

APPENDIX B – REQUIRED DOCUMENTATION FORMS

APPLICATION COVER PAGE

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

Project Name: Linn County Regional Trades Academy
Requested Funding: \$435,290.00

Project Director: Bo Yates		
District, School or ESD: Lebanon High School		
Address: 1700 S. 5 th Street		
City: Lebanon	State: Oregon	Zip: 97355
Phone: 541-451-8555 x.1025	Email: bo.yates@lebanon.k12.or.us	

Grant Fiscal Agent Contact: Linda Darling		
District, Charter School or ESD: Lebanon Community School District		
Address: 485 S. 5 th Street		
City: Lebanon	State: Oregon	Zip: 97355
Phone: 541-259-8945	Email: linda.darling@lebanon.k12.or.us	

Superintendent: Dr. Rob Hess		
District or ESD: Lebanon Community School District		
Address: 485 S. 5 th Street		
City: Lebanon	State: Oregon	Zip: 97355
Phone: 541-451-8511 x.1168	Email: rob.hess@lebanon.k12.or.us	

Linn County Regional Trades Academy – A Regional Career and Technical Education Project

	Participating High School or Middle School Name	Lead Contact Name	Grade Levels	Student Enrollment
1.	Lebanon High School	Bo Yates	9-12	1300
2.	West Albany High School	Susie Orsborn	9-12	1500
3.	South Albany High School	Brent Belveal	9-12	1250
4.	Corvallis High School	Matt Boring	9-12	1200
5.	Crescent Valley High Sch.	Cherie Stroud	9-12	1200
6.				
7.				
8.				
9.				
10.				

BUSINESS, INDUSTRY, LABOR AND POSTSECONDARY EDUCATION PARTNERS

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

	Name	Title	Organization
1.	Denis Green	Department Chair	Linn Benton Community College
2.	Dave Baker	Training Director	Central Electric Training Center
3.	Debbie Roberts	Executive Director	Lebanon Habitat for Humanity
4.	Albert Devita	Training Director	NW Laborers Employers Training Trust
5.	Paul Joiner	Youth Project Coordinator	State of Oregon Bureau of Labor and Industries
6.	Janet Steele	Executive Director	Albany Chamber of Commerce
7.	Shelley Garrett	Executive Director	Lebanon Chamber of Commerce
8.			
9.			
10.			

Abstract of the Linn County Regional Trades Academy

The Linn County Regional Trades Academy (LCRTA) is a multi-high school and community-based project that will provide students and teachers with a unified 21st Century Standards based technical education project. Our vision brings together teachers, regional businesses and industries, trade unions, and government organizations to develop and deliver a comprehensive high quality career technical education program.

The project brings together South Albany, West Albany and Lebanon High Schools to form a two year career occupations project in: electrical, carpentry, building construction, machine technology, welding, and automotive technician. Year one begins with a three-week introductory career session to provide students with an overview of the career field, apprenticeships or technical skills and knowledge required, applied use of tools and equipment, employment potential and salaries. In the remaining 3 semesters, students chose one career field where they learn and apply introductory to apprentice skills and knowledge. Second year students will also work in community-based projects or pre-apprenticeship programs. Our development and delivery process includes instruction and active participation by private and government partnership members including the International Brotherhood of Electrical Workers, NW Laborers/Employers Training Trust, National Frozen Foods, Oregon Freeze Dry, Oregon Bureau of Labor and Industries and Linn-Benton Community College. Students will be able to access high quality instruction in career fields that offer employment outcomes with above average earning potential.

Linn County Regional Trades Academy

I. Project Description. A. Outcomes: The project brings together South Albany, West Albany and Lebanon High Schools to form a two-year career occupations project in: Electrical, Carpentry, Building Construction, Machine Technology, Welding, and Automotive Technician. LCRTA will provide students with new education and training engagement opportunities previously unavailable to individual high schools. Our regional project brings together our region's best career and technical programs. We are striving to: (1) increase the quality of experience for our students in career and technical education. (2) provide students with access to a range of career and technical projects. (3) provide teachers working with trade unions, and business and industry representatives that will provide students with career skills and knowledge, and training essential for entry into apprenticeships, community colleges or the work place. Students will be trained and mentored by union and business and industry experts. Teachers and industry trainers will explain and show students career pathways leading to a range of options including training at a community college, entry into an apprenticeship or work. Students will have access to technical education and training that reaches far beyond current practices. (4) increase student matriculation into apprenticeships, continued vocational training at the community college level or entry into work. (5) organize teachers, trades organizations, and business and industry in a Partnership Council. Teachers will work directly with trades organizations and business and industry leaders to incorporate current standards into classroom education and training. Teachers will work with trade and industry representatives to develop and deliver applied learning that represents current industry methods and

