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

Project Name: Pendleton Technology and Trades Center	
Amount Requested: $390,745.00	

Project Director: Curt Thompson		
District, School or ESD: Pendleton School District		
Address: 1100 Southgate, Suite 8		
City: Pendleton	State: Or	Zip: 97801
Phone: 541-276-6711	Email: curt.thompson@pendleton.k12.or.us	

Grant Fiscal Agent Contact: Michelle Jones		
District, Charter School or ESD: Pendleton School District		
Address: 1100 Southgate, Suite 8		
City: Pendleton	State: Or	Zip: 97801
Phone: 541-276-6711	Email: michelle.jones@pendleton.k12.or.us	

Superintendent: Jon Peterson		
District or ESD: Pendleton School District		
Address: 1100 Southgate, Suite 8		
City: Pendleton	State: Or	Zip: 97801
Phone: 541-276-6711	Email: jon.peterson@pendle.k12.or.us	

	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Pendleton High School	Dan Greenough	9-12	891
2.	Hawthorne Jr/Sr Alternative High School	Curt Thompson	7-12	50
3.	Nixyaawii Community School	Ryan Heinrich	9-12	55
4.				
5.				
6.				
7.				
8.				
9.				

Pendleton CTE Narrative

A. <u>Project Abstract</u>

Pendleton School District will change its approach to CTE by developing a Technology and Trades Center where students will learn in a "real work" lab setting. Together with our business partners, we have identified the knowledge and skills within two priority areas: Industrial & Engineering Systems and Hospitality/Tourism Management, that lead to high-wage high-demand jobs. Our approved building bond ($1,000,000.00) will repurpose a former elementary school adjacent to Pendleton High School into the Pendleton Technology and Trades Center (PTTC) that will serve the three participating high schools. CTE funds will supplement bond dollars to equip a culinary lab commercial kitchen and an Engineering/Manufacturing lab platform with the flexibility to respond to the latest technology. This project will:

- Prepare Pendleton students with skills that transfer to emerging economies
- Build and maintain strong relationships with partners to increase student interactions with the business community
- Provide a district center to bring together students across the district, including diverse and underserved populations, to learn in a "real work" environment.
- Create interest and excitement among students for Career Technical Education.

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 will participate in this project: Pendleton High School, Hawthorne

Alternative School, and Nixyaawii Charter High School. Pendleton HS has three

approved CTE Programs of Study: Agriculture Science and Technology, Engineering,

and Visual Media Arts. Our fourth program, Hospitality and Tourism Management, is

undergoing review and we anticipate it will be approved in November. All our approved

programs include pathways to employment, college and/or certification programs. We

partner with BMCC and with Eastern Promise to offer college credits for coursework

offered at the high school. Currently our programs are traditional in that they are offered

at the high school, are taught by CTE certified high school teachers, and are offered

within the traditional high school bell schedule. Alternative School students may enroll

in PHS CTE classes, but recently few have taken advantage of this because it is difficult

to get from the off-campus Alternative School location to PHS. The same is true for

Nixyaawii students. This project makes substantial changes to the status quo. CTE

classes will be taught in a central location at the Pendleton Technology and Trades

Center and Alternative School will be integrated into the same site, which connects PHS

and PTTC campuses. Proximity will increase student participation and the instructional

approach will shift to hands-on contextual learning.

Specific examples of outcomes and activities that address the vision.

This project is built around the CTE vision that includes five descriptors: innovation,

integration, expansion and growth, experiential learning, and pathways to high

demand/high wage occupations:

1. **Innovation**: Our project is innovative because it significantly shifts our district's approach and delivery of CTE instruction. PTTC will become a center for multiple programs. Instruction will shift to industry standards and skills identified by employers that are common to numerous programs of study. The Center is designed to provide an authentic lab environment rather than a traditional classroom. Adjacent to Pendleton High School, PTTC provides the opportunity to integrate the district's credit retrieval options for students who have traditionally been served through alternative school. The Center will bring together students from across the district, assuring access to populations that have traditionally been marginalized.

2. **Integration:** The goal of PTTC is to provide students with in-depth, contextual learning experiences that integrate core content and ignite interest in future vocations. Each program of study is directly aligned to earning a high school diploma and with career pathways. This project significantly expands the opportunities for students to interact and learn in the business community.

