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

Project Name: Junior Apprenticeship
Amount Requested:$250,000

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	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Reedsport Community Charter School	Guy Marchione	7 - 12	276
2.				
3.				
4.				
5.				

Please check all that apply:

___ This project directly involves Career and Technical Student Organizations
Please note page of proposal that describes this relationship. Page: _____

___ This project has a clear connection to STEM
Please note page of proposal that describes this relationship. Page: _____

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Project Overview

Purpose and Scope of Project

This project, here after known as Junior Apprenticeship, will transform Reedsport Community Charter School's (RCCS) existing CTE shop program into a state approved apprenticeship program. By completing the first 1000 hours of an adult apprenticeship during the junior and senior years of high school, the student will be prepared for college, adult apprenticeships or entry into the workforce directly upon graduation.

The Junior Apprenticeship will initially focus on marine welding, marine machining and fabrication, and general welding with a general welding certification upon completion of the program. An apprenticeship in road construction will be added toward the end of the grant cycle. An existing Partnership Council, established to comply with Perkins Grant requirements, will be instrumental in aligning the project to industry standards. The marine fabrication partner hopes to become the site of an adult apprenticeship, creating an employment pathway for graduating seniors.

Aligning the existing vocational program to meet the criteria of state approved adult apprenticeships, provides students a dynamic synthesis of the educational and workforce environment. The current shop program model is set up as a student-run business, and this innovative approach brings all elements of actual employment together. The structure of the program depends on students teaching students in a professional shop atmosphere. Students completing the program are placed with partner-employers during the second half of their senior year. These experiential learning opportunities provide students with the necessary tools to establish themselves in a chosen career.

Innovation in the Delivery of CTE

CTE is generally delivered through skill attainment in the classroom and demonstrated on the job. At Reedsport Community Charter School, the current CTE program model is set up as a commercial business; all projects are sold to support the program. This innovative approach brings all elements of CTE curriculum and actual employment together.

The 7th and 8th grade students are instructed in basic shop skills. The freshmen learn moderately difficult wood working, welding and fabrication skills. The sophomores supervise small groups of freshmen while completing customer based projects. Juniors, paired with seniors as their assistants, are in charge of quality control and machine repair. The seniors take on all management and foreman functions of a commercial shop. Activities include ordering supplies, interacting with customers, creating bids, repairing equipment and ensuring a safe and professional working environment. They manage the financial reports that are presented to the school board twice a year.

This unique strategy builds ownership and develops self-directed learning. They meet with potential employers while accomplishing real jobs for real money which effectively capture their attention and excitement. Students are motivated to learn when they understand that upon completion they are guaranteed a paying job with one of the school's partners for the second half of their senior year. An expansion of state apprenticeship hours into the existing CTE program will focus students and set them up for a successful transition to post high school training or college.

Integration of Required and Optional Elements

The cohesive business aspect of the current CTE program incorporates core academic and career readiness strategies (e.g. mathematic principles and other common core content) in lesson plans and commercial projects, job interviews and employment. Junior Apprenticeships will strengthen these existing links. Students and parents are aware of job partnerships and opportunities with the utilization of parent-teacher conferences, newspaper and radio interviews, and publicized community projects (e.g. community garden, crafts fairs). There is already a partnership between Reedsport Community Charter School and Southwestern Oregon Community College in which students can receive college credit before graduation. All of these activities require a clear and structured framework. A timeline with an integrated budget is employed.

This timeline assists in aligning lesson plan with budget, evaluating software, equipment and supplies purchases with grade appropriate activities, and maintaining a steady flow of financial support for a successful project outcome. The analysis of the Junior Apprenticeship requirements will necessitate additional shop machinery, such as CNC (Computer Numerical Control) machines. Since RCCS combines middle school and high school grades in the same building, a middle school CTE classroom component is already in place. Another proposed project addition is an after school tutoring program, lending support to the program students whose grades fall below a 2.0 GPA. After the successful completion of the two year grant, one of the funding sources to maintain the Junior Apprenticeship component will be the income and expansion in student taught adult education classes and adult apprenticeships.

