

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

Project Name: Revitalizing CTE in Klamath County
Amount Requested: \$390,605

Project Director: Meghan Biggs, Agriscience Instructor		
District, School or ESD: Henley High School		
Address: 8245 Highway 39		
City: Klamath Falls	State: Oregon	Zip: 97603
Phone: 541-591-2219 (cell)	Email: biggsm@kcsd.k12.or.us	

Grant Fiscal Agent Contact: Renee Ferguson, Business Manager		
District, Charter School or ESD: Klamath County School District		
Address: 10501 Washburn Way		
City: Klamath Falls	State: Oregon	Zip: 97603
Phone: 541-851-8730	Email: fergusonr@kcsd.k12.or.us	

Superintendent: Greg Thede		
District or ESD: Klamath County School District		
Address: 10501 Washburn Way		
City: Klamath Falls	State: Oregon	Zip: 97603
Phone: 541-851-8766	Email: thedeg@kcsd.k12.or.us	

	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Henley High School	Jack Lee, Principal	9-12	625
2.	Henley Middle School	Kristine Creed, Principal	7 & 8	354

## Application Narrative

**A. Project Abstract:** The CTE Revitalization Grant will significantly increase opportunities for students in Klamath County by renovating the CTE wing of Henley High School.

Students will be better prepared for post-secondary education and careers in the fields of agriculture, welding, fabrication, business and marketing. By expanding the technology and equipment to the industry-standard and beyond, students will be exposed to a variety of learning opportunities to increase local job opportunities and career training. The local Agricultural Science & Technology Department advisory board and partners have identified restructuring the current laboratory and uniting the two current CTE programs of study in the school as a key focus for this grant project. In turn, the renovation will allow instructional expansion to middle school students and bring additional *College Now* courses to Henley High School thanks to local partnerships with Klamath Community College.

**B. CTE Revitalization Grant Vision:** Henley High School currently has two CTE programs, Agricultural Science & Technology (AST) and Business & Marketing, with two full-time instructors, in addition to two Career & Technical Student Organizations (CTSOs), FFA and DECA. The AST program and FFA organization was established at Henley in 1974, whereas Henley has recently brought back the Business & Marketing program, and established the DECA program for the first time during the 2014-2015 school year. The AST program and its equipment are outdated, whereas the business program is only just emerging. Through this grant, both programs would be united within one building. New, state of the art equipment will provide students career readiness, in addition to expanding instruction to middle school students and *College Now* courses all housed at Henley High School. By allowing middle school students to take CTE courses and add *College Now* courses at

Henley, we are able to expand our outreach to historically underserved students. Currently students are bussed off campus for limited educational opportunities impeding on learning times.

The Henley complex hopes to address the following outcomes with the funding of this grant project:

- Restructuring the current shop/laboratory to accommodate two teachers and multiple work areas with less supervision problems
- The addition of state of the art welding booths to accommodate bigger class sizes and emerging welding techniques
- The revitalization and expansion of the small engines laboratory
- The addition of a vehicle lift to provide engine theory based curriculum
- The addition of larger CNC tables for metal and wood instruction
- The addition of a virtual welder
- The addition of a vinyl lettering machine and heat press
- The addition of an electronic check-out system for portable equipment for student accountability and maintenance.

With these changes, 625 students at Henley High School benefit from this expansion, in addition, 354 Henley Middle School students and community members participating via Oregon State University Klamath Basin Research and Extension Center (OSU KBREC) will also have access to learning environments. Students will have a renewed sense of ownership and enthusiasm because of this expansion. No longer will students have to worry if equipment will work properly. Moreover, the huge increase in the variety of curriculum, such as engine theory and marketing tools, will provide students with new

applied skills. With this expansion and addition of a teacher, students will also be able to gain more career experience and more dual credits (20+) through our community college partnerships at KCC.