3. **Expansion and Growth**: In the 2014-15 school year 219 students were enrolled in at least one approved program of study at PHS. Our current program offers only limited opportunities for "real work" experiences. PTTC will provide a work-like environment for learning: a commercial kitchen rather than a classroom, a technology lab that can be configured to solve real work problems.   Our planning meetings with our community partners included a gap analysis of skills needed for employees in each targeted program area. The grant-funded Community Skills Coordinator will facilitate building and strengthening our partnerships and increasing placements of students in job shadows and internships.

4. **Experientia**l **Learning**: Our vision of experiential learning sees students going out to the workplace for mentorships, internships, etc., but also business partners coming in to the Center to share their knowledge, skills, and tools and equipment with our students. The PTTC will significantly expand student access to hands-on learning in a simulated real-work lab environment at the Center, and will also expand access for students to mentorships, internships, and job shadow experiences in our community.

5. Pathways to **High Wage and High Demand** occupations: The planning team utilized data from the Oregon Employment Department, Workforce and Economic Research Division to identify high-wage, high-demand occupations in our region and determined that a focus on Industrial & Engineering Systems and Hospitality Tourism Management provided a clear path to high-wage, high-demand careers.

How the project will change the way students experience CTE.

This project will shift our CTE approach to a hands-on, "real work" instructional model that allows students to learn and apply academic content skills. Students will have increased opportunities to learn the real world work skills identified by our partners as essential for entry into the workplace that have not previously been taught. Students will delve deeply into skill development and have increased access to job shadows, internships, and mentorships in local businesses.

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

Few of our Alternative School students participate in CTE because school is located far from the Pendleton High School campus. Nixyaawii, the Charter School on the Umatilla Indian Reservation has no approved CTE programs. Nixyaawii students, a large number of whom are Native American, will be able to participate in programs at the Pendleton Technology and Trades Center. One planned activity of this project is to

address the logistics of access for Nixyaawii students. Several of our business partners

are Tribal businesses and have a deep interest in increasing the number of tribal

members who have the skills necessary to work in tribal-owned businesses. They will

work with us in outreach to this community. We will increase the number of traditionally

underserved students through outreach and active recruitment. Underserved students,

particularly students with disabilities, will find it easier to connect and build skills with the

hands-on approach at the Technology and Trade Center.

C. Partnerships
How are partnerships integral to the overall design of your project?
The overall role partners played in the development of this proposal.

We have an exceptionally strong group of partners at the foundation of the design of

this project. They are representative of the Pendleton business community, local

agencies, and the K-14 education system with the authority to make commitments.

They attend meetings regularly, freely share their knowledge and expertise, and are

eager to do more to make this project a success. Our partners were instrumental in

helping us identify the areas of focus for this project. The community strongly supports

a focus on Hospitality and Tourism Management because it is a significant contributor to

the Pendleton economy. Numerous businesses reported an inability to fill positions

within this area. The second area the team identified was Industrial & Engineering

Systems because we are an agricultural economy, and modern agriculture is highly

dependent on the skills associated with engineering and technology.

We have established strong, ongoing relationships with our partners. As part of our

project activities we will further clarify the roles and responsibilities of our partners by

developing written procedures and outlines of roles and responsibilities.

Our list of partners is representative of the range of employers in our rural community and includes the employers of the highest paid, most in-demand jobs in our area. The outcomes of this project are driven by the needs identified by our partners. They were vocal about the skills and abilities that needed to be taught for students to be employable. The strength of this project is the involvement of our partners

The agreed upon role of partners in implementing the project.

Commitment letters from our community partners outline specific commitments to the project and include donation or loan of equipment, guest speakers, technical support, and professional consultation. Outlining future roles and responsibilities of these partners is a planned project activity. Partners will continue to advise us as we implement the PTTC.

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

We have already made some surprising connections with our partners and discovered new ways to work with each other. None of us are looking at PTTC as a short-term, grant driven project. While grant funding will accelerate the accomplishment of implementation goals, we are all in it for the long-term. Partners have sustainable commitments to continue to work with us to identify and refine the skills taught at PTTC to assure that they continue to match the needs of employers and students.