Expansion and Growth

Job opportunities have grown in the trades sectors of the south coast economy, and manufacturers are in dire need of trained employees. In 2013, one employer turned away five hundred thousand dollars ($500,000) of work for lack of trained welders and fabrication applicants. Reedsport Community Charter School has been supplying workers for the past four years but these manufacturers need additional skilled applicants. The inclusion of a specific Junior Apprenticeship component to the existing business model will enable juniors and seniors to accrue up to 1000 hours of required adult apprenticeship content. RCCS's proposed expansion will build the focus on trades-based education with the goal of becoming the training center in academic and vocational certifications on the south coast. These increased career opportunities will impact students, staff and regional industries.

The existing Partnership Council, required for the Perkins Grant, will take on the additional duties of guiding and providing materials and assistance in the apprenticeship component. The apprenticeship partners will increase and include a local road construction company. Reedsport Machine and Fabrication, a Partnership Council member, was once the adult apprenticeship center on the south coast. It will apply and regain its designation.

Experiential Learning Opportunities

Reedsport Community Charter School's shop program is currently built around project based hands-on learning experiences which encompass common core elements such as math, English, science, and business activities. The addition of the state approved Junior Apprenticeship component will increase project-based experiences within classroom and workplace environments.

Shop classes are run as a commercial business with the students performing all of the business functions. These functions include purchasing supplies, maintaining the financial books, reporting to the school board regarding the shop's financial status, and creating budgets to achieve goals set by the students and instructor. The students order and repair broken equipment and do the maintenance on existing equipment. Lectures are used to introduce new skills and knowledge which are accompanied by hands-on practice. Projects are used to evaluate students' proficiencies for growth outcomes and for benchmarks to determine if remedial training is required. Students are required to participate in projects that are sold to support the maintenance and running of the shop. Commercial projects such as building 10' by 16' sheds that are taken to location and set up, or working with contractors to take down old houses, gives the students on-site experiences outside the classroom. Seniors who are completers of the program are placed with prospective employers for the second half of their graduating year. These students have work release the second half of the day to gain actual employment and hands-on experience. The links to dynamic, career-based learning will increase with the Junior Apprenticeship program, as will the number of participating regional industries.

Grant Narrative

Project Outcomes and Progress Markers

Improved and Sustainable Partnerships

The current Partnership Council will increase its meetings to once a month, creating a more meaningful and up to date flow of information regarding the changes to the current program. An expanded number of participants from a broader spectrum within business and industry will assist in adjusting educational curriculum, with an emphasis on current industry practices. Educational syllabus adjustments will reflect the requirements of post high school institutions and industry job standards. Council meeting notes will document the ongoing collaboration and alterations, keeping the CTE program viable and sustainable.

Improved Student Access to CTE Programs of Study

There are regional partners eager to participate in these projected Junior Apprenticeship options which will require altering current school policy regarding off campus learning. Road construction will be added to the curriculum during the life of the grant.

Increasing student access to the CTE program is currently done through a feeder program comprised of a 7th and 8th grade shop class. Last year, the program successfully increased its exposure to underserved students by creating a craft class for young women. The advent of Junior Apprenticeship programs of study with regional employment opportunities will increase enrollment to students that are not planning on attending universities directly after high school graduation.

Improved Academics, Oregon Skill Sets, and Employability Skills

Students already must retain a 2.0 GPA in core classes and show measurable growth in employment skills (e.g. showing up to class/caliber of work) to remain in the program. With grant funding, an after-school tutoring/remedial teacher will be hired, improving student academic levels throughout the common core elements and aligning skill attainment to industry standards. A grading matrix composed of Oregon Skill Sets standards will keep students informed of any areas needing improvement.

Increased Career Opportunities

Currently, the school's CTE program prepares students for post high school careers and education. The Junior Apprenticeship component will provide a smoother transition from high school to post high school employment, adult apprenticeship programs or vocational institutions. The incorporation of road construction, marine and structural steel fabrication within the school's catalogue of offerings opens up multiple high demand career options. The documented tracking of graduated high school students entering adult apprenticeships or employment provides measurable program analysis.

Improve the Ability to Meet Workforce Needs in the Region

The Partnership Council and other local employers will identify needed changes and enhance the educational community's ability to teach regional job skill sets. The teaching staff will need to be trained or retrained in specific industry proficiencies. The purchase of new or reconfigured equipment that meet current industry norms, as well as a rewriting of classroom syllabi, are anticipated alterations within the existing program. All changes to curriculum will meet the State of Oregon's diploma requirements. These

outcomes will be attained during the course of the grant, with industry participation projected to improve and increase in subsequent years.

