

APPLICATION COVER PAGE
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Project Name: Morrow County Welding and Manufacturing Project
Amount Requested: \$400,000.00

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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.	Heppner Jr/Sr High School	Matt Combe	7-12	166
2.	Riverside Jr/Sr High School	Marie Shimer	7-12	397
3.	Irrigon Jr/Sr High School	Ryan Keefauver	7-12	403
4.				
5.				
6.				
7.				
8.				
9.				

Morrow County Welding and Manufacturing Project

A. Project Abstract

In collaboration with employers led by the Port of Morrow, Morrow County School District will expand and strengthen existing Manufacturing: Industrial and Engineering Systems and Agricultural Science and Technology CTE programs of study at three high school facilities: Boardman, Irrigon, and Heppner. Through updates in infrastructure and the purchase of industry-standard welding and manufacturing equipment, we will expand our capacity to provide both high school and college CTE programs and provide a training resource for industry partners and the community. This project is a small part of the regional workforce development plan that includes construction of the Blue Mountain Community College Workforce Training Center in Boardman. The new BMCC facility will not include facilities for welding and manufacturing instruction.

This project will:

- Upgrade infrastructure and equipment to bring welding and manufacturing instructional facilities to industry standards at three Morrow County high schools
- Create a strong pipeline to AA degree programs in Industrial Technology
- Create local options for high school students and community members to train for high-wage/high-demand jobs available in our local community

B. CTE Revitalization Grant Vision

How does this project address the vision?

A brief summary of CTE within the school(s) participating in the project.

Three schools, all with approved CTE programs will participate in this project:

Riverside HS	Irrigon Jr/Sr HS	Heppner Jr/HS
<ul style="list-style-type: none">• Administrative Services• Financial Services• Manufacturing: Industrial & Engineering Systems	<ul style="list-style-type: none">• Agricultural Science & Technology	<ul style="list-style-type: none">• Agricultural Science & Technology• Manufacturing: Industrial & Engineering Systems

All approved programs align with Blue Mountain Community College certificates and degrees and have articulation agreements that provide a roadmap to college and careers and coursework that focuses on the application of academic, technical, and employability skills. All CTE instructors have CTE endorsements. Morrow County is a member of the InterMountain Career and Technical Education Consortium.

Specific examples of outcomes and activities that address the vision.

The CTE vision includes five descriptors: innovation, integration, expansion and growth, experiential learning, and pathways to high demand/high wage occupations: This project is built around that vision.

Innovation: Morrow County Schools are working with The Port of Morrow and local employers to address the need in our community for skilled welders and fabricators. This project is part of a Regional Workforce Development Plan that includes BMCC building a Workforce Training Center in Boardman. This facility does not have a welding/manufacturing lab. We are working with our partners to maximize resources. When our welding labs are renovated and equipped, our students will learn a skill that is in high demand in our rural, farming community, and our welding labs can also be used after school and on weekends to expand the CTE offerings at BMCC for both our students and community members. The addition of new industry-standard equipment, along with the alignment of the CTE curriculum, will create a rigorous and relevant learning environment for our students. Another innovation is the vision and leadership of the

Port of Morrow. They have challenged educational institutions, both secondary and post-secondary, to better serve their workforce needs. This project is a collaborative effort that will reap rewards for our students and the local community.

Integration: Engineering and manufacturing technology are the essence of contextual learning, integrating academic knowledge into hands-on application. The following key components are integrated into the project design:

- Application of core academic content through hands-on use of industry-standard equipment
- Opportunities for students to actively interact with local businesses
- Opportunities for junior high students to participate in CTE learning activities prior to making course/program selections in high school
- Opportunities for BMCC and business partners to utilize the upgraded labs for community education programs
- Dual credit options.

Expansion and Growth:

The purpose of this grant is to expand and enhance Career & Technical Education in Morrow County schools by upgrading infrastructure and equipment in the welding and manufacturing labs that will allow our students to acquire the knowledge and skills needed to enter the high wage and high demand jobs in our community. Earning college credits applicable to post-secondary degree programs will create a direct pipeline to the programs offered at the BMCC center in Boardman. The infrastructure and equipment upgrades will allow our labs to accommodate more students and greatly improve access for physically disabled students. Secondly, using school facilities to provide afternoon and evening courses will expand options available in the community.

