

Appendix B – Cover Page

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

Project Name: Treasure Valley Tech
Amount Requested: \$500,000

Project Director: Stefen Maupin		
District, School or ESD: Malheur ESD		
Address: 363 A Street West		
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Grant Fiscal Agent Contact: Heather Bixby		
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Superintendent: Dr. Stephen W. Phillips		
District or ESD: Malheur ESD		
Address: 363 A Street West		
City: Vale	State: OR	Zip: 97918
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	Participating High School or Middle School Name <small>(add additional rows as needed)</small>	Lead Contact Name	Grade Levels	Student Enrollment
1.	Nyssa High School	Janine Weeks	9 th – 12 th	347
2.	Ontario High School	Nicole Albisu	9 th – 12 th	745
3.	Vale High School	Scott Linenberger	9 th – 12 th	262
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Treasure Valley Tech (TVT)

Malheur ESD - Nyssa High School – Ontario High School – Vale High School – TVCC

A. Project Abstract

The Malheur County Poverty to Prosperity CTE Program directly addresses two of the most important issues facing Malheur County, poverty and workforce development. By improving outcomes for disconnected youth, business and communities have the potential to increase savings for society, improve the quality of talent available to employers, and interrupt a multigenerational cycle of poverty for youth and their families. Students will be graduating from all programs with a high school diploma, Industry Recognized Certificate, college credits and transferrable job skills to employment. Our focus is on key measurements of educational or work outcomes; however we also recognize the importance of ensuring that youth are growing in confidence, optimism and self-efficacy. This project creates several identified tracks of technical education, giving a student the opportunity to end their cycle of poverty. The overarching goal is to create future jobs by eliminating destructive social and economic trends facing Malheur County youth, particularly those students who through Oregon’s equity Lens, are considered at-risk, underperforming or under-represented.

B. CTE Revitalization Grant Vision:

A component of the P2P, the Regional Treasure Valley Technical Skill Initiative (TVT) is a collaborative of Malheur County residents, Malheur Education Service District (MESD), Treasure Valley Community College (TVCC), three local school districts (Nyssa, Ontario, Vale), and multiple industry and agency partners. The purpose of TVT is to provide historically underserved high school students with rigorous, contextual, hands-on curriculum and learning

opportunities supported by industry-approved instruction, job-related experiences, industry certifications and college credit in high-wage, high-demand targeted pathway areas of metal fabrication/welding, allied health services, and automated control systems.

TVT will coordinate integration of relevant and challenging STEM pathway instruction through a combination of courses beginning at local high schools and ending with certification at TVCC. Through a shared facility and shared instructor model, students will participate in entry level CTE course work, as well as complete academic requirements, while enrolled in their local high schools. During their junior/senior years, students will complete pathway coursework on the TVCC campus.

TVT provides professional experience options, utilizes industry-approved assessments, develops student leadership activities and opportunities, and facilitates the integration of academic and workplace skills. This innovative concept shares existing facilities, utilizes instructors from both secondary and post-secondary, and provides job-ready certification upon successful completion.

Innovation: The TVT project enhances current regional Programs of Study in several innovative ways. 1) School-based learning options which include rigorous and relevant industry-approved curricula, technical skill development, and student industry certifications. 2) Cost effective instructional delivery is accessible to rural schools, regardless of transportation issues. 3) Strong connection to industry. 4) Regional partnerships with industry and education provide multiple pathway opportunities for experiential learning in high-skill and high-demand occupations. 5) Direct access to TVCC campus courses.

The Malheur County Poverty to Prosperity (P2P) is an innovative initiative that recognized and targeted the importance of providing and supporting a well-trained workforce as part of its

comprehensive plan for economic recovery. The P2P members (educators and industry) knew it was imperative that pathway exposure start in junior high and carry through high school and community college.

Innovation for TVT lies in the service delivery model. For example, historically underserved students have received two years of metal fabrication/welding and required academic core through their high school and their local CTE Programs of Study. As juniors and seniors they are being transported to the TVCC campus to complete certification course work which will lead to job-ready certification, a pathways certificate, and/or an AAS Degree. This POS is in its third year. Allied Health Services is similar in its second year; however, there is a roaming teacher who works in each school district providing the Exploring Health curriculum. Automated Control Systems began this fall . The first cohort of high school students are attending TVCC ACS classes and on their way to an industry recognized certification.

