

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

Project Name: Getting Ready for Oregon’s Workforce: Construction/Design and Restaurant Management
Amount Requested: \$495,222

Project Director: Sharleen Grove		
District, School or ESD: Salem-Keizer Public Schools		
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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
	McKay High School	Sara Leroy	9-12	2,088
	North Salem High School	Cynthia Richardson	9-12	1,826
	South Salem High School	David Phelps	9-12	1,957
	Waldo Middle School	Tricia Nelson	6-8	937
	Judson Middle School	Lara Tiffin	6-8	928
	Leslie Middle School	Denny McCarthy	6-8	764
	Houck Middle School	Greg Cole	6-8	967
	Parrish Middle School	Steve Nelson	6-8	677
	Crossler Middle School	Kristine Walton	6-8	701
	Stephens Middle School	Matt Biondi	6-8	995

Please check all that apply:

- This project directly involves Career and Technical Student Organizations
Please note page of proposal that describes this relationship. Page: 11, 13, 35
- This project has a clear connection to STEM
Please note page of proposal that describes this relationship. Page: 13, 19

PROJECT OVERVIEW

PROJECT ABSTRACT

The Getting Ready for Oregon's Workforce (GROW) project employs evidence-based strategies to deliver rigorous curriculum and expand high wage, high demand programs of study in Construction and Design, as well as Restaurant Management programs in three Salem-Keizer high schools. Through the proposal, existing programs will be augmented with authentic, project-based learning equipping students with academic, technical and twenty-first century workplace skills that prepare them for a seamless transition into internships, workforce or postsecondary education.

To build deep content understanding and raise academic achievement, GROW significantly improves CTE program delivery through new, authentic learning experiences engaging students in design and construction of a residential home (Construction and Design cluster) and operation of a student-run bistro (Restaurant Management). Program design increases staffing, raises enrollment by 300 students, adds and restores courses that deepen learning and permit students to earn an industry credential, support explicit instruction in STEM, engage middle school students, offer enrichment activities beyond the school day, and develop career opportunities through implementation of a SkillsUSA chapter.

Strong partnerships are central to the design and sustainability of the GROW project. Partners have been actively engaged in program design, establishing a non-profit construction company and committing to raise \$200,000 to build a house (Construction and Design), as well as redesigning lab space and curriculum (Restaurant Management). We are poised to take the next step and elevate the programs of study through the Getting Ready for Oregon's Workforce proposal.

INNOVATION

The Getting Ready for Oregon's Workforce (GROW) project augments classroom instruction by building a career pathway steeped in authentic, project-based learning that extends student learning beyond existing program design. In line with our desire to build deep content knowledge and raise academic achievement, GROW significantly improves CTE program delivery through new, extended learning experiences engaging students in construction of a residential home (Construction and Design cluster) and operation of a student-run bistro (Restaurant Management program). Through these new innovative experiences, students will have a broader understanding of the industry.

To reach our goal, additional instructors will be funded through the project, increasing enrollment in the GROW programs by 300 students. Acquisition of advanced technical skills will be attained through equipment and facility upgrades that prepare students for industry licensure. New curriculum will also be developed ensuring students master advanced skills necessary to operate a bistro and build a house.

The GROW project is grounded in evidence-based research that supports the effectiveness of project-based learning. Studies conducted by Mergendoller, Maxwell, & Bellisimo (2006), Strobel & van Barneveld (2008), Hmelo (1998) and Capon & Kuhn (2004) conclude project-based learning is more effective than traditional methods of instruction, more effective for long-term retention and skill development, better prepares students to integrate and explain concepts, and improves students' mastery of twenty-first century skills¹. The GROW project employs these research-based strategies in the design and delivery of activities cited in the proposal.

¹ Buck Institute for Education; www.bie.org/research/study/does_pbl_work

INTEGRATION OF REQUIRED ELEMENTS

The overarching goal of the Getting Ready for Oregon's Workforce (GROW) project is developing premier CTE programs of study in high wage, high demand careers. GROW project outcomes support the vision, specifically by implementing hands on, authentic projects, increasing instructional time, expanding work-based learning, awarding industry credentials and supporting career opportunities through a SkillsUSA chapter. The project design is innovative and extends learning to a new level, adding opportunities to apply academic, technical and twenty-first century workplace skills through operation of a student-run bistro and construction of a residential home. The project increases staff, student enrollment (including underserved populations) and partnerships necessary to deliver advanced skill training.

The GROW project supports diploma requirements, including CTE credits and career-related learning experiences, as well as supporting academic instruction within an applied context. STEM concepts are explicitly reinforced and integrated into the project. Implementation of a new SkillsUSA chapter is planned to further support acquisition of academic, technical and workplace skills. The project calls for strong connections to middle schools, as well as extended learning coordinated in the summer and beyond the instructional day. The project can be replicated in other District schools.

The GROW project has a strong communication plan to sustain programs beyond grant funding, including active community partners, a media plan and school commitments. The project has outlined a realistic timeline and identified associated activities that lead to successful implementation. The budget supports start-up activities cited in the project and represents a cohesive plan aligned to GROW outcomes.

EXPANSION AND GROWTH

The Getting Ready for Oregon's Workforce (GROW) project is designed to develop elite programs of study awarding industry credentials in high wage, high demand careers. To achieve the goal, four programs will be expanded, increasing rigor and extending classroom instruction through hands on, authentic projects. The project increases staff by 1.3 FTE, allowing an additional 300 high school and 300 middle school students to participate in the programs of study. An increase in staff creates opportunities to deepen instruction and deliver advanced skill training through construction of a residential home and a student-operated bistro (activities not previously available to students).