Experiential Learning:

This project greatly expands the opportunities for students to learn by doing. The equipment and machinery added to the labs by this project are the same as students will encounter in the workplace. The addition of welding simulators will allow students to become familiar with welding in a safe environment. Students can practice on the simulator until they feel confident enough to try the real thing. This is important for students with limited previous exposure to welding. Our business partners will bring the world of work to the classroom through guest lectures and instruction, and also by providing opportunities to experience the workplace through job shadows.

Pathways to High Demand/High Wage Occupations: The State of Oregon Employment Department Occupational Prioritization List for Eastern Oregon identifies the top 20 high demand/high wage occupations in our area. Welders, cutters, solderers, and brazers are listed as number 6 on the list. This is also the area our business partners identified as a priority. This project will upgrade our welding program to industry standards and allow our students to earn college credits that put them on a path to an occupation that is in high demand in our area. The new BMCC program in Boardman will provide students the opportunity to complete certification and/or an AA degree program within our own community. Many of our students will be the first in their family to graduate from high school and have limited knowledge about how or why to continue education beyond high school. By providing a clear pathway to post-secondary education this project will increase the number of our students who become first generation college attenders.

How the project will change the way students experience CTE.

A great benefit of this project to students is that the equipment and facilities where they learn the skills needed to enter high demand jobs will be upgraded to industry-standard, up-to-date equipment like they would find in the workplace. The creation of additional work stations will allow more students to participate in CTE, including physically handicapped students. All middle school students will participate in an introductory course that will expose them to CTE

options and provide the knowledge they need to make informed choices about their educational program in high school and beyond. Lastly, expanding our connections with business partners will increase student interaction with business professionals.

How the project will change the way historically underserved students will experience CTE.

In smaller, rural schools almost all students have the opportunity to experience CTE. Females, however, are usually underrepresented in welding. We are taking several proactive steps to increase successful participation by females. We will be purchasing welding simulators that allow students to practice welding skills safely. This is reassuring for students who have little previous exposure to welding...and females frequently fall into this category. Increasing their comfort level with the equipment prior to using the real thing will increase the likelihood of a successful experience for this group of students. Another underserved group is people with disabilities. The infrastructure improvements will include the addition of welding booths that are specifically designed to be accessible for people with physical disabilities.

C, Partnerships

How are partnerships integral to the overall design of your project?

More than any CTE project to date, this proposal has been driven by and is the result of its partners. This project is a small piece of a regional workforce training initiative spearheaded by the Port of Morrow, local business and industry, and Blue Mountain Community College. Responding to community and business needs, BMCC passed a bond to build a Workforce Training and Early Childhood Education Center in Boardman. The focus of the workforce training at the center will be Mechatronics Industrial Automation Technology because those are the jobs that our local businesses and industries need to fill. The BMCC Center does not have a welding facility, a critical piece in the course requirements for this program. To fill this gap, the school district

proposes to upgrade our aging facilities and equipment to partner with this community effort to train the future workforce.

The Port of Morrow has been a driving force in this effort. Their participation represents dozens of partners in one because of their special role advocating for not only their industrial tenants, but also the supporting players across the region.

In small towns we learn to pull together to make the best of limited resources. Our project will help to meet a community need for a trained workforce, but it will also provide our students with a direct pathway to high wage/high demand jobs.

The overall role partners played in the development of this proposal.

Our partners have played an active role in the development of this proposal. Our partner meetings are well attended and participants are eager to share both their needs and suggestions for solutions. Partners provided the employment data and the context that led the advisory team to the focus of this project. The Port of Morrow has been an enormous resource, from prodding business to participate, to sharing economic development data, and taking on the task of collecting the commitment letters for this application.

The agreed upon role of partners in implementing the project.

Our partners have been actively involved in the design of this project and have committed to ongoing participation. Their letters of commitment outline some of the ways they see themselves participating in the future. This includes continued service on the advisory board, providing industry expertise in making purchasing decisions for equipment and in curriculum development, guest speaking or presentations in CTE classrooms, and providing exposure to the workplace for students through job shadows

and visitations. One of the goals of our project is to formalize our relationships with our partners. We will do this by working with the partner advisory group to develop written procedures and guidance that outline partner and district roles and responsibilities. If we can systematize the process of working with partners, our relationship is more likely to not only be sustainable, but grow.