The correlation of partners to high wage and high demand occupations.

Our business partners represent a broad spectrum of the Pendleton private and public sector economies. Pendleton is an agricultural economy that includes farming, food processing, and the support services needed to operate these businesses. Pendleton is also a growing tourist destination with a large number of businesses catering to the needs of tourists. All of these businesses and industries are well represented among

our partners. We have identified numerous positions that meet the high-wage, high-demand criteria in our region from information provided by the Oregon Department of Employment, Workforce and Economic Research Division. In addition, while some occupations in these industries may not start at high wages, many of our local employers promote from within and offer rapid promotion opportunities to capable workers. However, our focus remains on the high-wage/high-demand positions.

How partners will help promote opportunities for historically underserved students.

Our partners have committed to serving as advocates to recruit historically underserved students, providing mentorships, and internships, and opportunities for job shadows. They have also committed to providing guest speakers who work in non-traditional careers to serve as role models for our students. They recognize that diversity is a strength and support our effort to include all our students in this project. We have several partners from the Native American Community who are particularly interested in recruiting Native American students into high demand/high wage occupations. Business partners working directly with students will provide students increased individualized instruction time. This is especially important to high-risk students.

Growth in opportunities for articulated credit when appropriate.

Pendleton 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 (BMCC) and other higher education institutions. BMCC is also represented on our advisory team. We are excited to expand credit options not only to our students, but also to the community by making the PTTC available to host college level coursework.

D. Project Outcomes &
E. Evaluation Progress Markers and Results

Area 1 - Improved and sustain partnerships with business, industry, labor, and educational providers.		
Project Outcome	**Progress Markers**	**Expected Results**
1.1 Establish a systemic approach to maintaining, enhancing and sustaining existing partnerships	1.1.1 Written policies and procedures that outline district and partner roles and responsibilities are developed	Policies are in place by …….
1.2 Establish partner/community meeting schedule	1.2.1 Meeting agendas and minutes are published	Consistent attendance by partners
1.3 Partners commit to providing job shadows, mentorships, internships	1.3.1 Increase the number of available job shadows, internship, or mentor opportunities available to students	Establish baseline list within the first month of project and increase from baseline 25% in year 1
1.4 Increase number of partners actively participating with the project	1.4.1Increased number of partners	Increased number of partners attending meetings, increased number of mentorships, job shadow opportunities for students
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 Increase participation in Industrial & Engineering Systems and Hospitality/Tourism Management Programs of Study	2,1,1 Increase by 10% the number of non-typical students participating in these programs in Year 2 of project (Center will not be operational until year 2)	Increased enrollment of historically underserved students by 10% including females, Native American students, and students with disabilities.
2.2 Develop and implement a communication plan for sharing information with students, parents, school staff and the community	2.2.1 Communication plan is operational	Record of communications with each target group are on file. Published materials that outline CTE programs are distributed to target groups.
2.3 Develop and implement plan to address transportation logistics	2.3.1 Niixyaawii students gain access to public transportation through added bus stop or route	Increased participation of Native American students

D. Project Outcomes &
E. Evaluation Progress Markers and Results

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 Technology and Trade Center provides "real work" lab environment for students to delve deeply into industry standard content.	3.1.1 Culinary Lab in place 3.1.2 Culinary Lab receives American Culinary Federation (ACF) accreditation 3.1.3 Industrial Engineering systems lab is in place. 3.1.4 Through applied content, student interest and engagement is piqued and student retention in Programs of Study increases	Students apply core content knowledge to solving real work problems. Increased excitement and interest in CTE Programs Expected result is 10% increase in program retention and completion ACF certification allows culinary graduates to complete year 1 of post-secondary culinary program
3.2 Existing Hospitality/Tourism Management Program of Study is updated to align with advisory group input	3.2.1 Program of Study is reviewed. 3.2.2 Imbedded core academic content and opportunities to earn core academic credit are identified 3.2.3 CTE Teachers revise curriculum to incorporate applied academic content	Increased: • opportunities for students to earn academic core content credit • contextual learning opportunities for students • number of students participating in CTE coursework
3.3 Industrial & Engineering Systems Program of Study is revised/updated to align with advisory group input	3.3.1 Program of Study is reviewed. 3.3.2 Imbedded core academic content and opportunities to earn core academic credit are identified 3.3.3 CTE Teachers revise curriculum to incorporate applied academic content	Increased: • opportunities for students to earn academic core content credit • contextual learning opportunities for students • number of students participating in CTE coursework