**C. Partnerships:** Partnerships are the key to the success and sustainability of this project. With this grant project, our partners are providing a significant amount of time and effort. The ability to bring in industry experts on a regular basis for instruction has the potential to move the level of education and training occurring in these CTE courses to a much more effective level. This instruction serves both students and industry, as the learning will prepare students for placement in experiential learning opportunities where they can purposefully contribute through the applications of these gained skills.

Our partners are providing a significant amount of time and effort to deliver a future for many Henley High School students. These partnerships include the following:

- **Norco, Inc. & Miller** – The local representatives for Miller Welding equipment are committed to providing education instruction, expertise in industry processes, educational discounts on consumable material, and support for equipment acquisition. More than just a vendor, they are involved in designing a teaching space and equipment that best serves students and industry partners in what they need a potential workforce to know.
- **Klamath Community College (KCC)** – Our local community college has proven to be a positive supporter of multiple aspects of the CTE program. The lead welding instructor and the lead diesel and auto technology instructor inspected the teaching facilities at HHS and made recommendations for instructional machines and renovation. KCC will also provide instruction through *College Now* courses, in-class

presentations, evaluation of students preparing to enter post-secondary programs, and college credit articulation, which will support the recruitment of historically underserved students.

- **OSU Klamath Basin Research & Extension Center (OSU KBREC)** – Our community has proven the value and passion for the future of agriculture by passing a bond to keep our county’s extension/research service alive and well. The regional administrator and faculty are passionate about agricultural education and they reside as members of the Henley AST Advisory Board. Through the partnership OSU KBREC provides an abundance of knowledge and expertise for teachers and students, offers internships and summer job prospects to students, and provides adult learning opportunities. These programs can be enhanced through the use of the updated facilities, possibly in the realm of welding, ag business, or GPS agricultural technology. The best example of this partnership is the articulation agreement between KCSD, KCC, and OSU to move students smoothly from high school diploma to associate’s degree to a bachelor’s degree in general agricultural science, which will support the recruitment of historically underserved students. .
- **KCSD Maintenance Department** – With aged facilities and out dated machinery, the KCSD Maintenance Department has been actively helping to keep the current Henley AST facilities running as smoothly as possible. With this grant, the KCSD Maintenance Department will help with the reconstruction of a new classroom within the current shop and the upgrade to the infrastructure and offer their expertise through class presentations.

- Agriculture Based Associations & Community Members** – The Henley FFA Alumni & Friends Association, Henley AST Advisory Board, Klamath Basin farm/ranch owners, and local agricultural business owners have promised continued active partnerships through their knowledge and expertise, in addition to opening the door for possible internships/job opportunities.
- Southern Oregon Educational Service District (SOESD)** – The Southern Oregon ESD coordinates the consortium HHS is part of and is the fiscal agent for Carl Perkins Federal funds. The Regional Coordinator is committed to helping complete the Business & Marketing Program of Study by providing professional development support through training and the allocations of Perkins funds, and overall program evaluation and growth. In addition, SOESD will continue to support and grow the Agriculture Science & Technology Department, which will support the recruitment of historically underserved students. .

**D. Project Outcomes & E. Evaluation Progress Markers and Results:** The Henley High School CTE Revitalization Project will achieve the following outcomes with the following evaluation progress markers and results:

<b>Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers.</b>		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
<b>1.1</b> Students will meet requirements for earning college credit through articulated classes and be prepared for entry into post-secondary education programs	- Every CTE pathway aligns with college course objectives by June 2016 - Updated articulation agreements are signed for all three CTE Programs of Study by October 2016	- increase program completers - increase number of students receiving college credit in high school - improve workforce readiness
<b>1.2</b> A minimum of 70% of program completers will earn college credits	- Equipment and curriculum for instruction are in place by September	- increase student access to college credit