Integration: This project supports integration in three ways. 1) The integration of academic achievement to workplace technical skill development prepares students for career and college readiness. 2) The integration of relevant and rigorous instruction with high school, community college, and site-based experiential learning options leads to employability. 3) The integration of Pathways exploration starting in 7th grade ensures students are aware of career opportunities.

This project will support challenging instruction through project based learning, pre-apprenticeships/mentorships, and student leadership activities at the local and regional level. Upon completion, students will have employable skills, meet diploma requirements, technical skill certifications, and be career and college ready. The TVT project integrates learning from middle school through high school to postsecondary.

Expansion and Growth: The TVT project is designed to facilitate learning and experience in the trades leading to the expansion and growth of Allied Health Programs of Study and Automated Control Systems Programs of Study. This will be the first time our students have the opportunity to participate in these Regional Programs of Study. In addition, welding/fabrication has long been part of the Agriculture Program of Study. Through TVT expansion, welding/fabrication will now morph into a Manufacturing Program of Study.

The opportunity for expansion and growth is tied to the structure of the project. Initially, the project will concentrate on developing three new Programs of Study: Allied Health, Manufacturing, and Automated Control Systems. Resources from this grant will fund the infrastructure of the tech center, text books, curriculum, equipment, project manager, as well as program and student assessments. The grant will support teacher training and teacher industry internships. Once fully established, TVT will be self-sustaining through commitments from school districts, TVCC, the ESD, and industry partners. (See Appendix's) For the first time, historically underserved students in Malheur County will have the opportunity to participate in SkillsUSA. SkillsUSA is a partnership of students, teachers and industry professionals working together to ensure America has a skilled workforce.

Experiential Learning: TVT is designed to support both experiential learning and on-the-job training. Experiential learning will include programs such as work experience, mentorships, and/or the pre-apprentice programs. In addition community service projects, projects of differing sizes and complexity will also be implemented. Programs of study will include performance-based or authentic assessment of technical skill competency based on industry standards evaluated by industries professionals.

TVT has the vision to provide “instruction that is universally recognized by industry and government as a training, assessment, certification center in for the trades based on the integration of academic and technical skill based learning.” Partnership support and agreements make up a majority of relevant student experiences. The delivery of CTE knowledge and skill in the classroom format and the blending of academic knowledge with application to technical skills will be commonplace in this project.

C. PARTNERSHIPS: A key component of the TVT program is building and sustaining partnerships. Participating partners are representatives of high wage, high demand industries (Manufacturing, Allied Health and Automated Control Systems). The three component schools have formed a partnership to share instruction and resources. Collaboration with Malheur ESD and TVCC has been vital to the success of TVT thus far. Malheur ESD will continue to dedicate their resources for the maintenance of the web-site, professional development, fostering of partnerships, facilitation experiential learning, and sustaining the infrastructure of the program beyond this grant funding.

Treasure Valley Community College recognizes the value of TVT and has committed to provide staffing, consumables, classroom and lab space, tuition reduction and dual credit opportunities for TVT students. TVCC will host an annual CTE Open House and Career Fair. They have also committed to the development of articulation agreements for dual credit in the corresponding programs of study.

Each program has at least three industry partners. During the course of the grant project and beyond, industry partners are committed to various supportive activities such as: providing teaching aids, supplies, equipment, teacher mentorships, pre-apprenticeships, on-site field trips, financial support, and work placement experience for students. (See Partner Letters)

In the planning and development of this proposal, the advisory committees of each program met to determine local needs, partnerships and culminating results. The results of those meetings were reported to the management team which set the tone of the TVT proposal. When the project is funded, the management team will organize and work with the program advisory committees to develop instruction, experiential and leadership components.

Implementation of TVT is the role of the management team and the project manager (funded by this grant). The program advisory committees' role is to identify instruction, experiences, and activities that support student achievement and employability. The advisory committees will provide guidance and input by reviewing and evaluating curriculum, assessing technical skill development, marketing the program, and recruiting additional partners to provide student career opportunities.