Partners are actively engaged in development and implementation of the project. At this writing, a coalition of five construction partners are establishing a non-profit construction company and committed to raising \$200,000 to build a house, and more partners will become involved as Board of Directors and suppliers are identified. Similarly, new business partners in Restaurant Management are donating time, expertise and supplies to design a commercial kitchen and bistro, as well as offer guidance on new curriculum that ensures student success in the bistro's operation. These new partnerships also afford opportunities to grow robust internship programs for both teachers and students.

Our vision includes replication of these successful prototypes at other District schools. Through the GROW project, traditional Culinary Arts programs in our other schools will have a blueprint to transform instruction. And, as we continue expansion of CTE programs, increasing construction programs in our District is a high priority.

EXPERIENTIAL LEARNING

To achieve the optimum outcomes for students, experiential learning will be employed in the Getting Ready for Oregon's Workforce (GROW) project that provides students opportunities to participate in all aspects of an industry. Utilizing authentic projects to apply technical, academic and twenty-first century workplace skills, students in the GROW projects will experience numerous careers.

After learning fundamental skills in the classroom, students in Construction and Design will apply the skills to design and build a home. Through project-based learning activities, students will team with industry partners, participating in pre-construction design, as well as the building phases of construction from excavation to turn key. Multi-faceted phases of construction, such as carpentry, roofing, electrical, plumbing, interior design, masonry, concrete finishing, interior finish, landscaping and architecture are a few of the career areas in which students will gain knowledge and experience.

Similarly, students enrolled in the Restaurant Management program will take on multiple roles within the hospitality industry through operation of a small bistro. Through experiential learning afforded by operating the bistro, students will apply classroom skills and gain confidence as they rotate through a variety of positions, learning the roles of an executive and sous chef, line cook, hostess, server and restaurant manager.

In both programs, the value added learning that occurs through the authentic experience is in developing twenty-first century workplace skills that are difficult to simulate in a typical classroom setting. The experiential projects raise the bar in terms of time management, teamwork, problem-solving and communication skills as students prepare meals for real customers and build a house for real homebuyers.

GRANT NARRATIVE

The Getting Ready for Oregon's Workforce (GROW) project is vital in advancing the District vision to grow four CTE programs of study--Restaurant Management (North Salem HS), Residential Construction (McKay HS), Architecture/Interior Design (McKay HS) and Construction Technology (South Salem HS)--creating a seamless pathway from middle school through postsecondary education. The project promotes experiential learning, coalescing three construction-related programs around a common project in which students **construct a residential home**, and creates a new Restaurant Management focus area of study for the Culinary Arts program in which students **operate a bistro**. Through these authentic projects instruction will deepen, resulting in students earning **industry credentials**. To achieve this goal, we are requesting CTE Revitalization grant funds to hire staff, purchase industry standard equipment, support professional development and engage middle school students.

PROJECT OUTCOMES AND PROGRESS MARKERS

GROW outcomes and progress markers will be monitored by the District's CTE Coordinator and implemented by June 30, 2015.

Outcome 1-- Upon completion of experiential learning projects students will have the knowledge and skills to *meet workforce needs in the region* as measured through construction of a residential home and operation of a student-run bistro. In our region, careers in the construction and hospitality industries comprise over 30% of the top 125 jobs targeted in the Oregon Employment Department's publication, *Occupational Prioritization for Training* (Appendix A), with the largest yearly growth in the construction sector. To meet the need, our goal is to increase skill development through construction of a residential home and weekly operation of a bistro. Through the advanced training, students

will be better equipped with the technical skills that contribute to a qualified workforce. Progress toward implementation of these authentic projects will be measured as follows:

- Structures and procedures are in place to operate a bistro and build a home by December, 2014.
- Construction and food service related permits are acquired by September, 2014.
- Equipment and supplies are purchased and installed by December, 2014.

Outcome 2—Utilizing experiential learning projects, rigor in technical and academic content will be increased as measured by industry credentials earned by students. The GROW project utilizes evidence-based research that suggests authentic, project-based learning increases skill development. Employing this research, we will engage students in authentic projects in which students' technical and academic skills are increased by constructing a residential home and operating a bistro. With successful mastery of the advanced content, our goal is 30 program completers will earn industry credentials. Progress toward student certification will be monitored as follows:

- Schools become authorized NCCER (National Center for Construction Education and Research) or ACF (American Culinary Federation) training sites by March, 2015.
- Instructors receive NCCER and ACF training and certification by December, 2014.
- Curriculum aligns to certification standards by December, 2014.

Outcome 3—As a result of an infusion of new or restored courses, student access to CTE programs of study will improve as measured by increased enrollment. The GROW project improves student access by adding or restoring six courses. These additional courses will deepen instruction and increase enrollment by 300 students. Identified progress markers are:

- New courses are developed by June, 2014.
- New courses included in middle/high school registration packets by March, 2014.
- Instructional staff is hired to teach additional courses by June, 2014.

Outcome 4—Engaging businesses in program development will *strengthen and sustain partnerships* as indicated by increased numbers of students participating in internships. While our emphasis will be collaboratively developing a residential construction project and student-operated bistro, we will further strengthen partnerships by engaging businesses in work-based learning activities in which students apply their knowledge and skills in the workplace. In 2012-13, six students in GROW programs participated in an internship. We want to engage more partners, increasing this number by 100%. Progress markers to increase work-based learning include:

- Internship guidelines and documents are developed by June, 2014.
- Employers recruited to participate in the internship program by June, 2014.

