, irrigation tables most effective for horticulture are requested but only the supplies as the Burns High welding students will build to maximize impact of dollars. Safety is again a high priority of the horticulture section of the revitalization request and fencing is requested for the safety of the greenhouses and the materials inside.

The fourth aspect of the vision of the Harney School District #3 revitalization project are the industry connections provided by local and regional experts in the welding career field. David Calkins and Shawn Wensenk are local businesses that specialize in welding and manufacturing. They have agreed to cooperate with the AST welding program to help train students on current industry standards. The partnerships offered by Dave Calkins and Shawn Wensenk come at the expense of their business and we are requesting a day's wage for both partners to support the learning of the instructors and students as they provide support to the CTE programs of HCSD#3 and the Crane School Districts.

Multiple outside activities take place in the summer months that involve our partners and the BHS AST instructor, especially the yearlong horticulture projects. Funding for a 20 day extended contract is requested to further the development and opportunities of the Agricultural Science & Technology. This extended contract will help insure the further development of the partnerships with industry and create hands on opportunities for students that reinforce the hands on model of BHS Agricultural Science & Technology program.

Partnerships

Working with Harney Education Service District Region XVII both Harney School District #3 and Harney School District UH1J believe that CTE is vital to their schools and community, government and private partners are key to the current school environment and are crucial to the implementation and support of the CTE revitalization proposal.

Current relationships exist with the Burns High School Agricultural Science & Technology program, the Bureau of Land Management (BLM) and the United States Forest Service (USFS). These partnerships will be reinforced and developed further as the grant develops. The USFS Emigrant Creek Ranger District has worked with the BHS AST Instructor at Burns High for quite some time, purchasing native Dogwood and Willow Shrubs for at least 8 years. The local BLM office has recently started working with the AST program, with the hope of establishing the production of local varieties of Sagebrush. Hands-on learning and experiential learning opportunities are available through and with the government agencies as the Burns High AST program increases production with the addition of another greenhouse. Similar to the BLM and USFS, the Burns Paiute Tribe has engaged in conversations with BHS AST Instructor about a continued partnership with the horticulture program as production increases with the addition of another greenhouse and the increase of students in the AST program. The link with the Burns Paiute Tribe will further the relationship with the tribe and promote cultural diversity in partnerships and encourage cultural diversity in the schools. According to the Bureau of Labor Statistics as cited by learningpath.org, there will be job growth at a rate of 9% in horticulture employment. Average salaries range from \$27,000 to \$65,000 in various horticulture fields. The BLM, Tribe and USFS are examples of careers in action and will be emphasized to students as part of the ongoing relationship. Partnership with these agencies will continue beyond

the grant as it has prior to the grant. There is an educational and business relationship with the school and agencies that benefits both parties and will continue beyond the life of the grant.

Harney Schools will also work with local private businesses to ensure that the link between the private business and communities is strong as well. Private contractors Dave Calkins and Shawn Wensenk have committed to provide direct service to both Crane and Burns in that they will provide a minimum of on-site support to students for 1-full day of expertise and instruction as well as provide continual off-site support and welding expertise to students and the instructors. Relationships created with students, instructors and professionals will continue beyond the life of the grant as both contractors are members of the tight-knit Harney County community. These high demand jobs will be emphasized and taught by the instructors and reinforced by the professionals in their relationship with the schools. From a median salary of a Welding engineer of \$84, 000 to a median salary of \$55,000 for welding technicians according to the Bureau of Labor Statistics, as cited by careersinwelding.com, this information will be emphasized and taught as part of the CTE curriculum at both sites.

Partnership with Treasure Valley Community College is necessary so as to further opportunities for students. Certification can be gained by students at TVCC, which can lead to high wage-high paying jobs. Agricultural Science & Technology CTE classes will be linked to TVCC through this certification process.

Project Outcomes

By increasing our partner relationships with increased visits to our schools and by updating our facilities test scores will increase as noted in the table below and increased numbers of students will take AST classes including those traditionally underserved as noted in the table below.