	2017 - On-site meetings with community college partners are held in HHS facilities by June 2016	
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<b>Area 2 - Improved student access to CTE programs of study with particular attention to historically underserved students.</b>		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
<b>2.1</b> Historically underserved, non-traditional gender and Talented and Gifted (TAG) students will have the technology and materials to advance beyond the traditional curriculum	- Numbers of non-traditional gender and TAG students will double by June 2017	- overall numbers in all CTE programs will increase - increase student access
<b>2.2</b> First-generation college-going students and economically-disadvantaged students (free and reduced lunch) will be provided with opportunities to gain skills for job training and placement, and put them on the path for post-secondary education	- Numbers of first-generation college-going students and economically-disadvantaged students will increase by 25%	- overall numbers in all CTE programs will increase - increase student access

<b>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.</b>		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
<b>3.1</b> Students will have the opportunity to gain over 20 more dual credits than HHS is currently able to offer	- A minimum 75% of CTE POS completers will have earned at least 3 college credits	- overall numbers of dual credits awarded will increase - increase student access
<b>3.2</b> HHS will be able to offer a more diverse curriculum to meet industry standards and align to meet more diploma requirements	- Hire an additional AST instructor to add more course offers - Addition of at least 3 additional course offerings	- number of students in the program will increase - HHS graduates are able to move with ease to post-secondary

<b>Area 4 - Increased student awareness of career opportunities through exposure to employers.</b>		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>

4.1 Industry partners will deliver one presentation per month in the CTE courses that are industry-skill or employability-skill relevant	- A total of 10 presentations will be given to student from April 2016 – May 2017	- improve/sustain partnerships
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<b>Area 5 – Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.</b>		
<b>Project Outcome</b>	<b>Progress Markers</b>	<b>Expected Results</b>
5.1 A minimum of 50% of HHS students are enrolled in two or more credits (two years) of CTE coursework while at HHS	- All courses enroll 80% of maximum capacity by September 2017	- improve student access
5.2 Every HMS/HHS student engages in at least one CTE course during high school	- Number of middle school students signing up for 9 <sup>th</sup> grade CTE courses will increase by 25% by June 2014 over the previous year	- improve student access

**F. Activities and Timeline:** The activities required for the success of this program are outlined in the table below, along with expected start/completion dates and relevant outcomes.

<b>Activity</b>	<b>Outcome(s) addressed</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
<b>Final decisions of curriculum, facilities, and equipment by instructors/partners</b>	All	January 2016 <i>Rational: partners' expertise on instruction, skills, and industry equipment is vital to identifying the equipment that will successfully prepare students for careers</i>	<i>Project Director</i>
<b>Initial new Business &amp; Marketing Advisory Committee meeting with follow-up communication with partners</b>	4.1 5.1, 5.2	January 2016 <i>Rationale: initial meeting will establish protocol and plans, and be communicated to all partners to keep everyone on board</i>	Project Director & Partners
<b>Equipment acquisition: CNC,</b>	All	January – February 2016	Instructors & Partners



<b>Activity</b>	<b>Outcome(s) addressed</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
<b>state-of-the-art fabrication, relevant support materials, infrastructure upgrades</b>		<i>Rationale: the technology and equipment this grant supports is paramount in being able to provide instruction in these high-demand skill areas for economic development</i>	
<b>Industry tours</b>	3.1, 3.2 4.1 5.1, 5.2	March 2016 <i>Rationale: all students will see opportunities for employment and the application of both technical skills and STEM through visits to industry partners operations</i>	Instructors
<b>Industry Partner Instruction begins</b>	All	March 2016 <i>Rationale: this authentic, highly-relevant teaching will accelerate skill-attainment while connecting students to jobs, college opportunities, STEM, and more</i>	Instructors & Partners
<b>CTE Exhibition Night during school-wide parent conferences</b>	1.1, 1.2 2.1, 2.2 3.1, 3.2	March 2016 <i>Rationale: showing off the tangible results of student learning and success will validate learning to community while attracting prospective students and parents</i>	Instructors & CTSOs
<b>Middle School Field Day held at HHS/HMS</b>	2.1, 2.2	April 2016 <i>Rationale: exposing middle school students to activities and opportunities in these programs increase participation and engagement</i>	Instructors & CTSOs
<b>Local CTSO Skills Competition</b>	All	April 2016 <i>Rationale: opportunities for students to engage in CTSO's through the demonstration of skills in FFA &amp; DECA</i>	Instructors & CTSOs
<b>Second Advisory Committee meeting with subsequent communication with partners</b>	4.1 5.1, 5.2	April 2016 <i>Rationale: review of initial semester, project status, plans for changes/expansion into fall 2016, and possibly spring/summer of 2017</i>	Instructors & Partners
<b>Involvement with Henley FFA Spring Plant Sale at HHS Greenhouse</b>	All	May 2016 <i>Rationale: additional skills in entrepreneurship and employability gained through community engaging activity; also sustains program through funds</i>	Instructors & CTSOs
<b>Summer Internships Placement begins</b>	All	June 2016 <i>Rationale: these experiences will train future</i>	Instructors & Students