D. Project Outcomes &
E. Evaluation Progress Markers and Results

Area 4 – Increased student awareness of career opportunities through exposure to employers.		
Project Outcome	**Progress Markers**	**Expected Results**
4.1 Identify internship/job shadow opportunities with community partners	4.1.1 Community Skills Coordinator is hired. A directory of internship/job shadow opportunities is developed	Increase number of internship/job shadow opportunities from baseline by 25%
4.2 Increase the number of students participating in job shadow/internships	4.2.1 Community Skills Coordinator arranges job shadow/internships for students	Number of students participating in job shadows/internships is increased by 25%
4.3 Increase number of employers participating in instruction and demonstrations in PTTC labs	4.3.1 Master schedule of demonstrations/guest instructors tracks increased participation by partners	Increased interactions between students and employers. Increased relevance of content to industry standards and student awareness of standards

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 Community partners work with project staff to identify skill sets to be incorporated within the targeted programs of study (Hospitality /Tourism Management and Industrial & Engineering Systems)	5.1.1 Skill sets identified and aligned with industry standards	Pedagogy is aligned with identified outcomes. Partners working with job shadow/internship students report increased knowledge and skills of students
5.2 Update the targeted programs of study (Hospitality /Tourism Management and Industrial & Engineering Systems) to align with identified needs of employers	5.2.1 Curriculum revisions implemented	Instructional program is aligned with identified skill set for high wage/high demand jobs

F – Activities and Timeline

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
1.1.1 Establish work group to develop policies, procedures, and roles and responsibilities for partners. Work group should include both district and partner members	1.1	July, 2015	Project Director
1.1.2 Develop policies, procedures, and roles and responsibilities for partners	1.1	November, 2016	Project Director, Advisory Group/Partners
1.1.3 Collect input on proposed policies, procedures, and roles and responsibilities with project staff and partners. Revise as needed	1.1	September, 2015-September, 2016	Project Director, Partners, Project staff
1.1.4 Publish developed documents	1.1	January, 2016	Project Director,
1.2.1 Advisory meeting schedule is established and published	1.2;	January, 2016	Project Director
1.3.1 Partners identify areas in which they are willing to make commitments, for example providing internships, guest speakers, etc.	1.3; 4.1; 4.2; 5.1	September, 2015 and ongoing	Project Director, Partners

F – Activities and Timeline

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
2.1.1 Collect baseline data on student's enrolled in Engineering/Technology and Hospitality/Tourism POS	2.1	June, 2016 June, 2017 June, 2018	Project Director
2.2.1 Work group formed to develop communication plan	2.2	January, 2016	Project Director, Community Skills Coordinator
2.2.2 Communication plan is reviewed by advisory group, CTE staff	2.2	January, 2016	Project Director
2.2.3 Communication plan implemented	2.2	February, 2016	Project Director and (when hired) Community Skills Coordinator

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
3..1.1 Meet with advisory groups (business partners, instructors, etc.) to get input on design of new labs	3.1	September, 2015 – December, 2016	Project Director
3.1.2 Work with architect to design new space	3.1	September, 2015- December, 2016	Project Director, CTE staff
3.1.3 Purchase new equipment	3.1;	February, 2016- June, 2016	Project Director
3.1.3 Labs are built and equipped	3.1; 5.1; 5.2	June, 2016- December, 2016	Project Director
3.1.4 Complete accreditation process for American Culinary Federation (ACF)	3..1	September, 2015 and ongoing	CTE Instructor
3.2.1 Revise Hospitality/Tourism Management Program of Study to align with input from partners and the availability of new resources	3.2; 5.1; 5.2	February, 2016- May, 2016	Project Director, CTE staff
3.3 Revise Industrial & Engineering Systems Program of Study with inout from partners and the availability of new resources	3.3; 5.1; 5.2	February, 2016- May, 2016	Project Director, CTE staff