D PROJECT OUTCOMES & E. EVALUATION PROGRESS MARKERS AND

RESULTS: (See Appendix F)

The Oregon WorkSource Investment Board predicts openings due to growth and replacement in the industry over the 2006-2016 decade. Many of Oregon's high growth, high paying, and high demand jobs are related to Manufacturing, Allied Health and Automated Control Systems. The vision of TVT is to prepare students for advanced entry into competitive trades or post-secondary education by equipping them with cutting edge trade skills, hands-on work experience, and strong academic competency. TVT connects multiple sites, instructors, and projects to make instruction and practical experience available for students across Malheur County.

Improved Sustainable Partnerships: Building and sustaining partnerships is a key component of TVT. Nyssa, Ontario, and Vale School districts have formed a partnership to share instruction

and resources. Collaboration with Malheur ESD and TVCC has been successful in obtaining partner commitments. The practical application and alignment to industry is the validating element within TVT. During the course of the grant project and beyond, industrial partners have committed to various supportive activities.

Improve Student Access to CTE Programs through a Regional Center: TVT management team is charged with ensuring that student outcomes and progress markers are addressed to ensure traditionally underserved students have access and success in their program of choice. The team will also compile the data for the final evaluation by developing standards and evaluation criteria for experiential options that are identified locally through the program advisory committees.

Increase academic rigor, aligned to diploma requirements, industry standards and the Oregon skill sets: Participation in TVT is expected to increase the academic performance of historically underserved students in science, math, and communication in grades 7 through 12. Increasing rigor by establishing direct connections between academics and the skill set of technical application provides relevance to the content. Those connections work to ingrate math, science, and writing skills to the Oregon skill set within the three Programs of Study. They will also serve to meet Oregon's personalized learning and essential skills requirements for graduation. The application of core academic skills into multi-step learning activities involving problem solving will better prepare students for the Smarter Balanced assessment. By aligning the Common Core State Standards (CCSS) in Math to our programs industry standards through Math-in-CTE, students will be more equipped to analyze, critique, evaluate, and apply knowledge. Traditionally underserved students will not only improve their performance on assessments they will also be college and career ready. Students will have an opportunity receive

dual credit in college courses relevant to their unique program of study, as well as Applied Mathematics.

To address the growing need of skilled employees TVT will provide teacher training. Students are expected to benefit from professional development options provided to CTE teachers by partnerships with industry professionals. Initial options will include: industry terminology, work ethic, safe practices, and specific trade skills. Another option may include the application of core academic learning to industrial problem solving for tradesmen providing experiential examples from industry.

F. ACTIVITIES AND TIMELINES: (See Appendix G)

G. CTE PROGRAM OF STUDY DESIGN: TVT will develop and support three strong program of study that prepare historically underserved students for apprenticeships, post-secondary trainings, and the workforce in the fields of Manufacturing, Allied Health and Automated Control Systems. TVT is designed to assist schools with meeting the five required elements of a program of study.

Standards and Content: TVT will use the Math-in-CTE model, students will be able to make the connection between theory and practice, thus making math instruction more relevant. The Math-in-CTE model will allow CTE instructors to work with math teachers to develop an Algebra I and above math-embedded content lessons. Students are able to apply problem-solving and critical thinking skills to actual workplace situations.

Articulation and Alignment: Treasure Valley Community College will articulate with TVT to integrate prerequisites for apprenticeship programs. In addition, articulation agreements with TVCC will be developed throughout the implementation of the TVT. By ensuring that our

students have dual credit opportunities and industry credentials, TVT closely supports the 40-40-20 goals of the state by assisting schools in meeting the goal that students graduate from high school with nine or more college credits. Students will have access to multiple Manufacturing, Allied Health and Automated Control Systems pathways. These pathways will help prepare students for apprenticeships in the high wage, high demand and advanced training through community college partners.

Assessment and Accountability: The completion of industry credentials will allow our students to provide verification of training for current or potential employers, as well as meet the state requirement that all CTE Completers within a POS must be assessed by a valid and reliable assessment. Students in the Allied Health program will complete a Certified Nursing Assistant and/or Medical Assistant state certification test. Students in the manufacturing program will complete a one year welding/fabrication certification from TVCC. Students in automated control systems will work towards industry certification, still under development.