CTE Program of Study Design

Reedsport Community Charter School's current program of study is Manufacturing Technology, which already has industry partnerships in marine fabrication and welding. This program will be enhanced with the proposed addition of a Junior Apprenticeship pathway. The new Junior Apprenticeship partnership in road construction will increase students educational and career opportunities. There is already a structured approach that supports academic, technical and employability skills.

Feeder Program

Middle school students are taught in the high school and are allowed to take a shop class, thus improving student access to CTE programs. Younger students, especially underserved students such as girls, are more willing to sign up for subsequent classes after this initial exposure in a shop environment. The physical nature of the class attracts students with learning disabilities such as ADHA. Students learn to measure, work with fractions and write project outlines, aligning with common core, industry and employability standards.

Program Participation

It is a pre-requisite for freshman to take shop classes in order to be enrolled in the Manufacturing Technology program. They are taught basic skills in wood working and metal fabrication, shop safety and industry norms in employment behavior.

Individual and small group projects such as building basic furniture items demonstrate skill proficiencies.

During the sophomore and junior years, students expand their knowledge of the manufacturing process by learning construction and advanced metal fabrication skills. They travel to client work sites and perform contracted jobs (e.g. erect a 10’ by 16’ shed, build a gazebo). Leadership skills are honed by leading freshmen in group projects. They perform all commercial shop functions such as repairing equipment, creating bids, customer contact, and tracking a budget. Similar levels of responsibility will be established within the road construction program of study. Furthermore, the juniors and seniors will be eligible to enter the Junior Apprenticeship component. These students will serve as a role model for the lower grades and earn up to 1000 hours towards an adult apprenticeship program.

Program Exit

The senior year is used to transition the students from the classroom to the work place. They start off the year as shop managers, teaching assistants and project coordinators, continue on to train the juniors in taking over these duties, and then spend the last half of the year at the partnership worksites. This model will continue with any new partnership participants.

Currently the program is aligned with state academic standards that create a pathway to employment or post secondary education. Although the program is compatible with the local college’s manufacturing syllabus, the skills required regionally do not fit with this model. With industry input, the program will be realigned while still meeting the program standards of educational institutions. A projected statewide

increase in job opportunities in the road construction and manufacturing fields indicate a solid demand for students participating in the proposed enhanced and expanded programs of study.

Underserved Students

Women in Trades

During the formative years, children have not yet developed gender based barriers to activities such as working in shop environments. Due to Reedsport's small population, the 7th and 8th graders are housed in the same building as the high school, allowing the students to take shop classes at an early age. This introduction exposes young women to the shop environment and acts as a feeder to the high school's current manufacturing program. By adding an apprenticeship program that includes traditional male dominated vocations, recruitment of young women is bound to increase.

Another entrance point for young women into the manufacturing and grant proposed programs is the high school crafts class, which was added in 2012 as a specific way to attract these underserved students. The activities include lapidary work, jewelry making, leatherwork, and candle making. It is conducted in the shop area at the same time as the regular shop classes. In this way, young women are exposed to the general shop activities. This strategy has already produced two new students to the manufacturing program. In 2014, the school wants to expand class offerings to include sewing and clothes design. The interest in clothes design is high and there is a waiting list of a dozen students.

Economically Disadvantaged

Currently, Reedsport Community Charter School has 70.7%[1] of its students in the free and reduced lunch program. The percentage of students considered homeless, as defined by the state of Oregon, is 6.85% in Reedsport while the state average is 5.51%[2]. State, federal, and county jobs account for the bulk of the area's economic middle class. Because of the number of economically disadvantaged students, the high school does not charge fees to participate in any elective programs which would include the proposed Junior Apprenticeship component.

Students with Disabilities

Economically disadvantaged students comprise the majority of RCCS's students with disabilities. Individual accommodations are crafted by the special education teacher and intervention team. These students have a harder time academically and RCCS has instituted support programs, such as GEAR UP[3] (Gaining Early Awareness and Readiness for Undergraduate Programs). The eligible students participating in the current Manufacturing Technology program, and all of the proposed grant programs, will have access to these support programs with part of the grant funds going towards expanding resources.