<b>Activity</b>	<b>Outcome(s) addressed</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
		<i>workforce participants as they work with partners</i>	
<b>Advanced professional development/training for instructors through conventional avenues and with local partners</b>	3.1, 3.2	June – August 2016	Instructors & Partners
		<i>Rationale: maximize capabilities of new technology/equipment in the instruction by preparing instructors with the help of professional development partners</i>	
<b>Display at the Klamath County Fair to communicate entire project to the public</b>	1.1, 1.2 2.1, 2.2 3.1, 3.2	August 2016	Instructors & CTSOs
		<i>Rationale: communication of project gains and outcomes to the general community through the exhibition of student production and success will expand influence of CTE</i>	
<b>Industry instruction begins with new school year</b>	3.1, 3.2	September 2016	Instructors & Partners
		<i>Rationale: full implementation of all capabilities from the beginning of the year, with all partners engaged, instructors trained, and equipment acquired/installed will be impactful</i>	
<b>Participation in DECA, FFA competitive and leadership events</b>	All	September 2016 – May 2017	Instructors & CTSOs
		<i>Rationale: advancement of participation at local level to regional and state competitions/activities in newly expanded areas included in this project will increase student skill</i>	
<b>Students complete initial TSA/other evaluations</b>	All	May 2017	Instructors & Students
		<i>Rationale: data will demonstrate student skill attainment, gain in learning, and employability and be used for next year</i>	
<b>End of the year evaluation</b>	All	June 2017	Instructors & Partners
		<i>Rationale: full-year evaluation and final reports to ODE for the grant year, beside summer extension work</i>	
<b>Conclusion of infrastructure upgrades</b>	All	June-August 2017	Instructors & Partners
		<i>Rationale: with such top-of-the-line equipment being provided, the necessary reconstruction must take place outside of instruction time and when the necessary skilled craftsmen are</i>	

<b>Activity</b>	<b>Outcome(s) addressed</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
		<i>available</i>	
<b>Summer extension follow-up evaluation</b>	All	June 2017	Instructors & Partners
		<i>Rationale: summer extension follow-up reports due to ODE and preparation for continued implementation in 2017-2018 school year with partners</i>	

**G. CTE Program of Study Design:** This revitalization project will run across an already existing CTE Program of Study for the Agricultural Science & Technology Program, as well as enhance the creation of a new Program of Study for the Business and Marketing. The enhancement to HHS CTE will build upon the strengths of each program, while integrating them into an aligned, cross-curricular program that will prepare students for a variety of careers and college programs. This systems approach will better utilize the expertise and resources of both CTE programs towards an outcome based model.

Henley High School is an innovative leader in its existing Program of Study, and will continue to do so. The Agricultural Sciences & Technology (AST) program has decreased in student numbers over the past few years due to the loss of an AST teacher and the district reassigning the position to start the Business and Marketing program to meet student needs. With this grant and the hiring of an additional AST teacher, numbers are projected to double, as well as continue to increase in the new Business and Marketing program. The current coursework incorporates academic content, including offering science credit for some courses.