Student Support Services: Students will have access to supported career awareness and exploration experiences through an array of activities that includes, but not limited to: 1) Career Day on the TVCC Campus, 2) Regional Trades Career Day, 3) Campus and Business Tours/Field Trips, 4) Mentorships/Internships with business partners, 5) authentic work experiences.

Increased Career Options and Access to Student Organizations: Access to industry through partnerships and student organizations provided through TVT is expected to increase historically underserved students' awareness of career options. TVT will serve as a conduit to SkillsUSA to provide student leadership for component programs by scheduling and facilitating collegial activities including regionally sponsored leadership programs, skills contests, specialized

workshops and opportunities for career exploration and awareness. Through a partnership with SkillsUSA Oregon the three component programs will have the support needed to aid CTE teachers in the foundation of SkillsUSA Chapters. SkillsUSA members develop into well-rounded people with technical, academic and employability skills that will help them become employed and have a successful career. Through chapter meetings, contests, leadership conferences and activities, students will be building these skills.

H. High-wage, High –Demand: Nationally, the ratio of jobs in our economy is 1:2:7. That is, for every occupation that requires one graduate degree, there are two professional jobs that require a bachelor’s degree, and seven jobs that require a 1-year certificate or 2-year degree; each of these are in very high-skilled, high-demand areas (Gray & Herr, 2006; U.S. BLS, 2013b). Career and Technical Education provides these “7” jobs – 1-year and 2-year certificates and degrees.

The underlying premise of TVT is the value of CTE. CTE skills and work ethic training lead to positive placement in jobs, and jobs lead to prosperity, both for the individual and the surrounding community. Treasure Valley Community College has worked with Regional Solutions to (1) identify priority occupations for workforce training across the region and (2) investigate how to build upon existing institutional resources and strengths to meet those training needs. This project grew out of a persistent identified need from the business community for a more-skilled workforce across the region. By pooling resources and working collaboratively with multiple partners, Regional Solutions hopes to improve and expand current workforce training opportunities in every corner of the region. This is driven by the belief that workforce training is key to growing a vibrant and diversified economy in Malheur County.

Using a data-driven process, Regional Solutions has identified the following occupations to prioritize.

1) CDL Truck Driver; 2) Computer-Automated Machine Operators and Repairmen; 3) Supervisors and Managers; 4) Forest and Rangeland Conservation Technicians; 5) Registered Nurses and Allied Health.

These occupations were identified using employment projections from the Oregon Employment Department called 'Occupational Prioritization for Training' or OP4T. These projections look over the next ten years at high-wage/high-demand job growth across Eastern Oregon 8-county region. The group identified priority occupations which can be addressed at the community college and vocational training level. The group then verified the demand for these occupations via an electronic survey sent to 81 employers stretched across the Eastern Oregon's eight counties. The survey asked about the above occupations, and about any other current and anticipated workforce needs. The survey confirmed the above occupations as priority needs for the region.

I. Equity: Following the Oregon Equity Lens, TVT focus is on race and ethnicity as well as students who are impacted by extreme poverty, isolation, language barriers, and disabilities. TVT is committed to identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. Nyssa, Ontario, and Vale School Districts have high rates of economically disadvantaged students. Free and Reduced Lunch rates for school districts (2014-2015) are: Nyssa 72%, Ontario 78.6%, and Vale 58.5%. High school students of color enrolled in 2014-2015 are: Nyssa 70.4%, Ontario 66.3%, and Vale 22.3%.

According to a 2013 study by ECONorthwest, there were a total of 779 "disconnected youth"; persons in Malheur County ages 16-24 who were not enrolled in school, participating in the labor market, or contributing to the tax base. TVT intends to prove that the combination of: 1) aggressive outreach to students of color and students who are impacted by extreme poverty,

isolation, family language other than English, and disabilities; 2) high quality work ethic and CTE skills training, and 3) coaching/mentoring during training and job placement services after, will result in improved positive placement rates into jobs by these same youth

J. DIPLOMA CONNECTIONS “When instruction is academically rigorous, students actively explore, research, and solve complex problems so as to develop a deep understanding of core academic concepts,” according to the Oregon Small Schools Initiative. The practical application of academic concepts through relevant activities, projects and experiences will extend rigor and support the integration of academics to career-focused learning. Students will be able to meet four CTE-related diploma requirements: 1) Developing a Career Plan, 2) Participating in Career-related Learning Experiences, 3) Applying learning through extended applications, and 4) Mastering Essential Skills.