Outcome 5— Establishing a SkillsUSA Chapter will increase *student access to career opportunities* as measured through SkillsUSA activities incorporated into classroom instruction. The GROW project calls for adding new SkillsUSA Chapters at each of the project high schools that complement classroom instruction and promote students' personal and professional growth, including managing projects, establishing career goals, developing industry connections, engaging in effective communication and teamwork skills and demonstrating technical skill proficiency. Progress markers include:

- Nationally accredited SkillsUSA Chapters are established by June, 2014.
- Teachers familiar with SkillsUSA Balanced Program of Work by September, 2014.

PROGRAM OF STUDY DESIGN

In their 2012-2022 Strategic Plan, the Oregon Workforce Investment Board targeted several key industries for priority investments at the state and local levels, including tourism and trades.² Labor market information provided by Worksource Oregon substantiates this call to action, with 40 of the top 125 careers from these sectors targeted for prioritized training, including construction managers, carpenters, plumbers, building inspectors, dieticians, chefs, food scientists and hospitality managers. In response to workforce need, the GROW initiative scales up Construction and Design programs at multiple schools (McKay and South Salem HS), as well as creates a program with a Restaurant Management focus at North Salem HS.

Over the past five years, CTE teachers, administrators and District leaders have crafted a clear vision for CTE, striving to offer premier programs of study engaging students in experiential learning that supports rigorous academic, technical and workplace skills ending in **industry certifications** aligned to workforce need. The GROW project exemplifies our vision and represents a new direction for Restaurant Management and Construction cluster programs with students earning industry credentials as a result of advanced skills training manifested through construction of a residential home and operation of a bistro.

Studies conducted by Mergendoller, Maxwell, & Bellisimo (2006), Strobel & van Barneveld (2008), Hmelo (1998) and Capon & Kuhn (2004) conclude project-based learning is more effective than traditional methods of instruction, more effective for long-term retention and skill development, better prepares students to integrate and explain concepts, and improves students' mastery of twenty-first century skills³. Employing this research, we will utilize CTE Revitalization grant funds to hire additional staff

² Oregon Workforce Investment Board; www.worksourceoregon.org/strategic-plan-2012-2022

³ Buck Institute for Education; www.bie.org/research/study/does_pbl_work

to teach new construction and restaurant management skills while engaging students in authentic projects building a home and operating a bistro.

The GROW project fosters opportunities to integrate academic instruction, such as STEM, that will be intentionally taught through a contextual setting. Science, technology, engineering, mathematics and literacy lessons will be developed and reinforced when drafting and designing a home, measuring lumber to frame walls or build trusses, calculating volume of concrete, investigating properties of various woods when manufacturing cabinets, costing meals, applying basic sciences to study the physical, chemical, and biochemical nature of foods, such as food deterioration and chemical reactions that create appetizing dishes, as well as problem-solving and engineering skills encountered when operating a fast-paced restaurant business and constructing a home.

Success of the GROW project will be strengthened by adding middle school activities. Our goal is to create a seamless pathway from grades 6-16, and with CTE Revitalization grant funds, twice a year we will transport students from the six feeder middle schools to the bistro and construction job site to partner with high school students in meal preparation and building the home, engaging 300 middle school students in the project. Grant funds will also provide planning time for middle and high school teachers to align curriculum, as well as update equipment in the middle schools, ensuring mid level students possess the skills to be successful in the high school program. Using grant funds, summer camps led by industry experts will also be offered to increase career awareness and program visibility.

SkillsUSA Chapters will be established at each project high school to further develop academic, technical and twenty-first century skills, as well as increase career opportunities. Funded through the CTE Revitalization grant, project instructors and SkillsUSA advisors will

have planning time to incorporate activities from the SkillsUSA Balanced Program of Work into classroom curriculum, as well as participate in SkillsUSA Advisor training. Funds also support travel to skill competitions where students will demonstrate their technical proficiency.

Construction and Design: Though we have two well-designed programs of study in Construction and Architecture/Interior Design at McKay HS, the GROW project affords us the opportunity to restore the residential construction program that existed in our district several years ago in which students from several construction-related programs collaborated on a common project to build a house. Expanding on the existing programs at McKay HS, our plan scales up the project to include South Salem HS. In our plan, after completing a series of skill building courses, advanced construction students from McKay and South Salem will spend half of each day at the jobsite to build a home, completing all phases of construction from excavation to turnkey. Students will have a chance to learn new skills, such as rigging, tile and masonry, and finish carpentry, as well as develop new skills in project management and estimating. Opportunities for students enrolled in intermediate courses to assist in the build are planned, engaging students early and inspiring them to persist in the pathway.

Interior Design students will assemble presentation boards, selecting flooring, countertops, cabinets and paint for the student-built home. Design teams will present their ideas to project partners, elevating their learning from simulations to collaborating with real clients on an authentic project. Similarly, Architecture students will work a year ahead, drafting floor plans for the next year's home. They will work together with partners to select a house plan, and collaborate with an architect to draft a working set of construction plans. Using CTE Revitalization grant funds, teachers in the project will have planning time to coordinate activities and organize instruction. Students in the project will engage in all phases

of construction, strengthening their skills and exposing them to a broad array of careers.

- **McKay HS** offers a CTE program of study in *Construction Technology* that articulates with the Building Construction Technology program at Portland Community College, offering six college credits. The four course sequence aligns to Oregon Skill Sets in the Construction cluster. A full time instructor is assigned to the program, delivering instruction to 350 students. The GROW project further develops the program by restoring Woods II and adding two new courses--Construction Fundamentals II and Residential Construction. Through the GROW project, instruction in this new Residential Construction program will extend beyond existing projects where students work on Habitat for Humanity houses twice a month, to responsibility to complete all phases of construction, dramatically increasing students' skills. With CTE Revitalization funds we will add a .5 FTE teacher responsible for instruction at the jobsite.

