

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

Project Name: Columbia Basin Homebuilders Program
Amount Requested: \$371,926

Project Director: Wade Smith			
District, School or ESD: Hermiston School District			
Address: 502 W Standard Ave			
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Grant Fiscal Agent Contact: Katie Saul			
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Superintendent: Dr. Fred Maiocco			
District or ESD: Hermiston School District			
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	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Hermiston High School	Jocelyn Jones	9-12	1356
2.	Innovative Learning Center	Ryan Keefauver	6-12	146
3.	Armand Larive Middle School	Tom Spoo	6-8	648
4.	Sandstone Middle School	Neely Kirwan	6-8	520
5.	Umatilla Secondary Schools	Heidi Sipe	6-12	686
6.	Stanfield Secondary Schools	Wayne Kostur	7-12	275

Please check all that apply:

This project directly involves Career and Technical Student Organizations
Please note page of proposal that describes this relationship. Page: 31

This project has a clear connection to STEM
Please note page of proposal that describes this relationship. Page: 2

Spanning from the classroom to the field, the mission of the Columbia Basin Student Homebuilder Program (CBSHP) is to provide real-world application, exposure, and opportunity to the diverse and economically underserved student populations in the Columbia Basin region. Sponsored by the Northeast Oregon Homebuilders Association (NEOHBA) and its plethora of membership, in partnership with the City of Hermiston, the Hermiston School District, and neighboring districts throughout the region, this project serves as a melding of current programming, private, and public partnership in order to generate a self-sustaining, unique, and essential opportunity for our youth.

Involving hundreds of pupils across five programs of study, students will become intimately and authentically involved in all facets of the process, design, construction, oversight, and marketing of a residential home. Earning college credit along the way through approved dual credit programs, students, many of whom are considered “at risk,” will have the opportunity to work hand in hand with city and local officials, architects, field professionals, and engineers, creating connections, exploring trades, and learning about job skills, work ethic, and career opportunities available to them in the 21st Century.

To ensure not only access, but opportunity, is available to all youth, the NEOHBA will pledge that five percent of all subcontracted work be donated back to support a substantial, annual scholarship fund for students wishing to pursue a post-secondary program aligned toward the career and technical fields.

How does this project demonstrate innovation in the delivery of CTE?

The Columbia Basin Student Homebuilders Program (CBSHP) serves as a model opportunity for CTE innovation through a scalable, proven, and sustainable model,

which capitalizes on its core mission of providing real-world application, exposure, and opportunity to the diverse and economically underserved student populations in the region. As highlighted in the recent STEM lab Report, a comprehensive study that examined the importance of project-based learning in the STEM fields, “educators at all levels are learning that the best way for students to become engineers [and other STEM professional] is to get them working as [such] from the start.” (The Stem Lab Report. (2011). Volume 7, April 2011 from <http://ocstem.org/NewsletterUpload/April2011.pdf>)

Through CBSHP, students will work “shoulder to shoulder” with current trades craftsmen, engineers, and government officials, under the direction of licensed professionals, not only examining, studying, and designing, but also applying their classroom learning and accomplishments in real-world settings. Students will first be introduced to the program through a semester-long middle school course taught by a licensed educator who exposes them to the various STEM trades associated with home construction. High school students, through five programs of study, will have the year-round opportunity to create and apply their learning through a one-and-a-half year long home building cyclical process. Profits generated from the home sale provide the necessary “seed money” to replicate the program indefinitely for years to come for future students, and the money generated from the Northeast Oregon Homebuilders Association (NEOHBA) scholarship fund will provide gateway opportunities for students to afford post-secondary learning through extensive scholarship opportunities.

How does this project demonstrate integration of the required and bonus elements?

The Columbia Basin Student Homebuilders Program (CBSHP) coherently and seamlessly addresses and integrates all the required elements throughout the program.

Active, authentic, and sustainable partnerships between business and engineering professionals and education are realized through the sponsorship and classroom integration of the NEOHBA and local municipal officials. The opportunity for students to earn high school and college credit throughout their coursework leads both to high school diploma completers as well as improved post-secondary accessions. College and trade school access will become a reality for underserved and economically disadvantaged youth through the revolving scholarship opportunities inherently created through the NEOHBA as an integral part of the program. The project's focus toward the underserved student populations of the Columbia Basin region, with extremely high poverty and high Hispanic/ELL populations, will be bridged and enhanced through after school and summer school opportunities intended to improve connections, relevancy, and engagement. A seamless integration and enhancement of five comprehensive programs of study with real-world application will chart clear career pathway opportunities for students. Likewise, all optional elements will be addressed in this comprehensive plan, including the creation, support, and sustainment of a Columbia Basin SkillsUSA student chapter (in addition to strengthening the current DECA and FCCLA student organizations); a strategic middle school educational program bridging the gap between intermediate and high school CTE access; a comprehensive after and summer school learning and application component; and a regional effort encompassing all three high schools in the Columbia Basin region with a scalable, CTE embedded project, which can be replicated across the State.

How does this project support the expansion and growth of CTE?