F – Activities and Timeline

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
4.1.1 Hire Community Skills Coordinator to facilitate development of job shadow/mentorship component	4.1; 4.2	May, 2016-June, 2016 Contract begins August, 2016	Project Director
4.1.2 Identify staff member/s responsible for assisting students with job shadows, mentorships, etc.	4.1; 4.2	September, 2016-October, 2016	Project Director
4.1.3 Identify existing job shadow, mentorship, internship opportunities.	4.1; 4.2	September, 2016-October, 2016	Community Skills Coordinator
4.1.4 Develop a database with contact information for job shadows, mentorships, internships	4.1; 4.2	October, 2016-November, 2016	Community Skills Coordinator
4.2.1 Review and revise as necessary existing procedures for job shadows, internships, mentorships	4.1;4.2	November, 2016	Community Skills Coordinator
4.2.2 Develop informational materials for students on job shadows, mentorships, and internships	4.1; 4.2	November, 2016	Community Skills Coordinator
4.2.3 Utilize strategies outlined in the communication plan to share informational materials with students, staff, parents, and community members	4.1; 4.2	November, 2016-June,2016	Community Skills Coordinator
4.2.4 Collect baseline data on number of students participating in job shadows, internships, mentorships.	4.1; 4.2	May, 2016-June, 2016	June, 2016 June, 2017 June, 2018

F – Activities and Timeline

Activity	Outcome(s) addressed	Timeline	Person(s) responsible
5.1.1 Business partners identify skill sets necessary for entry to high wage/high demand positions in the local area	5.1	September, 2015 Continuous advisory board agenda item	Project Director, Business Partners
5.1.2 Business partners share identified skill sets with instructional staff	5.1	Ongoing	CTE Staff, Business Partners
5.2.1 CTE staff review and revise as necessary curriculum within the targeted Programs of Study	5.2	Ongoing	CTE Staff
5.2.2 CTE staff share revisions with business partners	5.2	Ongoing	CTE Staff

G. CTE Program of Study Design (15 Points)
How will outcomes and activities in this grant support the development of a CTE program of study?:

Currently Pendleton High School has three approved CTE Programs of Study:

Agricultural Science and Technology, Industrial & Engineering Systems, and Visual and

Media Arts. Our fourth program, Hospitality & Tourism Management is currently under

review and we anticipate that it will be approved in November, 2015. Our Advisory

Committee identified Hospitality & Tourism Management and Industrial & Engineering

Systems as the most critical and relevant to the needs of the Pendleton work force. The

purpose of our project is to create a Technology and Trades Center that will become a

center for hands-on learning that focuses on the application of academic skills in

problem solving.

The Hospitality & Tourism Management CTE Program will be enhanced by providing

students access to a state of the art commercial kitchen that includes a venue for live

cooking demonstrations, and a catering facility for hosting events.

The Industrial & Engineering Systems lab will support our Agricultural Science and

Technology and Engineering CTE Programs with a hands-on lab equipped with industry

standard equipment. Hands-on labs will give our students the opportunity to apply

academic content skills. Sometimes these skills make sense to students only when

they can see their usefulness in real life. These hands-on labs will make instruction

more meaningful and relevant for our students and the skills they learn more aligned to

the needs of the workplace. The Tech Lab is designed to be a flexible environment to

accommodate a variety of technological configurations that will provide hands-on

experience relevant to each program of study. Our partners have identified specific

skills that are essential for students entering the work force, and several have offered to loan and/or donate equipment so that students will be experienced with the technology that is in use in local industry. Many of the identified skills are common across our CTE Programs. For example, in the emerging technology of Unmanned Aerial Vehicles (UAV) the technology has direct applications in agriculture, engineering and in geographic information systems. The technology is exciting and gives students the opportunity to apply science and math in a real work setting. The opportunity to fly a UAV will spark an interest in a future career and pull in students who haven't previously considered CTE opportunities.

Clarify how the identified activities lead to enhancement of a CTE POS

Grant funding will enhance four specific aspects of our CTE programs of study:

1. Hospitality & Tourism Lab: The project will partially fund a commercial kitchen, live demonstration lab, and catering venue in PTTC. Our building bond will cover needed structural upgrades and accommodations for health and safety, but is not sufficient to fully equip a commercial kitchen and catering venue. The commercial kitchen will provide a "real work" environment for students to learn culinary skills. Currently they use a classroom kitchen that is equivalent to a residential kitchen.