Developing a Career Plan: Students will have access to career planning tools such as (Career Information System’s), roadmaps developed through the Statewide POS. All students will be encouraged to include Pathway information in their locally developed Education Plan and Profile.

Participating in Career-Related Learning Experiences: Each participating program is implementing at least one project relevant to the needs of its community. Students will also participate in mentorships as they are developed. Pre-apprenticeships will be available within all three component programs. With our partner base, students will have direct access to industry, not only through projects, career exploration, and mentoring, but also through employment opportunities.

Applying Learning through Extended Application: Extended application is taking what you learned in school and applying it to something outside of that learning. For example, you learn the theory and principles behind hanging drywall. Then you apply that learning to actually hanging and finishing drywall. TVT students will have a true understanding of what an extended application is. It will happen each and every time they master a technical skill and then apply it to an authentic workplace environment.

Mastering Essential Skills: The Math-in-CTE project will provide students with higher level mathematics and critical thinking skills through contextual lessons. Participating schools will be able to provide students with Applied Math credits upon completing the program. Developing classroom settings and projects that mimics “the workplace” will provide students with the opportunity to learn and apply personal management skills. Having state-of-the-art equipment and software available to students will allow them to obtain the skills necessary for entry-level employment and/or post-secondary training. According to the Office of College, Career & Technical Education, “...career academies (TVT) offer personalized learning environments proven to increase attendance, test scores, graduation rates, and college acceptance.”

K. SUSTAINABILITY TVT TVT connects multiple sites, instructors, and projects to make instruction and practical experience available. TVT has developed multiple strategies for sustaining the project beyond the grant. These strategies were developed through an extensive strategic plan facilitated by PARC Resources which includes short and long-term funding and in-kind contributions. The plan also includes sustaining relationships between CTE and local industries, developing partnerships, and supporting an on-going regional communication plan.

Maintaining Relationships between CTE and Industry: TVT is designed to support, facilitate, coordinate and supply the regional needs of CTE well into the future. Some CTE programs at the

local level have disappeared over the past few decades. As a result, the number of qualified teaching staff available is insufficient to support the number of potential programs that are expected in the future. Malheur ESD will dedicate resources to the continued development of TVT, professional development, development and preservation of partnerships, facilitation of career awareness and exploration activities, and sustaining infrastructure. Continued Program of Study development and upgrading will be assumed by CTE Regional Coordinator, school districts and the TVT Management Team. Approved Manufacturing Allied Health, and Automated Control Systems POS's will be eligible to receive Perkins and secondary pathways funding. Industry partners are committed to funding supplies, materials and equipment. TVT partners are committed to developing a sustainable program that will continue to produce students ready for the workplace. Industry partners are looking to TVT to educate and equip future employees for long-term career opportunities that will build the capacity of their business while improving the overall economy of the region. Industry partners are aware there are many youth who intend to stay in the area yet may not be career ready. This is a win-win opportunity for industry and community.

With the commitment of industry and education partners, TVT will continue to: 1) Maintain regional leadership and management through a team comprised of representatives from the school districts, industry and post-secondary. 2) Identify additional community partners by recruiting through the local POS. 3) Provide on-going professional development for teachers, student career awareness and exploration activities and opportunities through industry partnerships. Recognize partner contributions by: 1) providing "Certificates of Participation" for display in their places of business, 2) recognition at Credentialing Awards Ceremonies for

students, 3) school board presentations, 4) press releases to local newspapers, and 5) stories shared on P2P website and Facebook page.

L. Communications:

Supporting an on-going communication plan TVT will utilize Edmodo for the virtual learning environment. Edmodo is a social learning platform for teachers, students, and parents. There is no cost to use Edmodo and it is already being used extensively in our schools. Through Edmodo, parents will not only receive information about activities, they will also have a forum to ask questions or share information. Industry partners can also use the site to post planned student opportunities. Communication will also be provided through social media, local newspaper articles, school open houses, TVT Newsletter, partner recognition events, SkillsUSA activities, Chambers of Commerce presentations, and school board presentations.