Project Outcomes and Progress Measures

Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers.		
Project Outcome	Progress Markers	Expected Results
1.1 Increase partner relations by having a minimum of 3 educational visits to the CTE classrooms per school year by community, partners and/or businesses.	2016-2017 School Year--3 educational site visits 2017-2018 School Year--3 educational site visits 2018-2019 School Year—and ongoing—3 educational site visits	Increased participation in school from stakeholders. Increased interest in CTE careers by students Increased number of partnerships with CTE programs
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 number of students in CTE horticulture, FFA, welding programs	2016-2017 School Year— Trimester Attendance Marks 2017-2018 School Year— Trimester Attendance Marks	2016-2017 School Year—5% increase in student participation in horticulture, FFA, and welding programs 2017-2018-10% increase in student participation in horticulture, FFA, welding programs and 20% increase from 2015-2016 in historically underserved populations
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 Increase Science/Math OAKS scores	2015-2016 establish baseline of Science OAKS and Math SBAC scores 2016-2017 Collect OAKS/SBAC scores 2017-2018 Collect OAKS/SBAC scores 2018-2019 Collect OAKS/SBAC scores	2016-2017-2% increase in Science & Math scores 2017-2018-3% increase in Science & Math scores from baseline 2018-2019-5% increase in Science & Math scores from baseline
Area 4 – Increased student awareness of career opportunities through exposure to employers.		
Project Outcome	Progress Markers	Expected Results
4.1 Increase partner relations by having a minimum of 3	2016-2017 School Year--3 educational site visits	Increased volunteer participation in school from

educational visits to the CTE classrooms per school year by community and/or businesses.	2017-2018 School Year--3 educational site visits 2018-2019 School Year—and ongoing—3 different partner educational site visits	stakeholders. Increased interest in CTE careers by students. Increased number of partnerships with CTE programs.
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 BHS/CUHS graduates with number of welding certificates increases.	2015-2016 School Year— Baseline numbers gained 2016-2017-Certificates increase by 25% from 2015-2016 2017-2018-Certificates increase by 35%	Welding certificates increase by 35% allowing for high wage/high demand workers to be available in Harney County.

Activities Timeline

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
Hire .5 AST Teacher at CUHS/CES	5.1	June 2016	Matt Hawley
Build rigorous CTE welding expectations outcomes at CUHS/CES and BHS	3.1	July-August 2016	Matt Hawley, Brandon Yant, Jimmy Zamora
Equipment purchases	5.1, 3.1	February-March 2016	Jimmy Zamora, Brandon Yant, Matt Hawley
Establish baseline numbers for CTE, horticulture and FFA numbers	2.1	February 2016	Jimmy Zamora, Brandon Yant, Matt Hawley
Finalize baseline numbers for 2015-2016 as compared to 2014-2015	2.1	June 2016	Jimmy Zamora, Brandon Yant, Matt Hawley
Monitor student numbers for FFA, horticulture, welding, CTE classes	2.1	December 2016, June 2017, December 2017, June 2018, December 2018,	Jimmy Zamora, Brandon Yant, Matt Hawley

		June 2018	
Monitor certification numbers and testing numbers for math/science	5.1, 3.1	December 2016, June 2017, December 2017, June 2018, December 2018, June 2018	Jimmy Zamora, Brandon Yant, Matt Hawley
Secure partner relationship building and educational site visits to classrooms	1.1, 4.1	October 2016, January 2017, April 2017 October 2017, January 2018, April 2018 October 2018, January 2019, April 2019	Jimmy Zamora, Matt Hawley
Equipment installation	5.1, 3.1	June-August 2016	Jimmy Zamora, Matt Hawley
Recruiting efforts for CTE program CES/ CUHS, BHS/HMS, Rural schools to include Suntex SD, Double O SD, Frenchglen SD, Diamond SD, South Harney SD, Pine Creek SD and Drewsey SD. (To include registration recruitment, assemblies, etc)	2.1	May 2016, August 2016,-- ongoing throughout the year May 2017, August 2017— ongoing throughout the year	Jimmy Zamora, Matt Hawley, Brandon Yant
Greenhouse construction	2.1	March-June 2016	Jimmy Zamora
Ventilation bids	2.1	February 2016	Brandon Yant
Classroom construction	3.1	June-August 2016	Jimmy Zamora/Brandon Yant
Ventilation Construction	2.1	June-July 2016	Jimmy Zamora, Brandon Yant