The possible ongoing role the partners will play beyond the grant.

Our goal with partners is to build sustaining relationships. During the implementation period we will work with the partners to establish written roles and responsibilities for both the partners and the school district. We fully intend to nurture our business relationships so that the district and the partners recognize and value the affiliation and will continue to work together. At the least, we anticipate that partners will continue to offer advice, expertise, and their time to grow the next generation of skilled workers.

The correlation of partners to state, regional, or local high wage and high demand occupations.

Our partners are representative of the range of employers in Morrow County. Morrow County's economy is based on agriculture and the various industries that support, and then process, agricultural products. Our partners are representative of the largest employers in Morrow County. These are the employers of most of the highest paid, and highest demand occupations in our region. The Oregon Employment Department lists welders, cutters, and solderers as number six on the list of the top 20 occupations in Eastern Oregon. These are employment openings that our partners also identified as the hardest to fill and most in demand in Morrow County.

How partners will be able to help promote opportunities for historically underserved students.

Our partners will help promote opportunities for underserved students by providing opportunities for these students to visit and experience the workplace through visitations and job shadows. Our partners have also committed to making sure that guest speakers and instructors they send to the school are representative of underserved populations. North Morrow County has a large Hispanic population and many of these students will be first generation college attenders. Students will benefit from seeing Hispanic representatives from our business partners as guest speakers. Effort will also be made to include female business partners in project activities with students to serve as role models for female students who may not have considered careers in these areas.

Growth in opportunities for articulated credit when appropriate.

Morrow County School District currently offers numerous opportunities for students to earn credits. As we update our CTE Programs of Study we will realign our high school program with Blue Mountain Community College. We are also planning to have several of our CTE instructors complete training that will allow them to issue welding certification. Certification will give students an advantage in seeking employment for high wage positions.

D. Project Outcomes See chart on pages 18-20

E. Evaluation Progress Markers and Results See chart on pages 18-20

F. Activities and Timeline See table on pages 21-22

G. CTE Program of Study Design

How will outcomes and activities in this grant support the development of a CTE program of study?:

- ***Clarify how the identified activities lead to enhancement of or creation of a CTE program of study.***

The outcomes and activities of this project will provide a more comprehensive CTE program of study. All schools in this project currently have approved programs of study in Manufacturing: Industrial & Engineering Systems or Agricultural Science & Technology. However, both our equipment and machinery is old and outdated. Our aging facilities do not have the infrastructure to support new technology. Without addressing our need for infrastructure improvement, we cannot update our equipment to match what is used in industry. It is akin to training blacksmiths to shoe horses in a world dominated by the automobile.

CTE teachers will participate in professional development leading to their ability to certify welders. CTE students will then have the opportunity to not only earn college credits applicable to an AA degree program, but also to earn welding certification while still in high school.

As part of the project CTE staff and business partners will review and revise existing curriculum to align with industry standards and to prepare students to seamlessly progress to the next educational level.

This project provides high school students with skills that can lead directly to high wage employment following high school, but it also creates a direct pathway to the BMCC degree program offered locally, or other post-secondary programs.

This project fills a gap by revising and enhancing our existing programs to meet a locally identified need for skilled workers for high wage positions.

How each of the following features of a CTE program of study will be addressed:
• ***Alignment with relevant state academic content standards, industry-recognized technical standards and employability skills.***

Curriculum development/revision is an identified outcome in this project and will include a review of state academic content standards and related industry standards.

Our existing curriculum will be revised to incorporate industry-recognized standards as identified by our local partners.

- ***Technical and academic preparation for students for further education beyond high school.***

Morrow County School District proactively provides opportunities for students to plan, prepare, and actually start post-high school study while still in high school. All of our approved CTE Programs of Study provide pathways to entry-level employment opportunities, technical education programs, and higher education. While in high school students can earn college credits through several programs including: Dual Credit, Eastern Promise, Expanded Options, and Advanced Placement. This project offers several enhancements to the existing process. We are creating a strong, direct link to the BMCC program offered in our county. Because of the long distances in Eastern Oregon, having a local option will make post-secondary education possible for many of our students. Our CTE instructors will train to be able to certify welders. Lastly, upgraded equipment will provide students more opportunities to apply academic skills in a real work environment.