Instructor, Meghan Biggs, has received state and national recognition for innovative teaching and instructional practices, including adopting the new CASE curriculum and taking part in the National Agriscience Teacher Ambassador Academy.

Articulation is a very successful part of the current AST Program of Study, with over 15 credits of college coursework available for students who choose to excel and engage in their selected pathways. Additional opportunities for college credit will be added with the expanded abilities to align the teaching of skills with rigor and meet course objectives. It is crucial all students have opportunities to participate in areas where they have interest and will actually benefit from the earned credits. The new Business and Marketing Program of Study will develop agreements with community college partners to add these opportunities, which are currently not available for students enrolled in those courses, in addition to building a strong advisory board.

This CTE revitalization project will greatly enhance the capacity and capabilities of our facilities through modern equipment acquisitions, authentic assessment of student abilities and learning will be applicable to industry expectations. The newly acquired technology will also allow for consistent evaluation in welding processes with the LIVEARC virtual welding system and feedback to the student. The addition of state of the art machinery will help reduce the multiple variables in evaluating student work, as well as broaden the population of students by increasing the underserved student populations of TAG, economically-underserved, and first-generation college-going students. In our district, this will be joined with career preparation and planning through the CTE programs, and will be a valuable result of this project – helping students realize the many opportunities they have for future careers and employment.

*H. High Wage and High Demand Occupations:* The State of Oregon Employment Department's tool for identifying High Wage/High Demand occupations identifies Agricultural occupations under the category of farming, fishing & forestry.

High wage/high demand occupations for Klamath Falls, include:

- Agricultural Equipment Operators
- Front-Line Supervisors of Farming workers
- Agricultural Inspectors

These pathway(s) and occupation(s) will be made explicit to students, parents, and community through:

- Career exploration embedded in course taken throughout students high-school career.
- Community College Career days
- Dual credit offerings at high school that lead students down the path of careers in agriculture.
- Career Technical Student Organization (CTSO) activities that reach out to the parents and the community, highlighting student learning.
- Guest Speakers/Field Trips

**8 Occupations Found**  
for Farming, Fishing & Forestry Occupation Types,  
in East Cascades

Occupation	2012 Emp.	2012-2022 Emp. Growth	Typical Education	2015 Average Annual Salary	Number of Current Job Listings	Projected Annual Openings		High Wage	High Skill	High Demand
						Growth	Replace			
<a href="#">Agricultural Equipment Operators</a>	520	16.2%	High school diploma or equivalent	\$38,408	1	8	16	x	--	x
<a href="#">Logging Equipment Operators</a>	231	26.4%	High school diploma or equivalent	\$36,313	1	6	4	x	--	x
<a href="#">First-Line Supervisors of Farming, Fishing, and Forestry Workers</a>	213	12.2%	High school diploma or equivalent	\$50,659	0	3	5	x	--	x
<a href="#">Forest and Conservation Workers</a>	80	10.0%	High school diploma or equivalent	\$34,252	1	1	1	x	--	x
<a href="#">Agricultural Inspectors</a>	18	0.0%	Bachelor's degree	\$48,487	1	0	1	x	x	--
<a href="#">Fallers</a>	31	-16.1%	High school diploma or equivalent	\$78,446	0	0	1	x	--	--
<a href="#">Log Graders and Scalers</a>	5	20.0%	High school diploma or equivalent	--	0	0	0	x	--	--
<a href="#">Logging Workers, All Other</a>	7	28.6%	High school diploma or equivalent	--	0	0	0	x	--	--

The tools offered in the RFP for this grant are excellent sources for our program to use as curriculum resources and for students to explore careers with continued classroom conversation regarding careers and emerging careers in the agricultural field.

We know based on this information our efforts to keep with industry standards that our students will be offered the opportunity to experience and succeed in this career field.