As the largest school district in eastern Oregon, and one of the fastest growing districts

in the state, Hermiston School District currently offers a broad range of academic Program of Study (POS) opportunities for students. This term over 1200 students are enrolled in one of six approved Hermiston High School POS curriculums, with the opportunity to earn dozens of college credits through an exhaustive repertoire of dual certified instructors. Missing from most of our current programs are sustainable, hands-on, “real-life” application opportunities that the Columbia Basin Student Homebuilders Program (CBSHP) would provide. Seamlessly integrating and enhancing our comprehensive POS options, this opportunity would currently impact nearly 800 interested students regionally with the expectation for broader reach through partnerships with neighboring districts and extended day/extended year experiences.

Funded in part by the Hermiston School District, City of Hermiston, NEOHBA, and this grant, the CBSHP would support an additional course opportunity to each of the six current POS, while enhancing and complimenting others. Just a few examples include: in the Agriculture, Food, and Natural Resources POS, a .5 credit “Sustainable Landscape Architecture” course would be added where students would learn and then apply landscape design concepts; students involved in the Advanced Accounting component of Business and Management POS would oversee project accounts payable, while DECA Advanced Marketing students would be involved in the sale of the completed project; and similarly, pupils involved in the myriad of Computer Aided Drafting courses, Construction Technology, and Advanced Construction Application, will see firsthand the application of their studies.

How does this project ensure students are provided with experiential learning?

The foundational priority of the CBSHP is to capitalize on the applied learning concept. After rigorous pre-construction coursework, mentorship, and seminar in the classroom, students will learn by doing in the field as they transform their concept into reality. Students involved in the Business and Management Program of Study (POS) will begin by actively participating in the zoning and city planning hearings required for the property's conditional use permits. After hours of planning and refining, students in the Industrial and Engineering and Family Consumer Sciences POS will see their auto-cad work come to fruition as the home they design, under the collaborative supervision of licensed architects, begins to take shape. Component by component, as licensed engineers, contractors, and vendors present in-class preparatory seminar information, the students and supervising professionals will begin applying their pre-construction learning through doing, as foundations are poured, walls are framed, and utilities installed. Agriculture and Natural Resources POS students will be able to apply sustainable landscape designs. Arts, Information, and Communication students will witness the application of their thoughtful interior and exterior design work as color pallets, finishes, and components are installed. Health Science POS students will apply onsite jobsite safety inspections, while their counterparts in the Business and Managements program will directly supervise a "real" budget, as they manage accounts payable and billing for the project. Middle school students will receive "mini-lessons" on the concepts and perform on-site learning "mini-labs" as their interests become sparked in the CTE trades and fields at a young age. Finally, the concept is completed full circle, as student marketing POS students work under the supervision of realtors in the NEOHBA to advertise the sale of the home to interested purchasers.

A. Project Outcomes and Progress Markers

The Columbia Basin Student Homebuilders Program (CBSHP) Advisory Committee (consisting of business and industry partners in the Northeast Oregon Homebuilders Association (NEOHBA), city officials, district faculty, and project steering leads) have developed five coherent, sustainable, program-embedded, SMART goals consistent with the grant requirements and expectations.

Outcome Goal # 1: Through the CBSHP, a sustainable partnership will be developed between the City of Hermiston, the Northeast Oregon Homebuilders Association and the Hermiston School District.

Through an Intergovernmental Agreement (IGA), the NEOHBA will enter into an interagency partnership with the CBSHP. The NEOHBA represents dozens of skilled engineers, architects, craftsmen, and suppliers throughout the Columbia Basin region. The NEOHBA, through this partnership, will provide all the necessary trades-related expertise through their affiliate membership to provide the necessary classroom seminar instruction, on-site job expertise, mentorship, and necessary licenses to support the entire project, from permitting through sale.

Through an IGA, the City of Hermiston will provide integral engineers and departmental staff, expertise, and resource support to ensure perpetual success of the program.

Through Board action, the Hermiston School District will provide necessary, properly zoned, prime residential land currently owned by the District for development of current and future projects.

Outcome Goal # 2: Through the CBSHP, student enrollment in CTE Programs of Study (POS) by the underserved and diverse Columbia Basin Region will increase by 20% from fall of 2013 POS enrollment figures to fall 2014 numbers. Thereafter, enrollment will continue to increase at five percent per year annually.

Goal Narrative: Through the addition of one FTE licensed program teacher/advisor, as well as the unique after school and extended year learning partnerships between the three diverse and economically disadvantaged high schools in the Columbia Basin Region, student access and active participation in POS's will blossom dramatically through the CBSHP. Students currently attending Umatilla, Stanfield, and the Hermiston School District's alternative school have limited access to any formalized POS programs, due to their limited faculty and scarce school resources. Similarly, at Hermiston High School, burgeoning student interest in POS is often met with limitation, as there is more student demand than can be supported with current faculty, and scheduling conflicts thereby limit student participation. Through the addition of a licensed program teacher/advisor to offer additional courses throughout the day, as well as the innovative after school and summer school opportunities embedded in the program, students across all four campuses and the four middle schools will have a plethora of POS and dual credit opportunities never-before available to them through Hermiston High School's five programs of study opportunities supporting the CBSHP project.