practices. Working together, teachers and trades and industry representatives will deliver a project that infuses best practices in teaching methods and best practices in trades, business, and industry. (6) provide LCRTA curriculum that will improve the methods and process of technical and academic content through a process of continuous improvement by using our **Partnership Council** to develop, coordinate and improve project content and instruction.

B. Progress Markers:

1. Increased student access to high wage training
2. Increase in quality of project instruction
3. Language Arts, Writing and Math embedding in Career Technical Education classes
4. Work samples developed by each strand to meet state diploma requirements
5. A process and organization that allows for increased participation by business, industry, trade unions and government
6. A process that will increase articulated projects with post-secondary education
7. Professional development to support teachers
8. Increased female and non-traditional student enrollment

C. Project of Study Design: Year One, Semester One: Our project design begins by providing students with a broad introductory phase of instruction in the first semester of 2012. Academy first semester career field introductory rotations will be three weeks long. Students will be divided into cohort groups by high school. Each cohort group will have an introductory course of study in each of the six career fields available at LCRTA. Students will be transported by bus to the site of each career

program. Each three-week career field will introduce students to basic skills and concepts, which will assist them in selecting their career field for in-depth instruction during semester two. Students can enter the project as a junior or senior. Morning classes (periods 1-4) will be held at a student's home school. These classes will focus on individual graduation requirements and standards. Students will be at their introductory training site Monday through Thursday from 11:45am to 2:35pm (periods 5-7). Cohorts will be designated as: Cohorts 1 & 2 from Lebanon, Cohorts 3 & 4 from West Albany, Cohorts 5 & 6 from South Albany.

Year One, First Semester Cohort Rotations

Week	Welding	Carpentry Rough	Electrical	Carpentry Finish	Auto	Machine
1-3	1	2	3	4	5	6
4-6	6	1	2	3	4	5
7-9	5	6	1	2	3	4
10-12	4	5	6	1	2	3
12-14	3	4	5	6	1	2
15-18	2	3	4	5	6	1

Students will remain at their home schools on Fridays where they will do coordinated projects, field trips to business and industry, curriculum support in math and language arts and participate in industry expert presentations.

Year One, Semester Two: Students will select an area of focus where they will receive instruction beyond the introductory level and will remain in that program for the entire semester. Each career field will provide advanced skills and knowledge. Students may also participate in community and business and industry projects.

Students will have an exit and entry option at the nine-week mark to increase individual career development preferences.

Year Two: Students in year two will continue in their focus area and will receive individualized project skills training directed by a teacher. Second year students will be eligible to enter **internship or pre-apprenticeship programs**. At this program point a half-time **apprentice coordinator** will work with students on apprenticeship placements and specialized workshops and trainings. Students in year two may also serve as **Peer Tutors** to incoming students. Year two students will also have the alternative to apply their skills in weatherization, home building, or renovation projects with project partner Habitat For Humanity. Another round of 3-week introductory career field sessions will begin in year two first semester creating a regular stream of new students in the program.

D. Innovation: This project represents a new vision for Career Technical Education (CTE). Our vision has four key elements: promotion of change and project reorganization, new content and curriculum, new methods and practices of instruction and competency-based student learning and performance.

Promotion of Change and Project Reorganization: LCRTA represents a new form of organization and shared leadership. The Partnership Council's charter will be to organize, develop and promote CTE career programs. Council representatives will review and organize curriculum, design career fields to align with industry standards, create a system of uniform student feedback and evaluation and establish methods of tracking and communication between teachers and trade union training centers. The Partnership Council will provide teachers with new resources and instruction support.