- The *Architecture* CTE program of study sequence at **McKay HS** includes five courses in architecture and interior design. A full time instructor is assigned to teach 300 students. The program of study aligns with the Computer-Aided Drafting program at Chemeketa Community College, as well as Interior Design at Portland Community College, and offers students nine college credits. Curriculum aligns with Oregon Skill Sets in Design/Pre-Construction. Through the GROW initiative, Architecture/Interior Design students will move from skill building developed through simulated projects to collaborating with other programs to construct a home. Architecture II students will draft floor plans for the home, and a new course will be developed (Planning Interiors) in which students design the home's interior, selecting flooring, paint and countertops. To better facilitate learning, a new Design Lab will be developed using CTE Revitalization grant funds. The lab will provide space for students to draft and design plans for the house. Storage to accommodate large scale projects and store

interior products and materials is also planned.

- A traditional *Woods* program is offered at **South Salem HS**. Curriculum is aligned to the Oregon Skill Sets in Construction. There is no affiliation with a postsecondary institution or college credit offered. Students sequence through five woods and cabinetmaking courses, ending with an introductory construction course in which students build sheds. Through the GROW project, a CTE Construction Technology program of study aligned with Portland Community College will be developed. Three construction courses will be added allowing South Salem HS to partner with McKay HS on the residential home project. CTE Revitalization grant funds will equip the program with tools to increase students' skill development and outfit them for the jobsite. Funds will also hire a .5 FTE instructor to provide training on the construction jobsite.

Restaurant Management: With an abundance of destination resorts and boutique hotels across Oregon, the GROW project offers opportunities for North Salem HS students to develop marketable skills in the viable Hospitality industry. The Culinary Arts CTE program of study at North Salem HS articulates with degree programs at Linn Benton Community College. College credit is offered. Curriculum aligns to Oregon Skill Sets in Hospitality and Tourism. A fulltime instructor is assigned and there are over 400 students enrolled in the program. The program focuses on basic culinary techniques with advanced students catering school functions. Though this is a well-developed program, we want to strengthen students' skills to meet demanding, fast-paced careers in the restaurant industry. With CTE Revitalization grant funds, new industry standard equipment replaces electric appliances, dramatically strengthening students' technical skills. Equipped with industry equipment, students will finally have access to gas stoves

with burners that emit 18,000 BTUs of heat compared to existing electric burners that generate 4,000-7,000 BTUs. With new gas appliances, students will master complex culinary techniques that are transferrable to industry, such as grilling, sautéing, braising and searing, better preparing them for the workforce and further postsecondary training.

In collaboration with partners, a new advanced course will be developed in which students operate a bistro, and existing courses will be revised to better prepare students with a solid foundation to manage the bistro. Most notably, real time encounters with bistro customers maximize opportunities to apply twenty-first century skills, such as time management, problem-solving, customer service and communication. The curriculum exposes students to a variety of roles in the bistro, strengthening their skills and exposing them to a multitude of careers in the industry. CTE Revitalization grant funds boost instruction by placing a chef in the classroom to assist with advanced skill training and bistro operation, as well as program certification through the American Culinary Federation, the largest professional chef organization in North America.

UNDERSERVED STUDENTS

The GROW project addresses the needs of underserved students. The table below shows student enrollment in the GROW programs of study in 2012-13, compared to the overall demographics for each school. As illustrated in the table, GROW programs serve a diverse population. Additionally, there are no restrictions to gain entry.

Special Populations	McKay HS GROW School		South Salem HS GROW School		North Salem HS GROW School	
Racial and Ethnic Minorities	66%	76%	44%	41%	63%	63%
Students with Disabilities	13%	11%	9%	11%	4%	13%
Economically Disadvantaged	81%	75%	--	44%	79%	70%
Non-Traditional Gender	18%	49%	16%	49%	60%	47%
English Language Learners	3%	12%	2%	3%	4%	11%

A CTE study conducted by MPR identified components of a successful gender equity program that includes an alternative learning environment and marketing at the middle school level.⁴ Utilizing this research, the GROW project is designed to support success of all underserved students through contextualized learning in which students construct a home and operate a bistro. We will recruit and retain female students by dispatching high school female CTE Ambassadors to the middle schools, informing girls of opportunities available in the program. Brochures and program videos will highlight women in trades and be distributed to middle school girls and parents. In addition, funds from the CTE Revitalization grant will offer summer camps targeting underserved students from middle and high schools.

The GROW project increases staff and expertise in the classroom, supporting underserved students with individual attention to succeed and persist in the program. The GROW project also calls for increasing course offerings, and we will explore developing an introductory construction course designed exclusively for young women. GROW teachers also employ research-based⁵, and District adopted, SIOP strategies to address the instructional needs of second language learners.

DIPLOMA CONNECTIONS

The GROW initiative supports several elements of the Oregon diploma requirements.

CTE/Fine Arts Credit. Though the diploma requirement is 3.0 credits in CTE/Fine Arts, there is substantially more credit obtainable through the GROW project. Additional and/or restored courses in McKay's programs result in 5.0 CTE credits available in Residential Construction and 4.0 CTE credits in Architecture/Interior Design. With assistance

⁴ MPR Associates; www.mprinc.com/products/pdf/Nontraditional_by_Gender_CTE_Study.pdf

⁵ Center for Applied Linguistics; <http://www.cal.org/siop/research/index.html>

from the GROW project, students will earn up to 6.0 CTE credits at South Salem HS when the Construction Technology program is fully developed. With the GROW initiative, students will handily meet the diploma requirement for CTE/Fine Arts credits.