***I. Equity:*** The HHS CTE Revitalization Project will benefit several groups of underserved students through the implementation and continuation of this project. HHS defines underserved students as economically-disadvantaged (free-and-reduced lunch qualifying), first-generation college going students, non-traditional genders, talented and gifted, and students with disabilities. Most of all, HHS currently sets at approximately 46% of its student population defined as economically-disadvantaged. Many of these groups are currently being served throughout current CTE programs, and the revitalization will increase and expand their benefit. These populations and strategies for engagement are described in the table below.

<b>Group</b>	<b>Activities</b>	<b>Rationale</b>
Economically-disadvantaged students (free and reduced lunch)	<ul style="list-style-type: none"> <li>• Advanced technology skill training</li> <li>• Local experiential learning opportunities</li> <li>• Job placement</li> <li>• Dual credit courses</li> </ul>	Providing opportunities for these students to gain skills, be engaged in job training and placement, and put them on the path for postsecondary education will make it more likely they will attend college and enter into these careers
First-generation college going students	<ul style="list-style-type: none"> <li>• Dual credit courses</li> <li>• Connections to college instructors</li> <li>• Exposure to careers requiring college degrees</li> </ul>	Dual enrollment in community college will lead to college credits, resulting in greater likelihood of college attendance
Non-traditional genders	<ul style="list-style-type: none"> <li>• Integrated instruction and activities across programs</li> <li>• Targeted recruitment to female students</li> </ul>	Continued cross-connections between courses will introduce these groups to the opportunities available; advanced students who

	<ul style="list-style-type: none"> <li>Recruit industry partner instructors representative of nontraditional genders</li> </ul>	are of these underrepresented genders will be involved in presentations for recruitment as well as help mentor new students who enter the programs
Talented and Gifted (TAG) students	<ul style="list-style-type: none"> <li>Opportunities for advanced fabrication and design in 3D CAD-CAM</li> <li>Application of STEM learning</li> <li>Connection to STEM partners</li> </ul>	We often focus on students with challenges, but we forget about students who are challenged by the lack thereof. Creating ways for these students to apply their abilities in areas that have no ceiling is valuable – they can go with it as far as they wish.
Students with disabilities	<ul style="list-style-type: none"> <li>Partnership with SPED instructors</li> <li>Differentiated instruction</li> </ul>	Hands-on learning with incorporated academic skills creates opportunities for these students to succeed along with every student

**J. Diploma Connections:** These CTE Programs will help students earn their diploma in a variety of ways. Most important of all is by earning credits required for the diploma. The expanded capabilities in this project will accommodate more students and increase capacity to a greater variety of career interests. The pathways established and/or strengthened create clear options for students in developing their educational plan and profile. The connections to post-secondary education and careers are invaluable, and will be the strongest in the school. Through the CTE expansion at HHS, students will have over twenty more dual credits options available and *College Now* courses offered on the HHS campus, opposed to being bussed off campus to KCC or Oregon Institute.

Henley CTE programs will also benefit students in attaining Essential Skills and meeting Common Core State Standards. HHS does an effective job of incorporating reading, writing, and mathematics into the contextual learning across the curriculum. The advances this project will make create more opportunity for the inclusion of technical reading and writing, and math applications – particularly geometry. Instructors will work across the curriculum with math and writing instructors at both the high school and community

college to best incorporate these aspects. With the new Smarter Balanced assessments, applied learning is crucial. As well, the other essential skills that have not become graduation requirements will be supported, particularly the speaking and listening, technology use, community engagement, and personal management/teamwork skills.

As Oregon schools move toward the 40/40/20 goal and requirements based on class time, especially for seniors, it is crucial to expand our course offerings to keep students challenged and engaged. Curriculum with an emphasis on Essential Skills and the use of the education plan and profile will also be utilized through the course of each student's CTE career. The need for more full-time teachers is a must for the future and CTE is rising to the demand.