Outcome Goal # 3: Through the CBSHP, students will be exposed to rigorous, authentic, and project-embedded curriculum led by field experts and professionals, as

measured by the number of students who demonstrate classroom seminar success and an increase in the number of dual credits earned.

A comprehensive and integral component of the CBSHP program is the thoughtful integration of student to professional interaction and instruction through the sponsorship of the NEOHBA and the City of Hermiston. Students will receive approximately eight hours of project-embedded, “real world” application instruction in the classroom before every project milestone and major sub trade component of the program. This rigorous seminar work will ensure students are prepared not only for the hands-on work they will be expected to complete on the project site, but will also expose and better prepare them for the daunting post high school learning that awaits them as they access college and trade school learning opportunities. Unique dual credit opportunities will be available throughout the different POS to support the seamless learning from classroom to field and from high school to college/post-secondary accessions, where nearly a dozen different pre-approved dual credit courses will be available to all students participating in various facets through their associated POS coursework. Not only will the coursework ensure student success toward earning a high school diploma, students will also be armed with the capacity to earn significant college credits before leaving high school. Likewise, working side by side with practicing professionals on the job site, students will gain invaluable employability skills as they learn the importance of job safety, completing work on time and on budget, showing up to work on time, and committing to and following through with after hours and summer school work. At risk students who commit to summer school work will have the opportunity to not only gain

high school and possible college credit, they will also have the opportunity to be paid for their services rendered, providing “real world” employability experiences.

Outcome Goal # 4: Through the creation of a SkillsUSA Student Organization and the strengthening of the current DECA and FCCLA chapters in Hermiston through the CBSHP, students will be directly exposed to career pathways and have the opportunity to gain financial assistance to college and career trade schools. These unique opportunities will lead to an increase in the number of graduating students from the four participating high schools choosing to attend a post-high school institution related to the CTE fields.

Through classroom seminar and project oversight, students involved in the CBSHP will receive unprecedented mentorship and advisory from the multitude of engineers, professionals, and skilled tradespeople through the NEOHBA and City of Hermiston sponsorship, as a result of the program and their involvement in one of three student-led organizations (SkillsUSA, DECA, and FCCLA). Students will work side by side with professionals, from architects to city engineers to trade craftsmen, learning and exploring the various CTE opportunities and post-high school learning required to become a professional within the field. Through the sponsorship of the NEOHBA, a revolving scholarship fund will be created as the organization earmarks five percent of all project costs to be used to annually support graduating high school seniors from the four high schools who desire to pursue post high school education in a four year, two year, or trade school in a related CTE field.

Outcome Goal # 5: Through the unique partnership with the NEOHBA and the City of Hermiston, CBSHP students will choose to pursue CTE fields in the electrical,

architectural, and mechanical engineering trades which are currently and have historically been in demand in the Columbia Basin region.

Students participating in the CBSHP will be exposed to countless CTE opportunities throughout their involvement. However, emphasis will be placed on the local market demands for specific professions: currently in the electrical, architectural, and mechanical engineering fields. Through mentorship opportunities, and the availability of college credit and tuition assistance through the NEOHBA scholarship funds, an increase in the number of students pursuing the field will be realized.

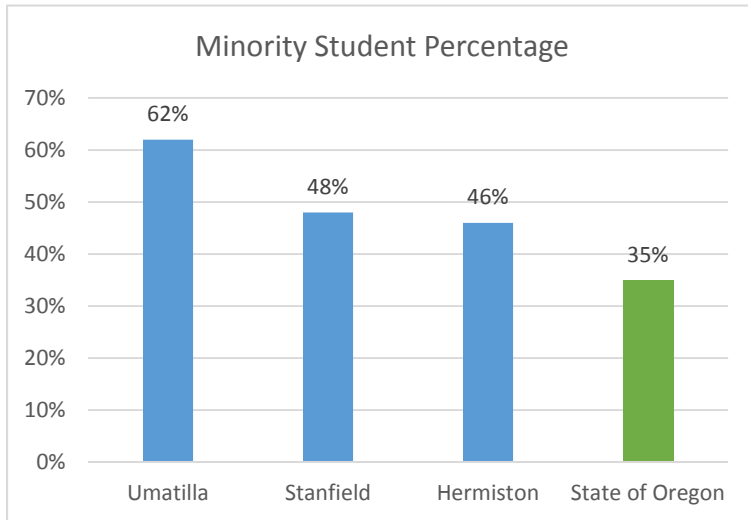
B. Career and Technical Education Program of Study Design

The Columbia Basin Student Homebuilders Program (CBSHP) seamlessly and authentically enhances five of the six Programs of Study (POS) currently offered at Hermiston High School. To accurately and genuinely demonstrate the profound impact and coordinated alignment the CBSHP will have with the district's current POS, we are presenting an exhaustive review of the five affected programs in *Appendix A*. In the appendix, please take note of all red typeset and notation boxes on the screenshot images of the proposed POS program guide. These inclusions and notations represent the additional influence to student access, learning, and enhancement the CBSHP will bring to Hermiston High School and the three partnering high schools throughout the region.