2. Technology Lab: The project will equip a technology lab to create a hands-on lab for Agricultural Science and Industrial & Engineering Systems Programs. Both programs share many technologies. The lab is designed to be flexible to respond to changes in emerging technologies.

3. Business Partnerships: The project will expand and formalize our relationships with business to create more opportunities for students to interact with businesses.

4. Curriculum: The project will update existing programs to maximize the application of: core content knowledge to hands-on, contextual learning; integrate employer identified skills and technical standards; and assure alignment with academic content standards.

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****.*

As part of the planning process for the Tech and Trades Center we have met with our business partners on a regular basis. The group has been actively engaged in identifying and prioritizing work related skills and abilities that are essential to work opportunities in our focus areas. A few of our advisory members are already working with teachers and students to share their industry knowledge and expertise. Our next step is to review our existing programs of study and integrate and formalize the instruction of the identified skills and content. Curriculum development/revision is an identified outcome in this project and will include a review of state academic content standards and related industry standards, and the integration of core content knowledge to problem solving in the labs.

- ***Technical and academic preparation for further education beyond high school.***
Pendleton High School provides numerous 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. Participation in PTTC's programs will

allow students to explore a variety of potential careers and make more knowledgeable decisions about what pathway to follow.

How does the design address the CTE Revitalization Vision?

This project incorporates all five CTE Vision Goals. It is **innovative** because it implements a new model of instruction in Pendleton by creating a hands-on center to serve all CTE students, including at-risk and underserved students. Our project **integrates** core academic content and enjoys strong community support. The project will **expand** the scope of our current programs and is specifically tailored to the needs of our local economy. A core element of our project design is increasing **experiential learning** opportunities for our students. The focus of PTTC is hands-on learning of industry recognized technical and employability skills. Lastly, we focus on the Hospitality and Tourism Management and Engineering Programs of Study because they are the areas that align with the identified current needs and projection for future needs of our business partners and account for many of the **high wage and high demand** jobs in our region.

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

As at-risk, underserved, and minority students actively participate in PTTC programs they will: earn high school and college credits, gain essential work skills, and learn from our culturally diverse business partners. They will be exposed to pathways and career fields previously unknown to them. This project will reach out to recruit underserved students. Our partnerships with Nixyaawii Charter School will increase access for Native American students to CTE Programs.

H. High Wage and High Demand Occupations

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

Together with our business partners we have identified two areas of focus: Hospitality & Tourism Management, and Industrial & Engineering Systems. Hospitality & Tourism was identified because Pendleton has a growing tourism industry and local employers, such as Wildhorse Resort and Casino, report difficulty filling open positions in hospitality management, shift supervisors, facility maintenance, culinary workers, banquet managers, catering sales, and guest services. These same positions are listed on a report from Oregon Employment Department, Workforce and Economic Research Division as high-wage and high-demand jobs in Umatilla and Morrow Counties. Pendleton is an agricultural economy and has many agricultural industries. Agriculture and food production are increasingly depend on technology. Knowledge of industrial and engineering systems is required in agriculture and food production today. These high-wage, high-demand positions also make the Oregon Department of Employment list for Umatilla and Morrow Counties.

Pendleton is one of only three sites on the west coast approved as a test site for Unmanned Aerial Systems (UAV). Although this is an emerging technology, the technology is already in use in local agriculture. UAVs are used to map and monitor crops on large acreages. These skills are in demand and are high wage jobs.

I. Equity

Over the past ten years the Pendleton School District has seen a dramatic change in demographics. Ten years ago Pendleton High School had 1100 students and only 13% of them were on free or reduced lunch. Today we have 905 students and 54% receive free/reduced lunch. Ten years ago almost 90% of our students were white and 10%

were Native American, with less than 1% all other ethnicities. Today we are 73% White, 11% Native American, 10% Hispanic, 2% Black, 2% Asian, and 2% Other.

As an educational community we have taken steps to address inequalities within our system. Our staff participates regularly in training on cultural/ethnic equity and poverty.