Beginning in the summer of 2012, the Partnership Council will meet, establish priorities, assign partners to development teams and set a schedule. Teachers will receive professional development assistance and training for transition to our new vision of career and technical education and training. Career program training for teachers will include instruction by trade union, business and industry experts. A teacher coach will work with teachers to integrate language arts and math into their programs. School district staff will train teachers to use the student data management system. During the 2012-13 academic year, teachers will be given the opportunity to attend professional conferences including: Oregon Association of Career and Technical Education, College Career and Readiness and the Oregon Reading Association.

New Content and Curriculum: Our vision of career and technical projects at LCRTA is based on a foundation of direct linkage between core content in math, language arts, science and applied career skills and knowledge. We believe that by imbedding core content in practical and applied activities and projects students will see and learn the importance and necessity of math and writing. Teachers will have the assistance of a math and literacy coach to assist them in developing and incorporating this learning into their curriculum. With direct assistance and participation of partner representatives from unions, businesses and industries, we will develop curriculum pathways leading from basic skills, knowledge, and training to apprenticeships or advanced training and education at the community college or in work. Each of the six career curriculums will be developed using pre-apprenticeship and business and industry best practices and standards.

New Methods and Practices of Instruction: The design and delivery of our project promotes learning across six career fields. In their first semester, students are introduced to each career area in a broad phase of instruction. This process will be delivered by teachers, business and industry experts and trade union apprenticeship trainers. Teachers will serve as the lead instructors in these introductory sessions. Business and industry experts, trade union apprenticeship trainers and teachers will jointly teach advanced skills, knowledge and applications. Classes will be held at high schools, union training facilities, Linn-Benton Community College, and at business and industry sites. Students will have the opportunity to see what each career occupation requires, use equipment and tools, and use the skills, training and tools and equipment in a work environment. Our Partnership Council composed of business and industry, trade union, government and teachers will be central in the development of methods and practices of instruction. Using a team approach for content delivery we will incorporate instruction best-practices with business and industry best-practices. Business and industry and trade union partners will also give students and teachers access to the most modern equipment, tools and facilities used in each career occupation. To assist teachers with integrating literacy and math into their CTE project, we will hire a literacy and math coach to work with CTE teachers. Teachers will be required to have at least one math, writing and reading sample in their program each semester.

Competency-Based Student Learning and Performance: LCRTA is transitioning from content-focused to a competency-based learning and training project. Our shift to competency-based instruction will focus on measureable outcomes.

Competency-based learning is particularly well adapted to career and technical education. Competency-based instruction establishes a link between education, training and skill development. Competency assessments demonstrate the level of acquired skills. Competency-based learning allows students to progress at their own pace as they master the subject matter rather than progressing after a fixed interval or a pre-defined amount of "seat time" in the classroom. Students of all skill levels can advance at their own rate. Remedial students who need additional preparation are given the time to master knowledge and skills before progressing to their next level. In our project, students will have access to meaningful data to help them track their progress and establish personalized learning plans.

E. Diploma Connections: Students will complete their first year in the LCRTA in 2013. In designing our curriculum, we began with the assumption that our project would meet the Oregon Diploma requirements for a student graduating in 2014. All students in the project will participate in aligned writing and language arts as well as embedded math instruction. Additionally, each CTE area will provide students with multiple work sample opportunities aligned with state graduation requirements. Each CTE project will be required to have at least one math, writing and reading sample in their project each semester and enter the results into the student data management system. Beginning in the fall semester of 2013, teachers will have instruction support from a math and literacy teacher coach, who will assist teachers in developing and incorporating math, reading and writing in their CTE program. Each CTE program will use the innovative "Applied Technical Mathematics" curriculum developed and funded by the National Science Foundation. This curriculum supports the integration of

applied concepts in Algebra and Geometry. The table below shows credits that students will be eligible to receive in two years of LCRTA participation.