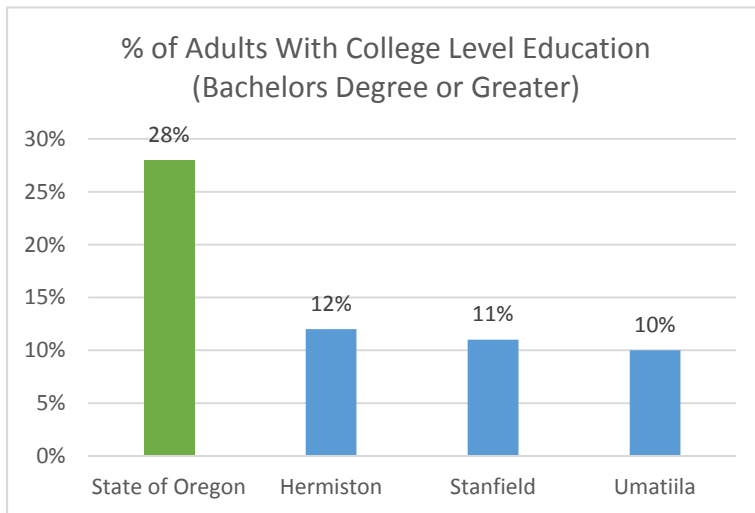
The program guide screenshots (found in Appendix A), clearly articulate the relevant content standards covered in every impacted course, provide students clear pathways and opportunities for post-high school learning, demonstrate the exhaustive

opportunities for dual credit attainment, and visible partnership between education and the business community.

C. Underserved Students



The three school communities involved in the Columbia Basin Student Homebuilders Program (CBSHP) represent some of the most diverse, economically disadvantaged, and least educated populations in the state of Oregon. A far cry from the



lofty 40-40-20 goal established for Oregon by the year 2025, the ultimate goal for the CBSHP is to not only engage, but promote and ensure a post-high school learning trajectory for our region's at-risk youth. The

following graphs reveal the stark contrasting statistics of the three participating communities of Hermiston, Umatilla, and Stanfield compared to the State of Oregon average. Similarly, with a large population of first and second generation students to the United States, a significant contingent of the Columbia Basin student population are considered "first generation" college students.

In order to ensure greater outreach and involvement of our region's large at-risk population, the CBSHP has developed three deliberate strategies to maximize underserved student outreach; extended day/year learning opportunities with earning potential, embedded college credit opportunities, and post-high school scholarship opportunities to promote a college/trade going population.

The extended day/extended school year component of the CBSHP is a unique way to ensure maximum participation of our region's underserved youth. Through application, with priority given to students who qualify for free and reduced lunch, are minority, and/or represent first-generation college families, students will have the opportunity to participate in extended day and summer school opportunities on the job site, not only earning high school and possibly college credit, but also receiving pay for their work. This proven strategy will ensure that those students, who normally must seek "main street" work to support themselves and their families, will now be able to receive similar compensation, and also receive high school credit towards their diploma with access to free college credit, all while learning invaluable job and work skills as they work shoulder-to-shoulder with professionals on the home site.

As at-risk students experience and actively participate in the CBSHP, earning high school and college credit, gaining essential work skills, and working and learning from field professionals, pathways to career fields will undoubtedly develop as never before experienced. Through the unique financial contribution of the revolving Northeast Oregon Homebuilders Association (NEOHBA) scholarship fund, at-risk students participating in the CBSHP will be offered priority to earn thousands of dollars in

available scholarships every year to ensure college and trade school access to pursue CTE field professions.

D. Diploma Connections

The Columbia Basin Student Homebuilders Program (CBSHP) not only provides, but promotes, encourages and incentivizes on-time diplomas from its students. As a part of CBSHP, students will gain the necessary credits to support standard and honors diploma tracks, be exposed to a plethora of activities to support the career related learning (CRLE) necessary to fulfill the essential skills requirements in the Oregon diploma, and through a career portfolio project, develop a comprehensive 10-year career plan through the Career Choices[®] curriculum.

With 20 different class offerings in five varying programs of study, students participating in the CBSHP will fulfill three legs of their diploma requirements. Through their involvement in the program, students will complete the 3 required CTE credits as well as earn additional credits to satisfy the elective and career portfolio expectations. All in all, an opportunity to fulfill 10 of the 24 required credits for graduation rests in the CBSHP accession.

To complement the diploma credit opportunities, students may also gain invaluable dual credit through their participation in many of the courses offered. Not only does the college credit reinforce and support post-high school transitions, it also, for the first time for many students, provides the opportunity to earn a coveted honors diploma. Many students, who previously may have felt an honors diploma was untenable, will find that the coursework associated with the CBSHP meets many of the rigorous requirements.

Students individualize their learning and chart their post-high school aspirations through Career Choices[®], an interdisciplinary curriculum that engages students and teachers in an interactive learning process to craft a 10 year plan beginning in the 9th grade year. Students begin to chart their futures based on real world experiences working on the site. As students develop their plans and explore their fields of interest first-hand through the CBSHP, they will begin to refine and craft a suitable pathway toward career success. Students begin to answer the questions: Who am I, What do I want, and How do I get it? Culminating in an individualized 10-year plan that motivates them to envision a self-sufficient, productive life beyond high school, students begin to see their dreams take shape in high school. As they learn from the collaborating professionals, students revisit and refine their plans as they experience new and intriguing fields associated with the CBSHP.