CTE Program of Study Design

Both CUHS and BHS have an ODE approved Agricultural Science & Technology CTE program. Applied training using industry recognized standards will allow both AST programs to offer pathways to college and employment with new equipment. Our Partnerships with area businesses, Grant Union High School and Treasure Valley Community College will ensure that safety is a priority and that students are using and trained how to properly use this equipment. These partnerships and additional industry leading equipment will create additional capacity for students to earn welding certifications and therefore justifies the expense of the equipment.

The modernization of the programs will encourage larger numbers in the classes and therefore increase certifications gained in welding and as outlined in our goals, increase state test scores in math and science.

Harney County's close partnerships with industry will expose students to the expectations and technical skill requirements of future employers in the field. All students will be encouraged to participate in the FFA chapter. Becoming an FFA member gives students the opportunities to enhance their public speaking skills, technical applications, leadership and social awareness. FFA offers a student led youth organization to identify with that is positive and keeps students involved in education activities beyond the classroom. The Agricultural Science & Technology CTE programs follow strict career pathways that incorporate STEM skills into curriculum which brings the program to life and incorporates hands on activities that support core subjects and ultimately graduation requirements. Learning by doing prepares all students with skills to enter college or the work force.

College credits can be earned and welding certification can be gained through partnership with Treasure Valley Community College. A total of 25 credits can be earned through the AST classes offered at Burns High School, 4 of them in the welding classes alone. The grant will pay for students to take the welding certification test. Success in the certifying process is a major marker in accomplishment. Students can begin their academic program and pathway with college credits or their careers with significant practical experience. While in high school students are exposed to the same curriculum that will be taught at TVCC. Certification meets graduation requirements at all diploma levels. Pathways will be described in detail at registration, on website and in recruiting efforts at middle schools.

High Wage and High Demand Occupations

Both horticulture and welding are high wage and high demand occupations as illustrated by our local partners. The aging baby boom population will boost retirements in the near future. Lower birth rates are taking place so the most active labor force participants, are ages 25-54, and this will increase by an average of only 19,400 persons per year between 2005 and 2030. That's less than half the rate between 1970 and 2004, when workers aged 25-54 increased by 44,300 according the State of Washington. With that said the Bureau of Labor Statistics cites that the job outlook for welders is growing at only 6%; however, "Despite slower-than-average employment growth, skilled welders with up-to-date training should have good job opportunities." The key terms here are up-to-date training which our students will have. As noted by servicecanada.gc.ca, "the number of landscape and horticultural technicians and specialists increased sharply" and they continue to note that "it is expected that the number of landscape and horticultural technicians and specialists will continue to rise sharply over the next few years." Linking the

welding, horticulture and business and government partners as we have done in our CTE revitalization proposal is evidence that in Harney County, both careers are high skill, high demand and potentially high wage.

These Agricultural Science & Technology CTE pathways will be made explicit in presentations made to parents, community stakeholders and students during the events outlined in our proposal as well as in the school registration materials. These will be reinforced by our guidance counselors, school to work personnel, administrative staff and guide groups.

Equity

The intention at both Crane and Burns is to create and expand upon experiences for students but namely those traditionally underserved. Underserved students in Harney County often have difficulty paying for further education. This revitalization will ensure they have the opportunity to have the skills to enter the workforce and/or move towards higher education. Underserved individuals in Harney County schools are listed here but not limited to Native Americans, females, and economically disadvantaged students.

Updating and modernizing both welding experiences at CUHS and Burns gives all students this opportunity to explore careers with current industry equipment and techniques. Updates to the horticulture program will demonstrate how partnerships with local agencies can expand opportunities in the Nursery/Greenhouse industry. The middle school efforts will increase at rural schools and at Crane Elementary and Hines Middle to encourage participation in both CTE Agricultural Science & Technology programs and the FFA chapters.