Year	Semester	Course of Study	CREDIT AWADED
Junior	One	Students will attend the Trades Academy 3 hours/day Students will attend each of the designed programs (6) on a three week rotation basis	1.5 Trades Elective 0.5 Math- embedded 0.5 LA-articulated
Junior	Two	Students will be required to choose one of the six programs to focus their course of study Students will then be scheduled into one 3 hour instruction block	1.5 Trades Elective 0.5 Math- embedded 0.5 LA-articulated
Senior	One & Two	Choice of 1 for those who completed the first year: Mentor / LBCC Cont. Ed. / Internship	Dependent upon option taken

By 2014, Applied Math instruction will meet or exceed the required Algebra 1 level.

This program enables students to meet Oregon Diploma requirements and Essential Skills and Career Learning Standards.

We will use existing student tracking and enrollment software to:

- provide integration with learning management systems, student information systems and analytics tools.
- create tie-ins between personalized learning plans, formative and adaptive assessments and work samples.
- develop and track each student's education plan and profile.
- identify and incorporate essential skills in applied math, reading and writing into each career field.
- Identify and track by course career-related learning standards.

Each student will develop an individualized learning plan. The individual learning plan will track career related learning experiences, assessments, work samples and

participation in team projects. Options for advanced training and education will be available through college credit articulated agreements with Linn-Benton Community College or pre-apprenticeship projects with trade unions.

E. Activities and Timeline: The table below details major activities and a timeline for the outcomes and progress markers associated with the project. The table lists connections to the outcomes related to implementation and/or enhancement, and who will be responsible for the activity.

Activity	Responsible Party	Connection to Outcome or implementation	Timeline
Recruit and hire Project Director	High School Principals	Project director hired	5/1-5/8
Grant review meeting	Project Director (PD)	Review project, outcomes, progress marker with teachers, partners, staff	5/11
CTE Teachers meeting	PD	Review teachers' activities, requirements, process implementation, seek input and agreement on activities & timeline	5/14
Develop Media & Communication Plan	Principals, PD	Develop media and communications plan to inform participants, parents, community, students	5/11 – 5/25
Meet with and organize Partnership Council	PD, teachers, Partners	Review project with partners, organize activities, responsibilities, timeline, schedules, etc...	5/18 – 6/15
Set Partnership Council requirements, meeting schedule	PD, teachers, Partners	Detail commitments, activities, identify trainers, course content process, timeline, 1 st yr. meeting dates	6/15 – 10/5
CTE Reorganization Process &	PD, teachers, Partners	Establish course review and development process, assign courses, content experts, teachers, set review and	6/15 – 10/5

Development		development schedule & timeline	
Professional Development	PD, Teachers,	Review and establish professional development plan	6/18
Hire evaluator	PD	Hire evaluator, identify data to be collected, establish data collection process, timeline, and final report requirements	6/2012
LCRTA course development	PD, Teachers, Partners, LBCC	Course content development, skills & knowledge progression	6/15 – 10/5
Teacher software training	PD, teachers,	MasterInMotion training, student tracking input and data entry and retrieval	8/15
Hire literacy and math teacher coach	PD, teachers	Hire coach to support embedding LA, math, and work samples in CTE courses	8/2012
Student recruitment plan	PD, teachers, Partners	Implement public information project to increase non-traditional student #'s, and create program awareness	8/2012 – 6/2013
Increase articulation agreements with LBCC	Teachers, LBCC	Meet to review CTE course/programs and develop articulation agreements	9/2012 – 6/2013
Grant evaluation	PD, evaluator	Complete and submit project evaluation	6/30/13

G. Evaluation: Evaluation is an integral component of this project for continuous improvement and sustainability. The project director will be responsible for data collection and for development of the project's **continuous improvement process**. An **independent evaluator** will be hired to collect data and deliver an end of grant report. For **outcome evaluation**, the evaluator will use **project outcomes and progress markers** to assess the success of the project in reaching its targeted outcomes. Using both **quantitative** (QID) and **qualitative** (QLD) data, the evaluator will collate and

analyze the data to determine whether or not the project is meeting outcomes and progress markers. The table specifies either outcome or progress marker, how it will be measured and by whom, collection source and methods and use of results.