E. Sustainability and Communication

One of the most powerful aspects of the Columbia Basin Student Homebuilders Program (CBSHP) has to do with the inherent, long term sustainability of the project. The grant will provide the necessary “seed money,” infrastructure, and technical support to ensure a successful program start and implementation. However, once up and running, through the partnership with the Northeast Oregon Homebuilders Association (NEOHBA), the City of Hermiston, and the Hermiston, Umatilla, and Stanfield School Districts, the project will be financially and programmatically sustainable for years to come. The following partner involvement outlines the sustainable attributes of the core project components:

Hermiston School District: The Hermiston School District Board of Education has authorized the use of 3.25 acres of prime, undeveloped R-1 land currently owned by the district to support the CBSHP (see green highlighted area in Appendix D). This area is prime residential land adjacent to a brand new middle school and one block away from an adjacent new elementary school. The District has already partnered with a local architect to plat out the first 11 home sites for the CBSHP project, yielding over 15 years of program perpetuity (see platted yellow single family residential lots). Unlike other programs who have to procure or seek donations to procure residential lots, the District land asset, at 3.25 developable acres) yields a \$141,600 land grant (at \$1.0/sq ft current residential bare land market value). Without the need to procure land for current and future homes, as well as the highly marketable location, the Hermiston School District support becomes essential for long term project sustainability.

City of Hermiston: The City of Hermiston, recognizing the short and long term need and benefit to support the regional CBSHP, has established a long term commitment to support the program with financial and staff resources through the City Manager's Office. Offsetting the costs for permitting, SDC fees, and other application and staff support costs will save the program thousands of dollars in development fees normally impacting similar programs throughout the state. This level of unprecedented, long-term support, will continue to ensure available resources to offer years of experiential learning for current and future students throughout the region.

Northeast Oregon Homebuilders Association (NEOHBA): The NEOHBA will provide all the licensed craftsmen and technical resources to see the project through, from permitting to sale. The tradesmen will be compensated (at cost with no profit margin)

for their materials and on-the-job labor. Eight hours of classroom seminar and mentorship will be donated to the program per trade. To ensure not only access, but opportunity is available to all youth, the NEOHBA will pledge that five percent of all subcontracted work is donated back to support a substantial, annual scholarship fund for students wishing to pursue a post-secondary program aligned toward the career and technical fields.

Perpetual Program Funding: Substantial research has been conducted to carefully plan and ensure indefinite program continuation. Through the support of the aforementioned partners, in conjunction with necessary program seed money supplied through the grant, measures have been put in place to ensure the systemic continuation of the CBSHP for years to come.

Following the completion of each home, proceeds from the sale will serve as seed money to construct each subsequent home and cover salary and other associated program costs. Project estimates supplied from the NEOHBA reveal that the program can construct a market saleable home for \$80-\$85/sq ft total cost (\$149,400 for an 1800 sq ft home), which can then be sold for \$130-\$140/sq ft market value (\$243,000). The ~\$93,600 profit will be used to offset the continued cost of the program advisor and associated costs such as equipment, tools, and contingency. With nearly a dozen available home sites donated by the Board of Education, in conjunction with assistance from the City of Hermiston staff and engineers, the self-sustaining financial solvency of the CBSHP is positioned well for program perpetuity.

F. Activities and Timelines

The following information clearly describes the activities associated with each project outcome, including the rationale and associated timetable. See *Comprehensive Project Calendar in Appendix B*.

Outcome Goal # 1 Activities and Rationale: Through an Intergovernmental Agreement (IGA), the NEOHBA will enter into an interagency partnership with the CBSHP. Through an IGA, the City of Hermiston will provide integral engineers and departmental staff, expertise, and resource support to ensure perpetual success of the program. Through Board action, the Hermiston School District will provide necessary, properly zoned, prime residential land currently owned by the District for the development of current and future projects.

Timeline: February of 2014 following grant approval notification.

Outcome Goal # 2 Activities and Rationale: Through the addition of 1 FTE program teacher/advisor, student access and active participation in POS will blossom dramatically through the CBSHP. Through the addition of a licensed program advisor to offer additional courses throughout the day, as well as the innovative after school and summer school opportunities embedded in the program, students across all four high school campuses and the two middle schools will have a plethora of POS and dual credit opportunities never-before available through Hermiston High School's five programs of study opportunities supporting the CBSHP project.

Timeline: Advertise and hire program coordinator (February 2014). Further details can be found in *Appendix B*.

Outcome Goal # 3 Activities and Rationale: Students will receive eight hours of project-embedded, “real world” application instruction in the classroom before each and every project milestone and major sub trade component of the program. This rigorous seminar work will ensure the students are prepared not only for the hands-on work they will be expected to complete on the project site, but also expose and better prepare them for the daunting post high school learning that awaits them, as they access college and trade school learning opportunities.