Essential skills. Support of the essential skills of reading, writing and math required for graduation will be reinforced nearly daily in GROW projects. STEM concepts embedded in the project, such as measurement, costing and estimations, documenting procedures, utilizing technology to research and engineer solutions to problems, and applying science principles to understand material strength and food reactions are naturally embedded. Reading and writing technical documents, communication, preparing resumes and descriptive menus will also enhance development of essential skills.

Career-Related Learning Experience. Central to the GROW proposal is authentic, career-related learning in which students build a home and operate a bistro. Internships are also vital to project success where students will receive extensive career-related experience applying academic and technical skills in actual business settings. In the GROW project, these activities provide students career-related learning experiences required for graduation.

Personal Education Plan. Students update a personal education plan at least annually. The PEP aligns high school coursework with the student's career goals. To assist in their planning, students in the GROW project will additionally receive a program of study roadmap outlining grade 9-14 coursework leading to a degree offered by a college partner. The roadmap identifies college credit courses and lists careers in the industry (Appendix B).

SUSTAINABILITY AND COMMUNICATION

A communication and sustainability plan have been developed to ensure activities described in the GROW project will continue beyond CTE Revitalization grant funding. The

GROW project addresses the six strategies for sustaining systems change referenced in *Using a Systems Change Approach to Evaluate Comprehensive Community Change Initiatives* cited in the CTE Revitalization grant RFP.

- *Allow leaders to work across conventional boundaries.* In the Superintendent's regular meetings with the Chamber of Commerce and other community groups, conversation focuses on workforce development. In response to community feedback, her direction to the District's administrative team is to establish premier CTE programs of study preparing college and career-ready students in high wage, high demand careers that support our region. As such, district leaders have embraced a new vision for CTE programs and all departments now work more closely to plan and coordinate CTE expansion. The Superintendent reinforces the CTE vision in leadership meetings, updating her Executive Cabinet on CTE initiatives, as well as facilitating conversations with the community. The Assistant Superintendent of Instruction and Director of Secondary Education meet regularly with the CTE Coordinator to plan expansion. The CTE Coordinator also meets quarterly with district departments (Curriculum, Technology, Facilities) to solve problems and ensure CTE expansion is accounted for in department work plans. We are no longer working in silos, but rather working collaboratively across the system and community to establish support systems to sustain CTE expansion. Commitment has never been higher, nor leadership, departments and the community more engaged.

- *Affirm, recognize and celebrate valuable actions, initiatives and leadership.* The GROW initiative will sustain and build program success through positive recognition, such as assemblies to acknowledge students' industry credentials, special program cord or stole to wear at graduation ceremonies, invitations to district and community leaders, parents, school

board, and legislators to tour the construction site and dine in the bistro, seek an affirmation of School Board support through a CTE Proclamation, and publicly recognize through announcements and newsletters the individuals dedicated to the program, expressing gratitude for their support. We will employ these strategies to garner further support and advocacy that will sustain the programs.

- *Use the media to build, provide and develop a relationship with the public.* Begun last year, quarterly Chamber of Commerce newsletters feature an article about one of our CTE programs. Continued coverage this year will focus on the GROW projects. The community is very interested in CTE and last year the local newspaper published three articles highlighting our CTE programs. We will continue engaging the newspaper with information on GROW events and projects. With support from business sponsors, the Restaurant Management program is featured on two Salem area billboards, informing an audience of thousands about CTE in our community (Appendix C). The District website supports CTE by posting the Chamber of Commerce CTE articles, publishing CTE vignettes with student interviews and photographs of events, and recognizing CTE student leadership organizations. Additionally, CTE statistics are mentioned in the District's annual Student Success publication. We will continue utilizing these avenues to communicate with parents and community stakeholders to garner support that sustains the GROW programs beyond grant funding.

- *Change regulations to provide a framework for future action.* We have already enacted a new regulation designed to increase access to the GROW projects. Students from any of our seven high schools are now eligible to enroll in GROW programs by applying for an indistrict transfer. In response to the loss of 20 CTE programs during the economic downturn in 2011, the policy was enacted to broaden opportunities for students to align their

career goals with the appropriate instructional program. Twice a year, students will have the option to enroll in the GROW programs, extending access to all 10,000 high school students in our District. Students and parents receive information on indistrict transfer opportunities through school and district publications and websites. The GROW project will improve upon the system by including transfer information in middle and high school registration packets. Under the new system, strong enrollment will be sustained, limited only by program capacity.

- *Collect data that will prove the effectiveness of the system changes.* We will collect and disseminate project data to school board members and district staff, as well as business partners, parents and the community. We believe data points, such as student participation and completion rates, industry credentials awarded, internship and workforce placements, as well as college credits earned, partners engaged and patrons served will create energy and excitement among stakeholders that translates into vitality and engagement to sustain the programs. Success breeds success and we will utilize data, including anecdotal observations and student testimonials, to promote thriving GROW programs, eliciting continued and expanded stakeholder involvement that will ensure programs flourish beyond grant funding.