Outcomes and Progress Markers	How Measured	Data Collector	Data Collection Source & Methods	Use of Results & QTD* & QLD*
1. Increased student access to high wage training Progress Marker	-Pre and Post project enrollments -Number of new courses and trainings offered -Annual survey of students/ employers	-Project Director, -Project Evaluator	-Past 3 yrs to new project numbers -Past project offerings to new -workshops -Visitations to Bus & Industry	-Track results -Compare to previous data. QTD & QLD
2. Increase in quality of projects and instruction Progress Marker	-Course evals by students, teachers, advisory council -Peer business and industry, union reviews	-Project Director -Project Evaluator	-Evals from each course -Peer reviews	-QDT, Track results, comparative data outcomes. -QLD
3. Students will gain access to a range of CTE projects Outcome	-Compare course offerings, #'s of classes, content	-Project Evaluator	-Course descriptions, content reviews, # of offerings	- QTD to validate updated lists -QLD
4. Provide students with career skills for apprenticeship, community college, work. Outcome	-Compare course content to previous classes	-Project Evaluator	-Post HS survey -review college #'s, Bus/Ind, apprentices	-QTD -Annual results
5. Increased	-number of	-Project	-enrollment	-QTD, track

matriculation into apprenticeship, college, work Outcome	students entering alternatives	Evaluator	numbers, surveys	project exit and entry after high school
6. Language Arts, writing, math embedded in CTE classes Progress Marker 7. Work samples for each strand to meet state requirements Progress Marker	-Course descriptions identify changes -Teachers' samples to collection (MIM)	-Project Director and Evaluator -Mastery In Motion (MIM) system	-Course description content review -MIM collects students work samples	-QTD comparison to old course descriptions -by semester -As scored and entered into MIM
8. Increased number of students accessing project Outcome and Progress Marker	Enrollment comparisons	Project Evaluator	-Course student enrollments -Workshops, visitation enrollments	-QTD -By semester
9. Increased business and industry participation Progress Marker	-Advisory council attendance -Number of business and industry trainings completed -Number of workshops delivered	Project Evaluator	-Advisory council attendance -Number of trainings/workshops completed	- QTD to validate participation -Attendance form
10. Increased articulated projects with post-secondary education Progress Marker	-Number of signed agreements	-Project Director -Project Evaluator	-Signed articulation agreements	QTD to track increase of number of agreements
11. Increased teacher professional development Progress Marker	-Listing of available PD -Enrollments by CTE teachers in PD offering	-Project Director -Project Evaluator	Comparison of PD offerings to CTE teacher attendance numbers	QTD to track increase of number of staff trained

II. Partnerships: **Partnership members** include Central Electric Training Center (IBEW), NW Laborers Employers Training Trust, Linn-Benton Community College, Habitat For Humanity, State of Oregon Bureau of Labor and Industries (Youth Project Coordinator), Oregon Freeze Dry, National Frozen Foods and the Albany and Lebanon Chambers of Commerce.

Our Partnership Council is the focal point for development and organization of LCRTA. The Partnership Council will ensure that the content of new curriculum, sequencing of course content and enhancement of course content by incorporating the latest work practices, skills and knowledge in each career field represents current business, industry and trade best practices. Partner representatives and all CTE teachers will make up the Partnership Council. Divided into career fields, representatives will work with CTE teachers in the development of new courses, provide trainers where required and review course content, progression of skills and knowledge and training schedules. Coordination of training and use of partner facilities, resources and equipment will be organized along with a schedule of facilities, equipment, and trainers. Partnership council members will contribute significantly to the organization, development, implementation and continued support of the LCRTA. The following listing identifies the contribution of each partner.

Central Electric Training Center (IBEW) will provide the following assistance for development and continued involvement in the project:

- Use of the IBEW training facility
- Trainers for course content instruction
- Financial support through use of facility training equipment and resources

- Assistance in developing the project courses, review of courses, and on-going monitoring of project
- active and on-going participation on the Partnership Council

NW Laborer Training Trust will provide the following assistance for development and continued involvement in the project:

- Use of the NW Labor Training Trust training facility
- Trainers for course content instruction
- Financial support through use of facility training equipment and resources
- Assistance in developing the project courses, review of courses, and on-going monitoring of project
- Active and on-going participation on the Partnership Council