Unique dual credit opportunities will be available throughout the different POS to support the seamless learning from classroom to field, from high school to college/post-secondary accessions, where nearly a dozen different pre-approved dual credit courses will be available to all students participating in various facets through their associated POS coursework. Not only will the coursework ensure student success toward earning a high school diploma, students will also be armed with the capacity to earn significant college credits before leaving high school. Likewise, working side by side with practicing professional on the job site, students will gain invaluable employability skills as they learn the importance of job safety, completing their work on time and on budget, showing up to work on time, and committing and following through with after hours and summer school work. At risk students who commit to summer school work will have the opportunity to not only gain high school and possible college credit, they will also have the opportunity to be paid for their services rendered, providing “real world” employability experiences.

Timeline: Completed project coordination calendar with coinciding consultant seminar presentation schedule completed for 2014-15 school year instruction (June 2014).

Completed CBSHP course catalog and handbook creation outlining POS integration, dual credit offerings, and extended day/extended year learning opportunities prior to Fall 2014 class enrollment which takes place in May (April 2014)

Outcome Goal # 4 Activities and Rationale: Through the classroom seminar and project oversight, students involved in the CBSHP will receive unprecedented mentorship and advisory from the multitude of engineers, professionals, and skilled tradespeople via the NEOHBA and City of Hermiston sponsorship as a result of the program and their involvement in one of three student-led organizations (SkillsUSA, DECA, and FCCLA).

Timeline: Establishment of a SkillsUSA chapter as a part of the CBSHP (Fall of 2014). Enhancement of current DECA and FCCLA chapter through CBSHP involvement (fall of 2014). Establishment of perpetual CTE college/trade school pathways grant sponsored by the NEOHBA for round one scholarship awards in spring of 2015 (Winter 2015)

Outcome Goal # 5 Activities and Rationale: Students participating in the CBSHP will be exposed to countless CTE opportunities throughout their involvement. Through mentorship opportunities, and the availability of college credit and tuition assistance via the NEOHBA scholarship funds, an increase in the number of students pursuing the field will be realized.

Timeline: Sub-contractor, engineer, and consultant seminar presentation calendar completed (June 2014).

G. Evaluation

The short and long term successes of the Columbia Basin Student Homebuilders Program (CBSHP) will be tracked coherently and systematically to ensure success expectations are met and program adjustments can be made to further contribute toward desirable project outcomes.

Outcome Goal # 1 Measurable Outcomes: Approved IGA between CBSHP and NEOHBA, approved City sponsorship through official city action, and Board of Education resolution allocating necessary property for residential development of a multi-lot subdivision for current and future projects (February of 2014 following grant approval notification). Classroom instruction and site specific trade supervision (Rolling measure, beginning with project permitting in the spring of 2014 through project completion in the summer of 2015 and annually thereafter for future projects)

Outcome Goal # 2 Measurable Outcomes: Student enrollment comparison between Fall 2013 and Fall 2014 POS enrollment statistics for each of the participating six schools. Number of high school dual credits earned by students of Stanfield, Umatilla, Hermiston High School and the Innovative Learning Center (2013-14 would demonstrate the baseline year results). Year-to-year tracking and analysis to ensure long term program goals are met with the five percent annual increase threshold (2013-14 would demonstrate the baseline year results).

Outcome Goal # 3 Measurable Outcomes: Number of students who earn passing grades of a B or higher in rigorous coursework to support the program (2013-14 would demonstrate the baseline year results). Increase of five percent annually, the number of college credits earned by through student participation in the CBSHP (2013-14 would demonstrate the baseline year results).

Outcome Goal # 4 Measurable Outcomes: Increase of five percent annually, the number of seniors graduating from the four participating high schools that choose to attend a post-high school institution and to pursue a CTE related career as demonstrated on a senior exit survey administered annually (2013-14 would demonstrate the baseline year results).

Outcome Goal # 5 Measurable Outcomes: Increase of five percent annually, the number of seniors graduating from the four participating high schools that choose to attend a post-high school institution to pursue a CTE related career in electrical, architectural, and mechanical engineering as demonstrated on a senior exit survey administered annually (2013-14 would demonstrate the baseline year results). See *summary-Level Evaluation Calendar in Appendix C*

Partnerships

The Columbia Basin Student Homebuilders Program (CBSHP) leverages community, professional, civic, local, and district partnerships in ways that are innovative, sustainable, and authentic. The following summarizes each entities' essential participation in the program:

NEOHBA: The NEOHBA represents dozens of skilled engineers, architects, craftsmen, consultants, and suppliers throughout the Columbia Basin region. The NEOHBA will provide all the necessary trades-related expertise through their affiliate membership to provide the necessary classroom seminar instruction, on-site job expertise, mentorship, and necessary licenses to support the entire project, from permitting through sale. Students will receive approximately eight hours of project-embedded, "real world"

application instruction in the classroom before each project milestone and major sub-trade component of the program through NEOHBA professionals. This rigorous seminar work will ensure that our students are prepared not only for the hands-on work they will be expected to complete on the project site, but will also expose and better prepare them for the daunting post high school learning that awaits them as they access college and trade school learning opportunities. Through the classroom seminar and project oversight, students involved in the CBSHP will receive unprecedented mentorship and advisory from the multitude of engineers, professionals, and skilled tradespeople of the NEOHBA. Through the sponsorship of the NEOHBA, a revolving scholarship fund will be created, as the organization earmarks five percent of all project costs to be used to annually support graduating seniors from the four high schools who desire to pursue post high school education in a four year, two year, or trade school studying a related CTE field.