Diploma Connections

Academic Support

Many strategies are already in place at Reedsport Community Charter School that provide students with academic support and post secondary options. However, the emphasis of many of the existing programs is to provide a pathway to a two or four year

[1] http://www.ode.state.or.us/sfda/reports/r0061Select2.asp
[2] http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8701&TypeID=5
[3] http://www2.ed.gov/programs/gearup/index.html

college or university. The proposed Junior Apprenticeship program will offer training and support for CTE students with pathways into vocational careers. The primary academic strategy of this project will be after school tutoring specifically designed for CTE and core classes. This assistance will support students as they accumulate academic hours towards an adult apprenticeship program. Students will continue to have access to existing programs such as TRIO Talent Search[4], ASPIRE[5] and on-line college class offerings. Southwestern Oregon Community College already partners with RCCS on college credit opportunities such as dual credit and the 2+2 program.

Other academic support is provided with tutoring offered by the U.S. Department of Education GEAR UP grant. Additionally, the sports coaches require a half hour of homework before practice as students are ineligible to participate in sports if their GPA falls below 2.0. Currently, students must maintain a 2.0 in each of the core classes and the shop class in order to participate in the manufacturing program. Since the school has half days on most Fridays, teachers use the last two hours of their time to work with students and conduct make up tests.

The grant funding will afford a greater balance of academic support for students wishing to work in the trades.

Career Related Learning Experiences That Support Essential Skills

Teaching academic skills through career related learning experiences and on-the-job training highlights the relevance and need of academic and vocational coursework. Many students studying welding do not see the connection of math or English relative to their chosen field when it is taught in a classroom environment.

[4] http://www2.ed.gov/programs/triotalent/index.html
[5] http://oregonstudentaid.gov/aspire.aspx

Bringing them directly to a job site and having them calculate material needs and tolerances, give accurate measurements, relate specific instructions or write a project report, provides the connection. The proposed program will expand those learning experiences through more on the job training, entrance into an apprenticeship program, and an after school academic support that is focused on post high school employment.

Sustainability and Communication

Work Across Conventional Boundaries

The expansion of the manufacturing program can be attributed to extensive support and guidance provided by community leaders such as the south coast's state representative, the city mayor, regional business owners, school staff, and the district's Board of Education. There have been numerous meetings attended by local principals, the regional superintendent, employees, parents and students that promote and support student success through conventional and nonconventional formats; they have been the foundation for growth within the vocational program. They see a common need for the Junior Apprenticeship component and provide valuable input.

Recognize Valuable Actions and Leadership

The region's newspaper and business community clubs, such as the Rotary, have been, and will continue to be, excellent venues of publicizing community support for the school's vocational program. They report on the positive feedback they receive from community partners, business team members and students regarding program leadership and shop class events and projects. There is a clear understanding that public advocacy encourages support and spurs positive change within the community. Many individuals come forward during local Board of Education meetings and express

admiration for the shop class's local activities (e.g. building a gazebo for the community garden, open enrollment night classes in woodworking and welding), and this enthusiasm has fostered enormous energy and backing for a Junior Apprenticeship program. All regional participants are actively pursuing and guiding the current and future direction of the manufacturing program, as it is considered an important educational asset for the community and school which will endure beyond the life of the grant.

Promote the Program Through Communication

RCCS has extensive support from the school board, parents, community, and industry. This widespread endorsement is promoted in multiple ways.

The teacher and students go to most of the Board of Education meetings and give financial reports regarding the program, and they highlight successfully completed projects. The girls' crafts class members will attend and hand out small gifts to show off their skills.

Close communication with parents about the needs and aspirations of their child maintains parent involvement. This individual attention builds parent confidence in the quality of education provided at RCCS. Several times a year, the instructor initiates newspaper articles which communicate the diversity of student projects and skill levels. In 2012, an article regarding shed building spurred a customer order for a $3,500 outbuilding, while another article regarding wood turning brought in a donation of a $1,500 lathe.

Peer to peer communication is another effective approach to maintaining and sustaining the high numbers of students participating in the vocational program. Enrolled students explain the benefits of the program and actively recruit other students.