Linn-Benton Community College will provide the following assistance for development and continued involvement in the project:

- Use of the community college classrooms and training facilities
- Instructors for course classes, workshops and training activities and projects.
- Financial support through use of facility training equipment and resources
- Assistance in developing the project courses, review of courses and on-going monitoring of project
- Review and alignment of curriculum to complete articulation agreements for CTE high school programs
- Active and on-going participation on the Partnership Council

Habitat For Humanity will provide the following assistance for development and continued involvement in the project:

- Use work projects for applied training
- Supervision by project staff in home construction activities and projects.
- Financial support through use of equipment, materials and supplies for home construction
- Assistance in developing the project courses, review of courses and on-going monitoring of project
- Active and on-going participation on the Partnership Council

State of Oregon Bureau of Labor and Industries (Youth Project Coordinator) will provide the following assistance for development and continued involvement in the project:

- Presentations on apprenticeship programs and entry requirements
- Support in recruitment of minority and non-traditional students through classroom presentations and career day workshops
- Assistance in developing the project courses, review of courses and on-going monitoring of project
- Active and on-going participation on the Partnership Council

Oregon Freeze Dry will provide the following assistance for development and continued involvement in the project:

- Use of facilities for visitations, equipment and process reviews and applications.
- Technical assistance in content areas
- Assistance in developing the project courses, review of courses and on-going monitoring of project
- Active and on-going participation on the Partnership Council

National Frozen Foods will provide the following assistance for development and continued involvement in the project:

- Use of facilities for visitations, equipment and process reviews and applications.
- Technical assistance in content areas
- Assistance in developing the project courses, review of courses and on-going monitoring of project
- Active and on-going participation on the Partnership Council

Albany and Lebanon Chambers of Commerce will provide the following assistance for development and continued involvement in the project:

- Assistance by individual chamber members developing the project courses, review of courses and on-going monitoring of project
- Active and on-going participation by chamber members on the Partnership Council
- Financial support through supplies and cash donations by chamber members

B. Sustainability: We organized our curriculum, career projects, required teachers and trainers, equipment and facilities with the **intent to create long-term sustainability** of this project. The project's major expenditures are incurred in the first year for start-up equipment and the curriculum development. We have built **in-kind participation from each school district** into our long-term projections. Year one in-kind funds for salaries and benefits are \$245,347, \$58,750 for supplies and materials from schools and partners, and \$10,750 in-kind rental donations from private partners. Additionally, LCRTA will receive **on-going support from our community partners** including their training equipment, training personnel and facilities. Our **Partner**

Council members have committed on-going support including the use of trainers, training facilities, use of training supplies and materials and equipment and technical support and expertise. Increased enrollments in LCRTA will provide additional district support. In August 2012, we will begin a **regional media campaign** to announce and publicize the new project. We will also utilize high school “School-to-Business” Coordinators to **recruit non-traditional students** to the project. In this recruitment effort, emphasis will be place on **recruitment of minority students and females**. Supporting presentations from the Bureau of Labor and Industries on apprenticeships that will link to LCRTA’s career pathways are also included in this project. At the end of grant funding, each district will continue to provide funding for CTE teachers, project materials and equipment, classrooms and shop facilities and student transportation costs. Each high school will also provide **in-kind secretarial support** equal to 10% of one secretary’s FTE at each school as well as administrative management of CTE projects. In order to sustain this project, LCRTA will continue to advance project outcomes and progress markers for the long term:

- Professional development using best practices on competency-based career education projects, instructional strategies, curriculum, and assessment;
- Continue to provide up-to-date equipment and industry compatible technology to maximize active student participation on task;
- Continued outreach to student, parents, and community and expansion of our Partnership Council; and
- Create and implement individual student tracking to identify classes completed, workshops and visitations attended, completion of Oregon Diploma requirements,

and grades and credits earned.

Finally, we will continually collect information to evaluate our project outcomes and progress markers. This will allow us to further refine the project to ensure sustainability as the best-practices activities are based on the results of measurable outcomes and progress markers in terms of each student's progress.