A key event that will help in the recruitment of underserved students will be a STEM/CTE day at both Crane and Burns High Schools. This event will give students a chance

to explore the programs at Harney School District UH1J and #3. Both days will involve middle level students from Harney County and explore the programs at the schools in an effort to increase numbers in both programs. Active, hands on activities will encourage youth from all levels to join the CTE programs at both BHS and CUHS. This day along with school assemblies at the schools will be setup to recruit students to join the AST programs. Booths advertising and signing up members at activities at highly attended activities including the science fair, parent teacher conferences, athletic events and concerts.

The Agricultural Science & Technology programs at both schools will help to support the underserved students by increasing both in school and out of school involvement. As noted by Williams (2014), “Besides being a fairness issue -- haves leaving the have-nots behind -- Kapor Klein says, “If we don’t start preparing [minority] kids now, it will affect the quality of life” for everyone” (p. 1, <http://www.usnews.com/news/stem-solutions/articles/2014/05/29/bringing-stem-education-to-underserved-communities>). With that said, Harney Education Service District will also support underserved students with a School Psychologist. This individual will assist with counseling duties and assist schools in behavior management and assist teaching staff and parent(s) with school-home connections. Homeless liaisons and a Burns Paiute Tribal Native liaison employed by Harney School District #3 will also assist with the teacher-school-home connection to ensure effective communication and academic focus is maintained.

Diploma Connections

Both Burns and Crane High Schools have a tightly knit academic staff that supports students. This setup allows for stellar communication throughout the school year that supports individual academic needs and the essential skills needed for graduation. Interdisciplinary learning experiences are setup throughout the year that help to meet multi-subject requirements,

essential skills and graduation requirements. Each student at CUHS and BHS are on individual plans checked by administrative and counseling staff and these plans are reinforced by guide groups who are the teachers on the frontlines with students. After school support is continually available as well because teachers are available all school days for 60 minutes following school. Academics are further supported with communication with parents throughout the academic career including phone calls home, open house, parent-teacher conferences, online access to grades, etc. These avenues help to address the underserved populations by focusing on each and every individual and creating an individual relationship with administrative, counseling and the teaching staff.

Sustainability

Initial conversations in Harney County planning involved the feasibility of a sustainable project. This project formation was focused on a commitment to sustainability. The 2-prong approach, 1 at Crane and the other at Burns are both sustainable. First, the sustainability of Crane.

Crane High school recently cut their CTE program due to fiscal difficulties and a lack of a teacher endorsed in the AST area. With that said, this grant specifically addresses the main obstacle in this endeavor which is acquiring an Agricultural Science & Technology CTE endorsed teacher. The Crane Superintendent, Matt Hawley and the board of directors are committed to sustaining the grant components including the teacher. The new funding formula in Oregon for CTE will encourage and support this in that dollars are attached to those completing 3 or more CTE classes. The efforts of AST program, the school counselor, teacher and administration to link middle school students to the high school program will also assist in this journey.

Support from partners including Dave Calkins, Shawn Wensenk and Grant County School District #3 will support the teacher and the program for the life of the grant as well as support the program beyond the life of the grant with professional conversations around program development, professional teaching support and mentorship, and continuing to offer use of the state of the art equipment at Grant Union High School.

Increasing numbers of involvement at CUHS will increase funding as mentioned previously, which will help to sustain the program monies, the superintendent and school board support will ensure this, and partner support as mentioned previously will ensure program success. A strong relationship with the rural communities that make up Crane Union High School District including but not limited to Drewsey, Fields, Diamond and Riley will also assist in this effort as increased focus on these middle school students into CTE programs will take place as well.

In terms of Harney County School District #3 sustainability is again not an issue. With the majority of the revitalization happening around modernizing the facilities to increase learning opportunities for students, the numbers of AST CTE students will continue to increase, which will in turn increase funding for CTE as mentioned in the above paragraphs.

Partners are committed to the life of the grant and then some, in terms of professional development, student development, student inclusion, summer activities, business opportunities, etc.