- *Find additional sources of funding for change projects.* The District will support the GROW projects through school budgets and Carl Perkins grant funds, however, community partnerships are vital in the support and sustainability of programs. As demonstrated through commitment letters, partners will lend their expertise in the classroom, donate equipment and materials, and in the case of the residential construction project, provide ongoing oversight and financial stability beyond grant funding. Funds generated from the authentic projects (home and bistro sales) will be infused back into the program and create future operating capital. Schools will contribute to sustainability by absorbing grant start-up costs for staff

positions and consumable supplies when grant funding ends, as well as maintenance of equipment. A successful experience for students and parents will generate a sense of pride and also open future opportunities for support. Connections are spreading across the community, establishing a network of support that strengthens and sustains programs beyond the grant.

ACTIVITIES AND TIMELINE

The District’s CTE Coordinator is responsible for implementing the GROW project. Ongoing project evaluation and adjustments will occur throughout the grant. Quarterly and annual reports will be submitted to ODE with a final report at the end of the grant. The activities align with grant goals and objectives, and the timeline ensures the project will be fully implemented by June 30, 2015. A detailed timeline will be developed January, 2014.

Goal	Present-June, 2014	July-December, 2014	January-June, 2015
Improve knowledge and skills to meet workforce needs through student-built house and student-operated bistro	<ul style="list-style-type: none"> • With partners, establish a framework, timeline and organizational structure to fully implement bistro and construction project • Purchase instructional materials and equipment • Middle and high school instructors align curriculum • Introduce bistro experiences on a limited basis 	<ul style="list-style-type: none"> • Facility improvements completed during summer • Summer planning and training for teachers • Students begin construction of a residential home • Bistro is in full operation; Chef assistant helps with technical skill delivery and operation of the bistro’s kitchen 	<ul style="list-style-type: none"> • Implementation of residential construction project and student-run bistro is complete • Middle school students participate in the home construction and bistro projects • Student-built home is showcased in June during annual Tour of Homes sponsored by Salem Home Builders Association
Increase rigor in technical and academic content that results in industry credentials	<ul style="list-style-type: none"> • Determine NCCER and ACF certification requirements • Program staff receive training from NCCER and ACF 	<ul style="list-style-type: none"> • NCCER and ACF standards integrated into curriculum • Program staff approved to award NCCER and ACF credentials 	<ul style="list-style-type: none"> • Become authorized NCCER and ACF training sites • Administer NCCER and ACF national examinations to students

Goal	Present-June, 2014	July-December, 2014	January-June, 2015
<p>Improve student access to career and technical education with additional course offerings that increase enrollment</p>	<ul style="list-style-type: none"> • In concert with partners, develop new courses and revise existing curriculum • Hire Construction Cluster instructor and chef assistant • Include program and indistrict transfer information in middle and high school registration packets • Plan summer camps 	<ul style="list-style-type: none"> • Continue to develop and revise curriculum; implement in fall • Offer summer enrichment activities to middle and high school students • Publicize indistrict transfer information to parents and students, promoting access to GROW programs 	<ul style="list-style-type: none"> • Continue to develop and revise curriculum • Publicize indistrict transfer information to parents and students • Include program and indistrict transfer information in middle and high school registration packets • Plan summer camps
<p>Strengthen and sustain partnerships through program engagement that leads to internships</p>	<ul style="list-style-type: none"> • Assemble industry partners to identify advanced skills fostered in internships • Establish internship program guidelines • With partners, identify internship sites • Publicize and select students for summer internships • Utilize media to communicate project progress 	<ul style="list-style-type: none"> • Students participate in summer internships • Evaluate internship experiences (employer and student); adjust, as needed • Utilize media to communicate project progress 	<ul style="list-style-type: none"> • Assemble industry partners to identify advanced skills fostered in internships • Establish internship program guidelines • With partners, identify internship sites • Publicize and select students for summer internships • Utilize media to communicate project progress
<p>Improve students' career opportunities through SkillsUSA activities embedded in classroom curriculum</p>	<ul style="list-style-type: none"> • Identify SkillsUSA advisor; establish a Chapter • Recruit members and elect student officers; promote at middle schools • Advisors and project instructors meet to review SkillsUSA Program of Work • Students participate in SkillsUSA competitions • Publicize events and competition results 	<ul style="list-style-type: none"> • Teacher summer planning to incorporate SkillsUSA lessons into curriculum • Fully implement SkillsUSA Program of Work • Deliver SkillsUSA lessons incorporated in classroom curriculum • Recruit new SkillsUSA members 	<ul style="list-style-type: none"> • Students participate in SkillsUSA competitions • Publicize SkillsUSA competition results • Promote SkillsUSA at middle school events

EVALUATION

An evaluation plan monitored by the CTE Coordinator has been identified to measure successful implementation of GROW outcomes and progress markers by June 30, 2015.