***K. Sustainability:*** This project will be easily sustained by the school district and its partners, and live on well past the grant funds requested in this application. This revitalization will last for years to come, benefitting thousands of students over the course of its implementation. This proposal depends upon the grant for the acquisition of state-of-the-art, industry-grade equipment for teaching fabrication and CNC processes. Our partners will provide expertise, materials, training, and direct instruction for many years. Professional development opportunities will be supported through Perkins funds and industry partners. The experiential learning opportunities will be coordinated through the instructors of each program, thus enhancing the options for post-secondary schooling choices.

Even with the significant decreases in statewide funding, KCSD has been committed to staffing CTE positions. The revitalization effort will increase participation in both CTE programs of study, and the school is committed to providing the additional full-time faculty



to teach these courses. The industry instructors are all in-kind donations by partners, and will create no cash cost to the school district beyond materials. In addition to personnel, the school has shown a commitment to maintaining operating budgets for these programs. Repairs and maintenance are also budgeted items that the school helps balance between service professionals and their own maintenance staff. These will continue and will be able to cover the increased expenses of additional, advanced machines. New welding machines and air filtration system will be more efficient, use less electricity via inverter technology versus old and outdated transformers. Materials for instruction and project learning will be sustained through partners' contributions, and income from completed projects and custom jobs taken on. This last approach has the highest potential for innovation and employability skill attainment. It is much more valuable for students to work with customers/community members to design, create, and finish projects that will be utilized; this requires problem solving, people interaction, teamwork, and business skills. The school will support consumables budgets as well.

The partnerships developed in this project are committed for the long term. We are fortunate to have many key contributors with an array of ways to support this program, and this lends to ensuring we do not 'burn-out' any one group or set of individuals. Many hands make light work, and give us the endurance to make this happen for the long-term. There are several strategies that will be employed to sustain partnerships. All partners will be asked to evaluate the program from their perspective, making sure we are meeting expectations and HHS is providing their end of the commitment. These evaluations will occur in the fall and spring of each school year. All project partners will be invited to a yearly dinner that will recognize contributions, reward student success, and share all of the

positive impacts the CTE programs are making. Partners will also be highlighted during the Henley FFA Spring Banquet, demonstrating to the hundreds of community members present how these businesses and individuals are contributing.

Additional partners will be recruited to the program as well. This will be done through the advisory committee, and will allow for expanded opportunities for student learning both in courses and in placement. The goal is to add at least one new partner each year, while maintaining all current partners. We recognize the time may come when a partner needs to decrease their participation in the future, but by planning to systematically add businesses and organizations to these programs guarantees the longevity and sustainability of the partnerships.

**L. Communication:** The key to sustainability in any program is keeping partners engaged and up-to-date with the status of the program. Keeping current and potential students and parents up to date with the benefits and opportunities within the program is also vital for success. By effectively engaging the community through several strategies that will communicate what the Henley Community and our partners are accomplishing, the public will better understand what contributions are being made through the CTE Revitalization Grant Program. Components of the communication plan are outlined in the table below:

<b>Target Audience</b>	<b>Methods</b>	<b>Rationale</b>
Students Parents School Staff Community	Newsletters – three times per year	Updates on enrollment, advisory committee business, examples of student success
Current Partners & Advisory Board Members (Community)	Individual Meetings – 3 times a year	Touching bases with each partner individually allows for evaluation of the programs/partnership, input, and updating partners with information
Students Parents	CTE Night (Spring 2017)	The CTE Programs will lead the redesign of the traditional spring conferences into an