City of Hermiston: Through an IGA, the City of Hermiston will provide integral engineers and departmental staff, expertise, and resource support to ensure perpetual success of the program. Through classroom seminar presentations, side-by-side mentorship, and financial assistance in the permitting and associated development costs, the City of Hermiston serves as an integral financial and educational partner throughout the program. From the plan review process, conditional use permitting and hearings, building and associated permitting, and inspection processes, the active collaboration and participation with the CBSHP makes the City of Hermiston an integral part to the program.

Hermiston School District:

The Hermiston School District Board of Education has authorized the use of 3.25 acres of prime, undeveloped R-1 land currently owned by the district to support the CBSHP. This area is high-demand residential land adjacent to a brand new middle school and one block away from a new elementary school. The District has already partnered with a local architect to plat out the first 11 home sites for the CBSHP project, yielding over 15 years of program perpetuity. Unlike other programs who have to procure or seek donations to procure residential lots, the District land asset, at 3.25 developable acres, yields a \$141,600 land grant (at \$1.0/sq ft current residential bare land market value). Without the need to procure land for current and future homes, as well as the highly marketable location, the Hermiston School District support becomes essential for long term project sustainability.

Umatilla and Stanfield School Districts:

The power behind the CBSHP is the coordination, not only with regional private and local municipalities, but also the outstanding collaboration between the three regional school districts. Impacting the entire Columbia Basin region, the program will impact students in all three school communities, from middle school through graduation. The shared utilization of resources, faculty, and programs of study will allow all students, regardless of high school size, to take advantage of comprehensive program offerings. Due to limited faculty and high school size, students in Umatilla and Stanfield will have access to a plethora of learning experiences, dual credit possibilities, and college/trade scholarships never before available to them.

Following are represent responses to the grant question prompts:

The overall roles the partners played in the development of this proposal: The involvement of all four agencies, (the NEOHBA, City of Hermiston, Hermiston School District, and the two partner districts,) was exhaustive and thorough. The NEOHBA, through their resources and knowledge, were instrumental in establishing budget criteria, project phasing plans, and the development of the seminar and scholarship components. The City of Hermiston served instrumental in the development of their in-kind staff proposal and financial contributions to see the revolving projects through to fruition. City planners were involved in the preliminary site layout and design, and they have been a proactive source of support and knowledge to ensure zoning and planning components have been considered. The Hermiston School District has been the primary agent of the grant through two facets. First, the allocation of highly valuable residential property has served as a key component to ensure program perpetuity. Second, the high level of involvement from key instructional and support personnel has ensured a seamless and integral melding and realignment of the current Programs of Study to compliment the CBSHP. Finally, the neighboring district partners have been involved in the planning and implementation of the exhaustive extended day/extended year application programming, a key component to their student's involvement in the program.

The agreed upon role of the partners both in the implementation and perpetual phases:

The following outlines the agreed upon roles and duties of each of the partners through implementation: Hermiston School District-(Grant submission, Grant management (oversight and budgeting), Recruitment and hiring of program supervisor, Redesign of POS to include the CBSHP, Donation of suitable land, Transportation, Acquisition,

inventory, and maintenance of equipment and supplies, Fiscal and legal authority over the project, Project scheduling and coordination of all learning programs). NEOHBA- (Skilled labor, tradesman, architects, and suppliers for the entire project, Revolving scholarship fund coordinator and grantee, Classroom seminar presenters, Mentor tradesmen , On-site project expertise and guidance). City of Hermiston-(Engineer and consultant expertise (on site and seminar), Financial assistance related to associated civil and construction fees). Stanfield and Umatilla School Districts-(Provide program access to students at both the middle school and high school levels for classroom instruction, Assist the program coordinator in promoting and advocating for student involvement in the program, Provide high school counseling and career advising support to participating students in their scholarship application to post high school CTE related learning through the NEOHBA revolving scholarship fund).

The correlation of partners to high wage and high demand jobs: All partners involved in the CBSHP are driven to promote and produce student accession toward high wage, high skilled, high demand professions. The authentic, project embedded involvement of skilled experts in the NEOHBA ensures that students have access, mentorship, seminar experiences, and side-by-side involvement with high wage/high demand fields. Working shoulder-to-shoulder with design engineers, skilled craftsmen, electricians, city officials, inspectors, and professionals from countless other trades, students will experience invaluable and genuine exposure to vast arenas associated with home construction. Through career explorations utilizing the Career Choices[®] curriculum, mentorship advising, college credit attainment, and lastly through scholarship opportunities, a clear and coherent pathway from high school to profession is charted for each student.