How does the design address the CTE Revitalization Vision?

This project incorporates all five CTE Vision Goals. It is **innovative** because the enhancements to the program are driven by the needs of our industry partners and will create a pipeline to post-secondary education and/or specific high wage/high demand occupations identified by our partners. The project **integrates** core academic content by engaging students in contextual learning using industry-level technology and equipment to provide students the skills sets to fill high wage/high demand jobs. The project will **expand** access to industry-level technology and equipment specifically tailored to the needs of our local economy, and will increase student interactions with business professionals through field trips and job shadows. Welding is a hands-on, **experiential**

learning process for our students. Lastly, welding is a key skill in many occupations in our agricultural economy that are **high wage and high demand** jobs.

Identify how the program is culturally responsive to meet the needs of historically underserved student populations.

Small, rural schools sometimes have an advantage in responding to the needs of traditionally underserved students. In a small school, everyone needs to play or you don't have a team. It is hard for a student to be lost in a crowd in a small school. That said, we are taking several affirmative steps to insure that the needs of all students are met. The infrastructure upgrade of the facilities will include modifications to insure access for physically disabled students. Welding simulators are being purchased that will allow students with limited exposure to welding to become familiar with the process and skills in a safe environment before trying the real thing. We anticipate that this will encourage females, who traditionally don't participate in welding, to try welding. Many Morrow County students will be the first in their families to attend college. Providing opportunities to earn college credit while still in high school will confirm for students that they do have the skills and abilities to be successful in college.

H. High Wage and High Demand Occupations (20 Points)

How will your proposal support the development or enhancement of a career pathway that leads to high wage and high demand occupations?

- ***Identify the high wage and high demand occupations targeted in this grant.***

Our Advisory Team has identified welding and manufacturing as our focus area.

Morrow County is an agricultural economy, driven by farming and food processing. On the Occupational Prioritization List published by the State of Oregon Employment Department, welders, cutters, solderers, and brazers are ranked sixth in overall demand for our region. Welding skills are highly valued and needed in a broad range of positions both on the farms and in the food processing plants. These are high-wage, high-demand occupations and are the focus of this project.

- ***Provide local, regional, or statewide evidence that the occupations you have identified are high wage and high demand.***

The State of Oregon Employment Department Occupational Prioritization List for Eastern Oregon identifies the top twenty occupations in Eastern Oregon. Welders, cutters, and solderers, are number 6 and metal fabricators are 11 on the list.

- ***Describe how the pathway(s) and occupation(s) will be made explicit to students, parents, and community.***

Planned project activities include development of a written communication plan to outline specific communication strategies to assure students, parents, and the community are aware of the opportunities that this project offers. Our business partners will be involved in the development of the plan. Strategies will include creating and or revising existing informational materials. We will also provide orientation to CTE programs at parent meetings and open house events. We will post program links on the school website. Lastly, North Morrow County has a large population of Spanish speakers so informational materials for parents will be available in Spanish.

I. Equity (20 Points)

How will this project increase participation, support, and retention of historically underserved students?

Morrow County serves a diverse population of students, but that diversity isn't necessarily distributed evenly throughout the district.

Morrow County School District Student Ethnicity

White	Black	Hispanic	Islander	Native American	Multi-ethnic	Total Minority
42.9%	.4%	54.9%	.1%	.2%	1.5%	57.1%

Although our total minority population is 57.1%, the percentages range from only 10.8% at Heppner Jr/Sr High School to 82.9% at Riverside Jr/Sr High School. Our school system uses numerous strategies, including bilingual staff and bilingual informational

materials, to respond to the needs of students and parents.

This project will target several populations identified as underserved: females in non-traditional occupations, and students with disabilities. Strategies used to encourage students to participate in CTE programs and to support them in the programs, include:

- An Introduction to CTE class required for middle school students will provide exposure to CTE for all students. The class will build awareness of career choices for students prior to forecasting when they transition to high school.
- The business community will provide diverse guest speakers including females in non-traditional jobs and people with disabilities so students can see people like themselves in high-wage, high-demand jobs.
- Recruitment of students to FFA and TSA chapters provides students the opportunity to learn about CTE in a fun and welcoming atmosphere.