There is a close working relationship between the vocational program and regional industry. The existing Partnership Council has already provided employment for current and graduated vocational program students and fully endorses the concept of adding junior apprenticeships. This council meets quarterly or as needed, and the discussions and cordial relationships among council members will ease implementation of policy changes due to various state requirements.

The effective utilization of current communication strategies will promote and sustain the high school's vocational program. As the apprenticeship component requires extensive correspondence with state agencies, the regional impact will increase and encourage additional marketing techniques that will reach a broader audience.

Change Regulations to Accommodate Future Needs

The close relationship of the Board of Education members and the program will aid in changing and expanding state regulations for the inclusion of a Junior Apprenticeship. RCCS is forging stronger relationships with state officials and political leaders in order to facilitate necessary modifications.

Prove Program Effectiveness Through Data Collection

The state already requires extensive data collection for all CTE programs. The same data collection system can be used to show student success. Some of the required elements currently tracked are:

- The number of completers of the program
- Number of students that go on to post high school education

- How many students become employed after high school
- State test scores of program participants

The extensive array of data is posted on Oregon's CTE website[6]. RCCS will report quarterly on the progress regarding project expansion.

Create a Frame Work for Sustained Funding

The majority of the funding framework is already in place. The proposed expansion will be the foundation for implementing a south coast adult apprenticeship program in marine fabrication. The school will be in an excellent position to become the site of the training center. RCCS will generate income through the center and the expanded business opportunities.

Activities

Improving and Sustaining Partnerships

Activity	Outcome
Start monthly meetings of the Partnership Council to improve and promote up to date communication	Current communication will provide efficient use of each partner's time and resources, thus improving program goal achievement and meaningful partnership participation
Expand the Partnership Council to include a broader segment of the business community in the region	A more robust program will address the career goals of a larger segment of the student population
Reconfigure teaching curriculum to meet employer needs	Cutting edge industry data will equip students with marketable regional skills

Improving Student access to CTE Programs

Activity	Outcome
Expanding the subjects taught within the apprenticeship program	Curriculum expansion which includes subjects of interest (e.g. road construction) to underserved students will increase CTE program numbers
Changing school regulations concerning off campus learning	Revamped schedules and regulations will provide increased access to the CTE program

[6] http://www.ode.state.or.us/data/reports/toc.aspx#students

Improving Academic and Employment Skills

Activity	Outcome
Improving tutoring opportunities through hiring an after school tutor/remedial teacher	Increased tutoring will support and improve student academic success through raised achievement scores
Create a grading matrix for general employability skills through the Partnership Council	Using a grading matrix composed of Oregon Skill Sets and council member input will keep students better informed on skills that require improvement

Increase Career Opportunities

Activity	Outcome
Create Junior Apprenticeship program that transitions students into an adult apprenticeship	The program will transition high school students into high wage, high demand careers
Expand the career offerings within the apprenticeship program	Additional options will improve student career pathways and increase employability

Improved Ability to Meet Workforce Needs

Activity	Outcome
Identify workforce needs through the Partnership Council	Employers in high demand industry fields will help direct and inform the learning community
Train or retrain instructors in the new industry skill sets	Training ensures that teachers are qualified to instruct employer determined skill sets
Reconfigure equipment and shop to meet the new industry needs	Students will be trained on industry standard equipment which increases chances for employment
Create or rewrite class syllabus and materials to reflect new industry standards	An updated alignment of teaching material is required to reflect the current needs of industry