Bonus Section

A. Communications/Replication: Our communication and replication plan has **four steps**. **Firstly**, we began by collecting detailed information and discussing organizational structure. We recorded and collected information during our reorganization meetings and reviewed processes in order to understand and clearly define what changes and methods we needed to incorporate in our project. **Secondly**, it was determined that the first task for our Project Director will be to organize and develop a Media and Communication Plan. The purpose of the plan is to inform our students and parents of the availability and benefits of the project. We will share project developments with print and television media, post information on the district web site and add information to our Facebook, LinkedIn and Twitter sites. Our Project Director will also develop a comprehensive digital media presentation that will detail our program development and project outcomes and progress markers. This presentation will be forwarded to ESD's and superintendents in other school districts to enable them to learn from our project experiences so that they can develop projects tailored to the specific needs of their districts. **Thirdly**, we have shared our communication planning goal with our project partners. We have stressed that one of their responsibilities to the project is exposing the project to regional and state audiences so that similar organizations across the state will be introduced to the concept of partnering with their local school districts. School board members and district administrators will also participate in publicizing our project at their state and regional association meetings. **Finally**, we will publish our project and year-one evaluation results in a national education forum such

as Education Week. We will also present our project at a Regional Career and Technical Association annual meeting.

B. Entrepreneurship: An important part of our students' career field learning and development is providing them with the opportunity to understand how to plan, organize and complete work projects. Year two students will be actively engaged in entrepreneurial learning. Students will have the alternative to apply the skills and knowledge they have acquired by working on weatherization, home building or renovation projects with project partner Habitat For Humanity and on LCRTA contracted projects in our regional communities. Working with our partners, LCRTA will actively seek community-based projects to provide students with applied experience in complete project development and delivery. Partnership members and teachers will provide supervision and guidance where necessary, but students will be responsible for all phases of these community-based projects.

LCRTA projects will provide students with applied experience with the support of our project partners. Students in the project will be responsible for all design, materials, schedules and quality reviews. Earnings from these projects will be used to support additional student led activities and projects. Habitat For Humanity has committed to providing funding for their projects. Students working on Habitat For Humanity projects will be responsible for the entire scope of these projects including developing a budget, determining the tasks and steps required to finish the project, coordinating with other areas of construction, creating a time frame for the project, developing a supplies and materials lists, tools and equipment that will be required and estimating how many workers will be needed.

Unique Aspect: A unique aspect of this program will be the articulation of programs that will allow for effective and efficient use of resources. Welding and carpentry will work together to provide the participating school districts with classroom tables. Carpentry will provide the table tops and legs and welding will construct the brackets that join the legs to the table tops. We currently pay \$200.00 for a 6 foot lab table. We can construct the same tables as well as any custom sizes for under \$50.00. by having a ready market for our projects, we anticipate moving toward self-sufficiency for raw materials in year one and a continual decrease in program costs as we develop our products.

C. Student Diversity: Many CTE programs have limited participation by female and minority students. One of the reasons for this under representation is a lack of information about the programs as well as the perceptions by students and parents about non-academic “shop classes.” LCRTA will address under representation by female and minority students through a program that includes career awareness, presentations to students by the State of Oregon Bureau of Labor and Industries Youth Program Coordinator, program media publicity, and partnerships with high school “School to Business” coordinators. Our media campaign will seek to change perceptions about career education by providing students with information about what the program involves, options for learning, and the six careers fields open to students. In August 2012, career awareness meetings for students and parents will be held prior to the start of the school year to inform them of the availability of the new program and to encourage preregistration. Students and parents will receive email blasts prior to the start of school, explaining the program and how to enroll in or learn about LCRTA.

School to Business coordinators will meet with classes and provide students with information about the activities and options available in the project. Student minorities and female students will be encouraged by School to Business coordinators and guidance counselors to look into the range of career options available in the program. Students in English Language Learning classes will be targeted for recruitment through classroom presentations. All students will be provided information about LCRTA career alternatives, about how they can direct their own learning in LCRTA, and how the program can lead to entry into advanced training at the community college, entry into an apprenticeship, or entering the work following high school.

D. Cohorts: Each of the six cohort groups will have 20-25 students. Any cohort section with less than 25 students will be opened up to other non-participating school in order to provide maximum access to as many participants as possible.