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

This project will target several populations identified as underserved: females in non-traditional occupations, Native American students, students with disabilities, and at-risk students. A variety of strategies will be utilized to encourage students to participate in CTE programs of study and to support them in the programs, including:

- The business community will provide diverse guest speakers including females in non-traditional jobs, Native Americans, and people with disabilities so students can see people like themselves in high-wage, high–demand jobs.

- Traditionally underserved students will be targeted in recruitment and their parents will be targeted in parent awareness activities.

- The Community Skills Coordinator will work individually with students and businesses to identify appropriate and interesting job shadows for each student.

- The integration of academic content into the hands-on approach to instruction at PTTC will allow students to acquire new skills.

- During orientation for middle school students prior to forecasting for transition to high school, we will take affirmative steps include females, students with disabilities, and Native American students in this process.

- Students will be made aware of PTTC opportunities and support systems as part of Success 101, a required course for all freshmen.

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

This project is an enhancement to our approved CTE programs. Our CTE Programs of Study all have multiple pathways to a high school diploma, post-secondary education, and entry-level employment. Although this project is designed to give students hands-on work experience in the areas of Industrial & Engineering Systems and Hospitality & Tourism Management, the skills identified by our business partners and taught through the coursework tied to each of these programs are applicable to many other career areas.   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 and internships will allow students to apply their academic knowledge in the workplace and support career related learning standards. Articulation agreements exist for other PHS programs and we expect the new facility will be utilized by these programs for contextual learning activities. Project activities include staff time for curriculum development. The process includes identifying and aligning core academic content imbedded in the PCCT contextual learning curriculum that allows students to demonstrate mastery to meet core academic credit requirements. Every Pendleton secondary student develops an educational plan and profile that is reviewed and updated annually. In a required Freshmen course, Success 101, students identify personal, academic, and career goals and develop a learning plan in preparation for post-high school next steps. The course helps students explore career options and plan for success. Project staff and PTTC students will share information

about CTE with students enrolled in this class. Students can earn dual credit for this course through EOU. The goal is for students to recognize their own strengths and preferences, set future goals, and develop a plan to achieve those goals. This is especially powerful for children of poverty and historically underserved students. The families of these students may not have had successful educational experiences and may not be familiar with the steps that need to be taken to graduate from high school or to enter post-secondary education. Dual credit options in high school through Success 101 and CTE, open up the possibility of earning college credits to students who may never have considered college as an option.

K. Sustainability
How will this project be sustainable?

This project is capacity building by design. CTE grant funds will be used to supplement a huge district financial commitment to the building and implementation of PTTC.   The district is providing the basic structure and staff and CTE funds will allow us to equip the center to meet industry standards and train our students in hands-on labs. District leadership, the school board, and community leaders are committed to the success of this project and committed to its continuation at the end of the funding period.

- *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 first identified project outcome is to establish a systemic approach to maintaining and enhancing our partnerships. As our relationship with our partners is systematized into how we do business, it will carry on at the end of the funding period.

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

Our project outcomes are designed to help us build a sustainable system. We are not

adding new positions or just new instructional toys: we are changing the way our system

operates. By redesigning our structure and using existing staff to implement the

program changes, we will be able to sustain this project with existing district resources.

Developing written policies and procedures with the help of our partners will assure that

all of us understand our responsibilities and our commitments to the project. Our

regional CTE Coordinator, Jennifer Pambrun, from IMESD will provide continued

program support around compliance, licensure, and other CTE regulatory guidance.

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

Project Outcome 2.2 addresses communication. We recognize that a key component of

effective change is communicating effectively with all of the stakeholders in this project:

students, parents, school staff, our business partners, and the community. To make

sure this happens we will develop a comprehensive communication plan (e.g.

Facebook, survey, video, flyers) that addresses the "what and how" we will

communicate to each of these groups. 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. PTTC will provide links to all program publications on their website.

When the center opens we will make a big effort to invite the community into the center

by holding visitation days and tours of the facility. We will make use of local media and

district communications specialists to publicize our program. Our staff, students and

business partners are our best tools for communicating project achievements with the

community. We will also share this project with our regional CTE Consortium.