Time Line

August 2013	First partnership meeting of the school year with the two current partners. Outlined apprenticeship program. Identified a need to change skill sets taught.
September 2013	Start creating a grading matrix for employability skills within the Partnership Council.
Throughout the school year	Work with school board and teacher unions to individualize class scheduling.
January 2014	Invite road construction company to Partnership Council meeting to discuss grant outcome. Report grant outcome to school board. Hire after school tutor. Schedule teacher training. Purchase welding equipment upgrades and CNC machines.
February 2014	Implement Junior Apprenticeship program. Start offering after school tutoring. Begin creating a road map for teaching road construction with new partner. Schedule shop electrical and air handling upgrades.
March 2014	Present grading matrix for general employment skills to Partnership Council. Purchase computers for CNC programming, blue print reading/making, hydraulics design. Purchase all software packages needed for CNC, blue print, hydraulics lessons.
April 2014	Report on progress of upgrades to school board and Partnership Council.
May 2014	Complete teacher training on new skills. Complete upgrades to shop electrical. Complete setup and testing of CNC machines with software.
June 2014	Finish road map for teaching road construction. Data assessment of student outcomes. Reporting of collected data. End of school year Partnership Council meeting to evaluate project outcome and what needs to be changed and completed for the following year.
August 2014	Complete air handling upgrade.
September 2014	Start on expanding program to include an adult apprenticeship element.
September 2014 to June 2015	Meet with the school board and Partnership Council to fine tune the apprenticeship program

Project Evaluation

Improving and Sustaining Partnerships

A grading matrix of three levels will be used to evaluate the minutes from the monthly Partnership Council meetings. This matrix will score the three outcomes: improved communication, expanding partnerships, and curricular alignment to industry standards. Anecdotal information from council members will help document positive outcomes.

Improved Student Access to CTE Programs of Study

Providing a historical documentation trail using the school course catalog showing expanded CTE program options will demonstrate improved student access to CTE programs. A review of documented student enrolment statistics through the Oregon CTE reporting web site will determine if program numbers have increased.

Improved Academics, Oregon Skill Sets, and Employability Skills

Evaluating improved academics will be done through tracking of student state test scores, GPA's, and using a matrix composed of the Oregon Skill Sets combined with the Partnership Council input. CTE data currently reported to the state will also be used to evaluate student academic improvement.

Increased Career Opportunities

Tracking student employment numbers and entrance into post high school training such as apprenticeships will evaluate increased career opportunities. There will be documentation regarding the growth of industry partnerships and the potential for additional apprenticeships.

Improve the Ability to Meet Workforce Needs in the Region

Yearly regional employer surveys and Partnership Council minutes will be the primary evaluation tools to determine if the Junior Apprenticeship program is effectively teaching appropriate skill sets. Published curriculum evaluations will be completed by council partners. The results will document whether the program realigns with emerging industry standards.

Partnerships

Developmental Roles of Partners

Last year Reedsport Community Charter School and two partners, MI Inspections and Reedsport Machine and Fabrication, convened the Partnership Council to discuss the creation of a regional Junior Apprenticeship program. An expanded partnership with Laskey Clifton Road Construction has been developed and is awaiting the outcome of this grant to go forward. Future development will include Reedsport Machine and Fabrication applying to becoming an adult apprenticeship center. MI Inspections will develop the welding certification requirements.

The Role of Each Partner in Implementing Junior Apprenticeships

Reedsport Community Charter School will be the central learning center. Academic advising will incorporate information regarding apprenticeship curriculum (e.g. requirements, potential differences between college and apprenticeship pre-requisites). Class work will be conducted at the school, partnership worksites or at customer home sites. The shop club bought a 14 passenger bus last year which will expedite transportation.

MI Inspections will provide third party testing of Oregon Skill Sets in welding and welding certification. Michael Inman, owner and certified welding inspector, will provide training and help to develop course curriculum.

Reedsport Machine and Fabrication was already hiring RCCS shop students who graduated from the current program. It is a strong advocate of the Junior Apprenticeship component and will hire the outstanding senior apprentices and post graduation individuals. They wish to be the future site of the adult apprenticeship shop. Small road construction projects will take place on their business property as a cooperative job venture with the road construction program.

Clifton Laskey, the road construction company, will use of their equipment and employees and provide hands-on training and job shadow opportunities. Student projects will include building a parking lot and sidewalk for Reedsport Marine and Fabrication. Clifton Laskey understands the structure of the heavy equipment and laborer trades and will assist the Junior Apprenticeships in aligning with the adult programs.

All partners will inform RCCS teachers of any needed skill sets not taught in the current syllabus and will train staff, keeping the educational instruction current with industry standards. They are committed to hiring program students and have expressed a strong desire to hire underserved and non-traditional students.