J. Diploma Connections

How will this project help all students meet the requirements of the Oregon Diploma?

This project is designed to enhance our approved CTE programs. All of our CTE Programs of Study have multiple pathways to a high school diploma, post-secondary education, and entry-level employment. This project is designed specifically for students to learn and apply the knowledge and skills identified by our business partners as essential for entry into a welding and/or manufacturing career. Participation in the program will not only assist students to meet credit requirements, but the learning model will encourage application of math and science concepts in a work environment.

Application of academic skills will further help students to meet achievement standards and Essential Skill requirements. Extended learning opportunities such as job shadows

will allow students to apply their academic knowledge in the workplace and support career related learning standards.

Staff time for curriculum development is built into our project budget. Staff will use this time to identify and align core academic content imbedded in the welding and manufacturing contextual learning curriculum that allows students to demonstrate mastery to meet core academic credit requirements.

K. Sustainability (20 Points)

How will this project be sustainable?

- ***Describe specific strategies that will sustain this project including the partnerships.***

During the planning phase for this project we have built strong partnerships with our business and community leaders. Our partner meetings are well attended and our partners are active participants. During the grant period we will formalize and strengthen these relationships. Nurturing our partnerships and the sharing of both knowledge and resources is a primary factor in sustaining our program. Grant funding is not adding additional staff positions. The project will be able to continue after grant funding ends because it uses existing staff and the district is committed to maintaining that staffing level. The majority of grant funds will be used to update infrastructure and purchase industry-standard equipment, those improvements will remain at the end of grant funding. The facility upgrades will move our school labs to the level that they need to be to host college level instruction. Providing evening and weekend classes in welding and fabrication through BMCC is a service to our community, but will also contribute to the maintenance of the equipment as BMCC would pay to use the facilities. The district is committed to sustaining this project.

- ***Clarify what role the identified outcomes, activities, and partners play in project sustainability.***

Completion of the outlined outcomes is a key to project sustainability. Outcomes 1.1 and 1.3 are particularly relevant as they address building and maintaining our partner relationships. Outcomes 2.1,3.1, 3.2 and 5.1 all address upgrading infrastructure and equipment. Once this work is done, maintaining the facilities and equipment will be built into individual building budgets and revenue from community use of the facility. Our partners have been supportive in the planning process for this grant. We expect those relationships to continue and grow as we discover new ways to share our resources.

L. Communication (15 Points)

How will you communicate about the career pathway addressed in this proposal?

Because we recognize that communication with all of the stakeholders in this project is important, we have included a project outcome to addresses communication. Project Objective 2.3 is to develop a comprehensive communication plan to address what and how we will communicate with students, parents, school staff, and our business partners and community. We currently have informational materials on our CTE Programs of Study that we share with students and parents as part of forecasting for scheduling. These materials will be updated as our CTE program evolves. We will provide links to all program publications on our website.

It is exciting to prepare to make changes to our aging facilities. When we complete renovations and installations we will invite the community to tour the facilities. We will use local media to publicize our program. Our greatest communication tools are our students, our staff and our business partners. In a rural community word of mouth will

spread our accomplishments! We will also share our project outcomes with the regional CTE consortium.

**Morrow County Welding & Manufacturing Project
Project Outcomes and Progress Measures**

Area 1 - Improved and sustainable partnerships with business, industry, labor, and educational providers.		
Project Outcome	Progress Markers	Expected Results
1.1 Improve and increase partnerships with business and industry	<ul style="list-style-type: none"> • Increased number of participating partners • Increase partner involvement as measured by increases in guest speakers, co-teaching, job shadows, 	Increased number of partners. Increased number and type of career related learning opportunities
1.2 Establish a regular partner meeting schedule	<ul style="list-style-type: none"> • Bi-Monthly Meetings 	Consistent attendance by school staff and partners
1.3 Establish written procedures or guidance that outlines partner and district roles and responsibilities	<ul style="list-style-type: none"> • Written guidance distributed to CTE staff and partners 	Guidelines and procedures systematize school/business partnerships
Area 2 – Improved student access to CTE programs of study with particular attention to historically underserved students.		
Project Outcome	Progress Markers	Expected Results
2.1 Increased capacity to deliver welding & manufacturing instruction	<ul style="list-style-type: none"> • Increase number of operable work stations in each school 	Increased capacity and efficiency to teach more students
2.2 Increased participation in welding and manufacturing by non-typical students	<ul style="list-style-type: none"> • Increase percentage of non-typical students in welding including females and students with disabilities 	New welding booths are handicapped accessible for physically handicapped students. Percentage of female students is increased
2.3 Develop and implement a communication plan to share information about CTE with parents, students, and the community	<ul style="list-style-type: none"> • Written communication plan in place 	Plan shared with partners, school administration. Plan implemented