<b>Target Audience</b>	<b>Methods</b>	<b>Rationale</b>
Community School Staff & School Board		open-house format where CTE Programs will showcase student results and products; designed for current and incoming students and parents
Students Parents Community	Brochures/Flyers (Summer 2016)	Materials for new and continuing students will explain the pathways established in these programs of study and the benefits of engaging in these courses
Students Parents Partners Community	HHS/HMS Website Henley FFA & DECA Web pages & Social Media	Established websites for the school and pages for the FFA & DECA programs are already utilized; highlighting opportunities for students, partners, and CTSO success benefiting from this project will be widely seen
Community	Klamath County Fair FFA Exhibit (Summer 2017)	A display in the main exhibit building at the KC Fair will be able to display welding projects completed by students, as well as displays that explain the many components of the AST program
Community	Press Releases to local media – multiple times throughout the year	Periodic press releases will be sent for activities such as the FFA and DECA skill competitions and successes due to this grant

## Bonus Narrative

***A. Career and Technical Student Organizations (CTSOs):*** CTSO's will be an integral part of this CTE Revitalization project and will be impacted in multiple positive ways. HHS has a strong history of successful student leadership organizations, with both the FFA chapter and DECA chapter being recognized for their leadership at the local, district, state and national levels. This project will help strengthen the newly established CTSO chapter, DECA. This grant project will help both CTSOs integrate and collaborate with many students being involved in more than one organization – as they should, as they will gain from the many opportunities each organization will offer.

The FFA chapter will also be able to infuse many parts of this project into its current activities and new endeavors, creating more opportunities for developing leadership, personal growth, and career success. This will include preparation for participation in career development events (CDE's – competitive events). Students engaged in placement can apply this in the FFA Proficiency Awards program, where they will develop reflections, complete interviews, and share their experiences. This can lead to scholarships and recognition at the local, regional, state, and national level.

With the new DECA vision for marketing and the addition of the heat press materials, both organizations can work together to help create and market products to the local community and beyond. Products may include clothing materials, vinyl decals, vinyl lettering for posters, and much more.

***B. Middle School Component:*** Middle school student engagement is currently not implemented into either program. Since the two schools are on the same campus, participation will be increased through this project by implementing multiple strategies. This will include curriculum and coursework at the middle school level, exposure to and experience with opportunities for pathways in high school, and communication with parents and students.

The major component will be forming a permanent rotation of middle school students through an 'Exploring CTE' course, which the revitalization project will establish. This introductory curriculum will allow students to explore welding skills, career interests, and opportunities within the CTSOs. The advancements in fabrication and technology will engage these highly-kinesthetic learners in a positive way that helps to form their perspectives on possible career paths for the future.

While they will not be ready to complete CNC projects or highly-technical projects, this foundation will place them on an accelerated track for when they do enter into the Programs of Study when they arrive at the high school. The addition of another AST instructor will help with engaging these students in this way, which will expand the CTE influence, recruit to the program, and strengthen the middle school programs.

***C. Out of School Time Programming:*** The CTE programs and CTSO's at Henley High School know learning is not limited to class periods. Opportunities for continued instruction and learning with industry partners will increase the impact of this revitalization project. Through partnerships with KCC and OSU KBREC, adult learning courses will be offered in the areas of welding, ag business, GPS technology, and others as determined by the needs of the community. These courses will take place after school hours during the weekdays and/or on weekends, in addition to summer course offerings.

With KCC approximately four miles from HHS, the new welding and engine laboratory space will allow KCC instructors the convenience of not having to drive clear across town to utilize the shop at the Oregon Institute of Technology. KCC students and instructors will save time and fuel by using the new facility created by the CTE Revitalization Grant with state-of-the-art equipment and technology. KCC has agreed to provide assistance with instruction, materials and tools as part of their partnership.

OSU KBREC does not have access to a computer or other teaching labs. For certain community education courses, computers and work space are a necessity, in which our partnership can help fill the void. Through these courses, HHS students can also participate or help facilitate adult and youth learning as necessary.

This learning and exposure for students will be invaluable. The opportunity for partners to lead educational activities within these upgraded facilities has possibilities for student-learning as well as community instruction to help workforce development and training. Any of these will be beneficial to local industry, employment, and the struggling local economy.