With the addition of the second greenhouse business opportunities will continue to grow and partnerships will grow with the Burns Paiute Tribe, BLM and USFS making the program sustainable. An improved facility will attract more students to take classes which will lead to

greater exposure to the nursery industry, especially the native plant division. This will also expose students to jobs at the federal and state agencies in addition to private industry. Test scores will improve in both the AST CTE tests that program completers take and the OAKS science test. A direct goal is to have more native plants growing and available for the agencies and public to purchase, which will increase funding for the AST CTE program as a whole.

Communication

Communication with our stakeholders, including students will be done continuously, effectively and strategically. Both districts will use technology including but not limited to websites, robocalls, etc. to reinforce the pathways available to students and the purpose of the career pathways. Both districts have committed to supporting this project and publishing outcomes, events, goals, pathways, etc. on their district websites for communication and publicity. Secondly, the Burns Times Herald, our local newspaper, covers school events on a consistent basis and will communicate to our stakeholders the outcomes and activities of the CTE revitalization grant as well as the purpose of the career pathways.

Face to face communication will take place at the events outlined in this proposal and will be supported in key locations for stakeholders with documentation. The Chamber of Commerce, school offices, guidance offices, etc. will receive documentation to support the grant and its outcomes.

Bonus Narrative--Career and Technical Student Organizations (CTSO)

Harney School District #3 and Burns High School have an Agricultural Science & Technology program and FFA chapter that is currently thriving. On average, at least 120 different students come through the program every year. On the other hand, Harney School District UH1J does not have an Agricultural Science & Technology program and FFA chapter and had to eliminate their program due to budget and staff cuts indicated previously in this application. AST & FFA is/was an integral part of the system and culture in both school districts. AST classes offered include: Intro to Ag Science, Ag/FFA leadership, Horticulture, Welding, Forestry, Ag Computer Applications, and Animal Science. The FFA Chapter gives students the opportunity to extend the classroom into real life settings. Classroom Curriculum and FFA Career Development Events in the areas of public speaking, technology and mechanical systems, sales, environmental and natural resources, management, and science/technology encourage the integration of the core subjects of English/language arts, science, math, social studies and health.

Middle School Involvement

Because both Crane and Burns are small environments the schools are linked closely. In the case of Crane the distance between the high school environment and the middle school is a matter of feet. Ag Education and FFA in Harney District #3 has and will continue to provide recruiting efforts at the middle school level. Classroom presentations are made within the school day, assemblies at the middle school and booths at various events including registration, Red Ribbon Week activities, Open House, 8th grade high school visitation, local parades and floats, Parent-Teacher conferences and other events where students and/or parents might attend.

The idea of the middle school component is simply this: get students interested and entered into the program. Crane will have a middle school component added with their .5 FTE and classes will be offered to middle school aged students at Crane Elementary, Harney School District #4. The outreach by AST students is key in recruiting members to the program. Fun and exciting activities and events are key in bringing on membership. Engaging activities are part of the activities and events listed previously. These events involve the prospective members and get them involved and acquainted with the current membership and create relationships that last as the students transition to high school. This of course supports the vision of the CTE Revitalization grant in that it supports further participation of all students including minorities and those traditionally underserved.

Outside of Traditional School Component

With a large part of the growing season taking place outside of the school year summer activities are a must for the CTE revitalization project. Summer sales of horticulture, watering of plants, hands on field trips, etc. will need to take place as well as the continued business of sales of items to the BLM, USFS and Burns Paiute Tribe. Summer is the ideal time to run these operations in Harney District #3 and staff time and student time is absolutely necessary to make this happen. Student and teacher time is necessary to continue horticulture programs. Watering, management, etc. is needed to maintain growth.

Not only will summer activities take place, but after school and often times before school will take place to ensure that student needs are met and that opportunities can take place due to our distance from other urban areas. With a major portion of the grant being welding certification, travel to Ontario will be encouraged on a consistent basis. This 2-hour drive may require after normal hours travel as well.

Model Programming System Changes

This proposed CTE revitalization can provide a model for rural school CTE programs in its involvement with government agencies, tribal groups and revitalization of the Agricultural Science & Technology programs. The partnership with Treasure Valley Community College will help our regional footprint as we develop welders with certifications that are both college and career ready