Area 3 – Increased rigor in technical and academic content align to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, and employability skills.		
Project Outcome	Progress Markers	Expected Results
3.1 Infrastructure, including electrical systems upgraded to allow use of all work stations for student instruction	<ul style="list-style-type: none"> • Welding work spaces meet current health, safety, and industry standards 	Increased capacity to serve students
3.2 Equipment upgraded to current industry standards	<ul style="list-style-type: none"> • Equipment in place 	Equipment that meets industry standards allows students to demonstrate proficiency to meet dual credit requirements
3.3 Welding and Manufacturing components of CTE Programs of Study are reviewed/revised to align with industry standards and academic content .	<ul style="list-style-type: none"> • POS reviewed by CTE instructors • Imbedded core academic content and opportunities to earn core academic credit are identified • CTE teachers revise curriculum to incorporate applied academic content 	Increased opportunities for students to earn core academic credit
3.4 CTE Teachers work toward Industrial welding certification to allow students to earn industry certificates.	<ul style="list-style-type: none"> • At least two teachers participate in certification training 	Students receive industry certification in welding
3.5 CTE teachers complete 24 hours of professional development and training on new equipment	<ul style="list-style-type: none"> • All CTE teachers are trained on new equipment 	Teachers are proficient in using new equipment

Area 4 – Increased student awareness of career opportunities through exposure to employers.		
Project Outcome	Progress Markers	Expected Results
4.1 Increase student exposure to welding career opportunities through industry guest speakers, industry tours, job shadows	<ul style="list-style-type: none"> • Increase number of partners serving as guest lecturers • Business partner tour opportunities are identified • Job shadow opportunities with partners are identified 	Increased number of partners participate in school presentations Increase in percentage of students/staff visitations to business partners Increased number of job shadows

Area 5 – Improved ability to meet workforce needs in the region with a focus on high wage and high demand occupations.		
Project Outcome	Progress Markers	Expected Results
5.1 Welding facilities are upgraded to meet industry standards	<ul style="list-style-type: none"> • Improvements to infrastructure improve capacity to teach welding. • Up to date equipment allows students to learn using equipment comparable to that found in the workplace. 	Students gain experience working with industrial equipment used in the workplace to prepare them for high wage and high demand occupations.
5.2 Partners identify specific welding skill sets to be incorporated within the welding instructional program.	<ul style="list-style-type: none"> • Revision and review of curriculum incorporates identified skill sets. 	Students acquire work based skills identified by employers.

Activities and Timeline Morrow County School District Manufacturing and Welding Project

Activity		Outcome Addressed	TimeLine (Completion Date)	Person(s) responsible
Request Bids	Request updated bids and quotes for electrical and ventilation	2.1, 3.1	January 7, 2016	Project Manager
Schedule facility upgrades	Review bids and quotes and schedule contracted work	2.1, 3.1	February 5, 2016	Project Manager & CTE Teachers
Schedule Partner Meetings	Establish Advisory Partner Bi-Monthly Meeting	2.3	February, 2016	Marie Shimer
Develop Communication Plan	Develop Communication Plan to share information with students, parents, partners, and community members	2.3	February-March, 2016	Marie Shimer, Project manager
ODE Grant Meeting	Attend Grant Recipient Meeting with ODE		February 24, 2016	Project Manager & Administrator
Prepare Facilities	Clean/Organize/Prepare for electrical & ventilation contractors	2.1	March 4, 2016	CTE Teachers
Order Equipment and Supplies	First order of equipment and supplies for use Spring of 2016	3.2	March 15, 2016	CTE Teachers Project Manager
Certification Training	CTE Teachers attend welding certification training	3.4	March, 2016	CTE Teachers
Define partner/district roles	Work group develops partner/district roles and responsibilities	1.3	April, 2016	Project Manager & Marie Shimer
Setup Equipment	Setup and test new equipment	3.2	June 17, 2016	CTE Teachers
Professional Development	CTE teacher complete 24 hours of Professional Development and Training on equipment (utilizing open Fridays in April-May)	3.5	June 17, 2016	CTE Teachers Project Manager