Outcomes and Progress Markers	Evaluation Method and Instruments
<p>Outcome 1: Industry need met through authentic learning projects by June, 2015</p> <p>1a. Structures and procedures in place by December, 2014</p> <p>1b. Related permits are secured by September, 2014</p> <p>1c. Equipment is purchased (Dec., 2014)</p>	<p>1. Authentic projects are fully implemented as measured through final inspection report issued by City of Salem for completion of the student-built home (Construction) and schedule citing weekly hours of operation (Bistro)</p> <p>1a. Facility modifications are finalized for the Bistro as measured through District records showing completed FILM (facility change) form; business procedures are established and funds raised to support a student-built home as measured through issuance of a federal tax ID number for a 501c3 nonprofit company and associated checking account statements</p> <p>1b. Construction permits are acquired as measured through copies of building permits (Construction); health inspection complete as measured by issuance of a health certificate from Marion County Health Department (Bistro)</p> <p>1c. Equipment is received and installed as measured through District purchasing and maintenance records</p>
<p>Outcome 2: Increase rigor resulting in industry certification by June, 2015</p> <p>2a. Authorized NCCER and ACF training sites by March, 2015</p> <p>2b. Instructors are certified NCCER and ACF trainers by December, 2014</p> <p>2c. Curriculum aligns to certification standards by December, 2014</p>	<p>2. Students successfully pass NCCER and ACF certification exams as measured through score reports provided by the organizations</p> <p>2a. NCCER and ACF requirements are met and schools become authorized training sites as measured through official notification from the organizations (letter, email, certificate)</p> <p>2b. Instructors receive training and certification from NCCER and ACF as measured through official notification from the organizations (letter, email, certificate)</p> <p>2c. Certification standards are embedded in curriculum as measured through District course outlines</p>
<p>Outcome 3: Improve access by June, 2015</p> <p>3a. New courses developed by June, 2014</p> <p>3b. Promotional materials by March, 2014</p> <p>3c. Construction teacher and chef assistant hired by June, 2014</p>	<p>3. Access to programs is increased as measured by District enrollment records</p> <p>3a. New and revised courses are available to students as evidenced by courses listed in high school registration bulletins</p> <p>3b. Materials promoting GROW programs of study are distributed as evidenced by indistrict transfer information included in middle and high school registration packets</p> <p>3c. New staff are hired as measured through Human Resources employment records</p>

Outcomes and Progress Markers	Evaluation Method and Instruments
Outcome 4: Strengthen partnerships, June, 2014 4a. Internship guidelines and protocols, June, 2014 4b. Employer participation by June, 2014	4. Internships are increased as reflected by number of students receiving internship course credit 4a. Internship guidelines and protocols are established as evidenced by Training Agreement and Training Plan documents 4b. Employers are identified to sponsor internship experiences as measured through a list of internship placements
Outcome 5: Increase career opportunities by December, 2014 5a. Chapter established by June, 2014 5b. Familiarity with SkillsUSA Balanced Program of Work by September, 2014	5. Career opportunities are increased as evidenced by lesson plans incorporating SkillsUSA Balanced Program of Work into classroom instruction 5a. SkillsUSA Chapters are established as evidenced by a Chapter roster and list of paid members 5b. Instructors and Chapter advisors participate in professional develop to become familiar with elements of the SkillsUSA Balanced Program of Work as determined by District professional development records

PARTNERSHIPS

Along with the school district, industry partners are heavily invested in the design and implementation of the GROW project. In March, 2013 a coalition of partners, including **Associated Properties, the Home Builder’s Association, Westech Engineering, SEDCOR, and attorney Hunter Emerick** identified a local need to develop a skilled workforce in the construction industry. Building on the strengths of McKay’s Construction Technology program, planners envisioned a scaled-up program in which students gained broad exposure and deep understanding that prepares them for a career in the construction industry. The residential home project was the natural outcome. The coalition is currently establishing a non-profit organization, and through the Board of Directors will provide oversight for construction of the home (Appendix D). Their commitment is extraordinary, pledging to raise 100 percent of the funds needed to construct the home, a commitment of \$200,000. They will recruit local subcontractors to become involved in the project, contributing their expertise during phases of construction (electrical, plumbing, HVAC), as

well as donating building materials. To date, partners have met at least twice per month since May 2013 to work out logistics of program implementation, contributing time, talent and resources to establish the nonprofit construction company and work through liability and financial details with the District. The coalition is working with the District to develop a structure that ensures a home will be built annually. Partners will manage the sale of the home, showcasing the student-built house during the Tour of Homes sponsored in June by the Home Builders Association. The coalition would like to augment the program with a job fair that provides internships and employment, as well as college scholarships for completers.

Northwest College of Construction is a licensed NCCER instructor training facility. They will provide training for our Residential Construction staff, ensuring instructors are authorized to issue NCCER industry credentials to students. NWCOC is donating resources to organize a one week construction camp this spring break for middle and high school students. Students will explore eight different careers under the direction of industry experts. Utilizing CTE Revitalization grant funds, NWCOC will offer a similar summer camp.

Similarly, industry partners are engaged in designing the scaled-up Restaurant Management program. Beginning this past summer, Chef Wendy Bennett, a new partner from **Wine Country Cooking Studio**, along with our existing partner, Chef Chris Feskens, assisted in identifying industry standard equipment that will train and prepare students with essential workplace skills. They are also consulting with district staff on redesigning the Culinary Arts lab to simulate a restaurant kitchen and will assist us in preparing for ACF program certification. Chef Wendy and the instructor have met to revise curriculum which was implemented this fall. Currently, she is contributing her expertise in the classroom preparing students to operate the bistro.

Chef Chris Feskens has worked with the program over five years, serving as chef mentor for the program's ProStart Culinary team that competes in state competitions each year. Chef Feskens will continue training the ProStart team and assist students in the classroom with skill development. Similarly, **Sodexo** is a longstanding member of the advisory committee making annual donations of food and kitchen supplies to the program, as well as providing teacher training. Sodexo has been active in developing the GROW project, providing technical assistance to navigate regulations and laws affecting licensing of the bistro. They are also providing safety and sanitation curriculum and will continue to donate food for events and competitions.

Sassy Onion is a collaborative partner deeply committed to the program, providing six student internships in 2012-13. Their three restaurant locations will continue to offer internship opportunities to students. Through the GROW project we will recruit additional partners and expand internship placements for students.