The Possible Role of Partners Beyond the Life of the Grant

Reedsport Machine and Fabrication is eager to be the adult apprenticeship training center. RCCS will be the academic learning center for the adult apprenticeship program. MI Inspections will provide third party certification for adults exiting the

program. Clifton Laskey will continue to train and transition students from junior to adult apprenticeships in the heavy equipment and laborers trades.

Correlation Between Partners and High Wage High Demand Jobs

The careers of marine fabrication, metal fabrication and road construction are all considered high wage high demand jobs by the state of Oregon. Currently all of these employers have multiple openings. The lack of skilled job applicants to fill many vacant positions was the impetus behind forging partnerships and creating the Junior Apprenticeship program.

Bonus Section

Middle School Component

At Reedsport Community Charter School the middle school and high school are housed in the same building. Students in the 7th and 8th grades can enroll in a shop class. They learn appropriate behavior in a shop setting while learning basic wood working skills. The skill attainment is equivalent to a high school freshman level at a school without 7th and 8th graders on premises. Younger underserved students such as girls have fewer barriers to exploring the shop environment. The students that enjoy working in the shop become the nucleus of the high school shop program.

Reedsport Community Charter School participates in GEAR UP, a U.S. Department of Education program which promotes early awareness of college opportunities and engages low income students in college and career planning. The high school narrowed the scope to academic improvement and career exploration. The Junior Apprenticeship proposal would establish an on-site example of academic standards and early career planning.

One of the strategies for improving academics involves after school tutoring, which has shown success but needs to be expanded. The tutoring program is currently thirty minutes long each day and taught by a teacher's aide. The Junior Apprenticeship grant would increase the time to 2.5 hour sessions and include a multi-endorsed teacher. Current career exploration involves field trips, guest speakers and online self guided discovery using the software program CIS (Career Information System)[7].

[7] http://oregoncis.uoregon.edu/Portal.aspx

Out of School Time Activities

Current after school activities are directly linked to regular school hour instruction. The proposed Junior Apprenticeship project will increase existing opportunities. Budget summaries are presented to the Board of Education during monthly evening meetings. Laying foundations and erecting outbuilding structures for community customers take long segments of time and need to occur outside of regular school hours. The structures are built in the shop during traditional class periods and taken apart and re-assembled on site. Students participate in selling their shop products at Christmas bazaars and art shows. These cultural events take place during evenings and weekends, and students need to devote outside school time for setting up the exhibits and selling their product. On average, students spend 16 to 20 hours a year doing some form of outside activity related to the running of the shop. Off-site and after school non-traditional learning will continue and significantly increase with the advent of a Junior Apprenticeship program.

An activity that melds in-class academic learning with an out of school time experience is the spring break student funded field trip. Students choose a fun activity, such as snow skiing. They decide on the activity at the beginning of the year and determine how much it will cost. This number, combined with the projected operating budget for the shop, sets the earnings target for the year. Last year, instead of taking a trip, the students purchased their own activity bus with the targeted earnings of $7,000. They determined it would generate money by being leased out to other clubs and outside school groups, while saving them money when traveling to work sites and on the spring trip.

Broad Impact of Project

The proposed Junior Apprenticeship program is the first phase of an overall goal to bring back apprenticeships to the south coast. If successful, adult apprenticeships will regain its place in the community, training our young people for local and regional living wage employment.

Historically, many south coast high schools prepared students to enter the workforce directly out of school. The preparation consisted of teaching students how to construct homes, log, and do metal fabrication. Adult apprenticeships were offered throughout the region. Reedsport Machine and Fabrication was once the apprenticeship training center in marine fabrication but the training and testing site was moved to the Eugene area. With the decline in manufacturing job opportunities, high school and post high school trade programs were dropped and the local community college, Southwestern Oregon Community College, has stopped supporting most of the apprenticeship programs; they currently emphasize preparing students to enter universities.

Reedsport Community Charter School's Junior Apprenticeship program can refocus students, parents, staff and other school districts along the south coast region to offer apprenticeship training. With the successful completion of this two year grant, RCCS can become the model for other high schools. Reedsport Machine and Fabrication will reapply to be the center of marine fabrication apprenticeships on the south coast. The hope is that RCCS's Junior Apprenticeship program, combined with Reedsport Machine and Fabrication's adult apprenticeship center, will encourage and enable Southwestern Oregon Community College to support regional apprenticeships.