Activity		Outcome Addressed	TimeLine (Completion Date)	Person(s) responsible
Curriculum Development	Develop Curriculum including instructional videos and Certification to offer students	3.3, 5.2	August 25, 2016	CTE Teachers
Adult Education	Build capacity to utilize the High School facilities to offer adult education classes through Blue Mountain Community College	5.1	December 15, 2016	CTE Teachers
Industry Guest	Have business partners be guest speakers in the classroom	1.1. 4.1	April 27, 2017	CTE Teachers
Intro to Jr High students	Offer and introduction to welding and manufacturing to every Junior High student	4.1	June 1, 2017	CTE Teachers Administrators
Offer Welding Classes	Offer adult welding classes through BMCC	5.1	June 10, 2017	CTE Teachers Project Manager
Finalize Purchasing	Ensure that grant funds have been fully utilized	3.2	June 15, 2017	Project Manager

V. Bonus Narrative
Morrow County Welding and Manufacturing Project

A. Career and Technical Student Organizations (CTSOs)

How will this project strengthen connections to CTSOs?

Morrow County School District has strong and active Career and Technical Student Organizations (CTSO's) at each of the three high schools,

Heppner Jr/Sr High School	Riverside Jr/Sr High School	Irrigon Jr/Sr High School
<ul style="list-style-type: none"> • TSA (Technology Student Association) • FFA 	<ul style="list-style-type: none"> • TSA 	<ul style="list-style-type: none"> • FFA

CTSO's will play an important role in encouraging students to participate in CTE programs and in providing enriching activities for students. Students from these groups will be involved in sharing information about the project and their activities with parents, other students and the public. FFA and TSA students will be used to share information with middle school students as part of the forecasting process for building their high school schedule. Students participate in Shop Skills (welding and manufacturing), Manufacturing Prototype and other TSA/FFA events.

B. Middle School Component (7 Points)

How will this project expand CTE access to middle schools students?

Once grant funding has allowed the infrastructure improvements and updated equipment, we will have the capacity to serve more students. We will implement an introductory CTE course that will be required for all middle school students. Every

middle school student will be exposed to CTE and find out about the career pathways and opportunities that are available in high school.

C. Out of School Time Programming (7 Points)

Out of school programming is support by the school district. Each CTE teacher is paid an extended contract of 64 hours beyond normal contract time to support program sponsored activities with FFA and/or TSA. Our CTSO organizations are very active outside of regular school hours.

A major component of this project is the infrastructure improvements and new, industry-standard equipment for the CTE classrooms. Our upgraded welding labs would then This will provide extended opportunities for students and community members to earn college credits and acquire a new skills.

D. Focus on Regional, Statewide or System Changes (7 Points)

How will this project affect a larger audience beyond a single school district?

The focus of this project is upgrading the infrastructure and equipment at three high schools to enable students to gain knowledge and skills necessary to prepare them for high wage/high demand occupations and/or post-secondary education. Welding and Manufacturing skills are in high demand beyond Morrow County. Our students will be prepared no matter where they choose to go after high school. Our upgraded facilities will be contain technology and equipment that meets industry standards. Our facility will be made available to Blue Mountain Community College to host evening and weekend classes for the community.

Our CTE staff is active in our region's CTE Consortium. We will share the outcomes of this project regionally with other CTE programs.

We have outstanding support from our local business community, especially from the Port of Morrow. We have worked closely with county government, regional businesses, and regional higher education institutions. Our students can earn dual credit through both Blue Mountain Community College and Eastern Oregon University. Our business advisory group is active and is committed to continuing to work with us through the implementation of this project and beyond. This project is a model of what a small, rural community can accomplish when all of us work together to maximize our resources. We would be happy to share our experiences with other school district.