Bonus Section A: An integral component of the Columbia Basin Student Homebuilders Program (CBSHP) is the integration, participation, and active involvement of Career and Technical Student Organizations (CTSO's) throughout the entire project.

Through the creation of a SkillsUSA Student Organization as part of the program, and the strengthening of the current DECA and FCCLA chapters in Hermiston via the CBSHP, students will be directly exposed to multiple career pathways.

Students involved in the DECA organization will be actively involved in all levels of the project's programming, from initial design to the marketing and sale of the new home. DECA will perform the necessary research to present to the SkillsUSA CAD design team to recommend market demands with respect to size, cost, and layout of the new home. Once the design is complete and construction underway, DECA students, through the accounting Program of Study (POS) pathway, will directly oversee the entire project budget, from accounts payable to product receivables. Students involved in the robust FCCLA chapter will be highly involved in the design and layout of the new home. Knowledge gained in their club studies will be applied to the functionality and layout of the kitchen and dining area to maximize homeowner pleasure and comfort. The new SkillsUSA organization will serve as the key CTSO on the CBSHP, overseeing the entire construction phase of the program, from foundation to finishes.

To ensure students are aware of the CTSO opportunities available to them prior to reaching high school, the middle school *Introduction to Construction Technology* courses taught at each of the four middle schools, will serve to expose and educate a plethora of students about the benefit of becoming involved in one of three CTSO's associated with the project.

Bonus Section B: A powerful aspect of the CBSHP has to do with the integration of an embedded middle school instructional component. Each of the four middle schools involved will offer an *Introduction to Construction Technology* course on-site through the utilization of a shared instructor. The purpose of this middle school course/component is three fold. First, it will serve to expose and excite middle school students about careers in the CTE fields, as students begin thinking about their careers and post high school plans as early as their seventh grade year. Second, through the incorporation of “mini-lessons,” on-site learning “mini-labs,” and high school CTSO mentoring, middle school students’ interest will spark, ensuring a large number of students will participate in the program and join one of three CTSO’s once they reach high school. Finally, through the association with the NEOHBA, students will receive “mini seminar” presentations from a number of practicing professionals about their trade. As students experience the seminars and are exposed to professionals, we are optimistic that all students, particularly those considered at-risk, will begin to develop the necessary vision, positive attitude, and work ethic while in middle school that is required for a successful high school career. Studies show that students who are involved in school clubs, organizations, and activities, have “...better attendance, higher levels of achievement, and aspirations to higher levels of education.” (Finn, J.D. (1993). *School engagement and students at risk*. Washington, DC: National Center for Education Statistics.) As early as middle school, the CBSHP is intended to target those students who may otherwise be disengaged with their academic career and expose and involve them in a niche never before available to them.

Bonus Section C: The extended day/extended school year component of the CBSHP is a unique way to ensure maximum participation of our region's underserved youth. Through application, with priority given to at-risk students, students will have the opportunity to participate in extended day and summer school opportunities on the job site, not only earning high school and possibly college credit, but also receiving pay for their work. This proven strategy will ensure that students, who normally must seek "main street" work to support themselves and their families, will now be able to participate, receiving high school credit toward their diploma while learning invaluable job and work skills as they work shoulder-to-shoulder with professionals on the home site.

Transportation to and from both neighboring communities will be offered during the summer months when regular school is not in session, to ensure program continuation for participating Columbia Basin students in the Stanfield and Umatilla communities. Seminar experiences will continue during the summer months as NEOHBA affiliates work hand-in-hand with student participants.

Likewise, after school project experiences will be embedded throughout the construction phase, allowing mid-week project experiences for Umatilla and Stanfield students who may not have the opportunity to visit the site during the school day due to scheduling conflicts.

All in all, this unique extended-day/extended-year approach permits the maximum amount of student participation and optimal utilization of the shared instructor; plus, it provides unprecedented working and learning experiences for students throughout the Columbia Basin region.

Bonus Section D: A model program that can be replicated across the State, the CBSHP, will serve as a shining example of collaboration, creativity, and ingenuity.

The partnership between the three districts allows for optimal student exposure at a limited cost, utilizing the shared resources of one FTE advisory teacher. The collaborative approach also allows students in Stanfield and Umatilla access to comprehensive Programs of Study opportunities and experiences not traditionally available to smaller high schools. This shared resource approach serves as an example of how to maximize staff efficiencies to result in greater student outreach and participation.

Likewise, the industry partnership between the NEOHBA and the CBSHP serves as an outstanding model showcasing the powerful connection local schools can establish with their regional industry partners. The Association's commitment to not only provide the onsite expertise, but also the classroom seminar mentorship and revolving scholarship fund, represents tangible, replicable opportunities that could be incorporated in many regions across the state.

The underlying premise of the CBSHP is to provide "real life" experiences for a large number of students through varying approaches. From design to sale, students involved in five programs of study, from three different student organizations, representing all walks and interests of life, will have the opportunity to be intimately involved in the CBSHP. Serving as a financially sustainable model program, the CBSHP should be served up as a prototypical program that can, and should be, carefully considered as similar regions look for authentic, cost effective, and collaborative ventures to offer their students and communities.