Linn Benton Community College collaborates with instructors to develop a program of study that seamlessly transitions students to the college program. The college meets with high school staff to align curriculum and articulate courses. Linn Benton CC will continue to offer teacher training and tours of their program.

This CTE Revitalization grant proposal is pivotal in our plan to capitalize on *strong partnerships* and *experiential learning* that dramatically improves *technical and academic skills* and *career opportunities* in Restaurant Management and Construction and Design programs of study, and awards industry credentials that *meet industry need in the region*. With help from grant funds, our proposal is Getting (students) Ready for Oregon's Workforce.

BONUS NARRATIVE

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Career and Technical Student Organizations (CTSO) are integral to successful implementation of the Getting Ready for Oregon's Workforce (GROW) program design. The GROW project will add SkillsUSA chapters at McKay, North Salem and South Salem high schools to supplement curriculum and strengthen career opportunities.

Based on the SkillsUSA Balanced Program of Work, GROW programs will become richer and more robust by infusing curriculum with a variety of activities from the seven areas—professional development, community service, fundraising, skill competition, employment, public relations and social activities. The GROW programs will benefit from embedding academic, technical and leadership lessons and activities offered through SkillsUSA into classroom curriculum. Through SkillsUSA curriculum, students will become engaged in activities promoting their personal and professional growth, including managing projects, organizing fundraising events, establishing career goals, developing industry connections, engaging in effective communication, conflict resolution and teamwork skills, and demonstrating technical skill proficiency at skill competitions.

Establishing SkillsUSA chapters will promote goodwill among employers by involving local businesses in skill competitions and publicizing their support in local media. It opens the door for employers to network with future employees and ensures students have the essential skills and workforce habits valued by business. The community will also benefit from student organized community service projects that develop leadership qualities and demonstrate students' capabilities. The GROW project embraces the opportunity to adopt the SkillsUSA Balanced Program of Work.

MIDDLE SCHOOL COMPONENT

The Getting Ready for Oregon's Workforce (GROW) project creates a seamless pathway system that strengthens transitions from middle school to high school. The project fortifies relationships with middle school programs in the following ways:

- Student Ambassadors – High school student ambassadors will visit middle schools to share information about the GROW programs. Brochures and marketing materials will be developed. Indistrict transfer information that allows students from any of the eleven middle schools to enroll in GROW programs will be included in registration packets.

- Teacher Collaboration – The GROW project organizes planning time for feeder system middle and high school teachers to meet 3-4 times per year to align curriculum. Additionally, the planning time affords teachers a chance to develop common projects and coordinate technical training that may be requested at the middle school.

- Collaborative Student Events – To gain awareness of high school opportunities and possibilities, middle school students will have opportunities to join the high school students to work on the residential home building project, as well as in the bistro.

- Counselor Outreach – The GROW project will distribute CTE pathway maps outlining a grade 9-14 course plan that seamlessly prepares students for workforce entry or further postsecondary education. With understanding of the GROW programs, counselors will be better prepared to guide students into the appropriate CTE program.

Through increased teacher collaboration, middle school students will persist in the career path, feeding the high school program with well-informed, skilled students.

OUT OF SCHOOL TIME PROGRAMS

Meeting our goal to improve and sustain partnerships will be accelerated through out of school programs planned with partners. In collaboration with industry partners, the GROW initiative will expand existing internship opportunities in Restaurant Management and establish a new summer internship program in Construction and Design. Coordinated by the teacher and employer, the internships will afford students an individualized experience by extending classroom learning and assist them in acquiring advanced skills through on-the-job training.

Additionally, Restaurant Management students will have opportunities to participate in after school catering events, as well as work with a chef mentor to prepare for the ProStart Culinary competition. Advanced students will also participate in local community events to further their skill development, preparing and serving appetizers at Chef's Night Out (a local charity event for Marion County Food Share), the Cook's Tour sponsored by the Assistance League (provides clothing and school supplies to needy children), and the Bite of Salem summer celebration.

The GROW project offers summer camp experiences held at project high schools, engaging prospective middle and high school students in hands-on activities and skill building. Led by industry experts, the four-day camps will acquaint participants with the GROW programs and expose students to a variety of skills and careers in the industry, as well as strengthen connections to the community.

Lastly, students enrolled in GROW programs will be involved in afterschool SkillsUSA events and activities. Community service activities, chapter meetings and fundraising events are planned as part of the SkillsUSA Balanced Program of Work.

REGIONAL SYSTEM

The Getting Ready for Oregon's Workforce (GROW) project is a system wide effort. With successful implementation of the GROW programs, we have developed a prototype that serves as a blueprint for the other 28 CTE programs in our District. The project establishes a model of strong partnerships, rigorous technical and academic content resulting in industry certification, system alignment in a grade 6-16 pathway, student leadership organizations incorporated into classroom activities, and authentic projects that provide a relevant context for learning. Through the GROW project we have a model to improve CTE programs in our District and region.

In addition to offering the GROW programs at the designated schools, the project is also designed to serve students in all seven Salem-Keizer high schools. Enrollment in the district wide initiative is open to any high school student. Active marketing of the program will occur throughout the year utilizing district websites, the local newspaper and organization newsletters, such as the Chamber of Commerce. Promotional materials will be distributed to students and parents through a variety of avenues, including parent conferences, middle and high school registration packets, 8th grade curriculum nights, daily school announcements and parent newsletters. Additionally, students from other districts are eligible to enroll in the GROW programs.

With successful implementation of the programs described in the GROW initiative, the projects are replicable in the District, region and state. Achieving the stated outcomes increases our prospects of community support to sustain and expand the programs to other schools, providing additional opportunities for students.