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

Project Name: Connecting Agriculture to Industry Careers		
Amount Requested: $480,328		

Project Director: Jeremy McCulloch		
District, School or ESD: Wallowa School District		
Address: 315 First St.		
City: Wallowa	State: Oregon	Zip: 97885
Phone: (541) 886-2951	Email: jmcculloch@wallowa.k12.or.us	

Grant Fiscal Agent Contact: Judith Robb		
District, Charter School or ESD: Wallowa Education Service District		
Address: 107 SW 1st St. Suite 105		
City: Enterprise	State: Oregon	Zip: 97828
Phone: (541) 426-0147 ext. 6120	Email: jrobb@r18esd.org	

Superintendent: Bret Uptmor		
District or ESD: Wallowa School District		
Address: 315 First St.		
City: Wallowa	State: Oregon	Zip: 97885
Phone: (541) 886-2061	Email: buptmor@wallowa.k12.or.us	

	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Wallowa High School	Bret Uptmor	7-12	108
2.				
3.				
4.				
5.				

Please check all that apply:

_x_ This project directly involves Career and Technical Student Organizations
Please note page of proposal that describes this relationship. Pages: 1,3,10-12,17,21

_x_ This project has a clear connection to STEM
Please note page of proposal that describes this relationship. Pages: 2,3,6,15-20

BUSINESS, INDUSTRY, LABOR AND POSTSECONDARY EDUCATION PARTNERS

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant application.

	Name	Title	Organization
1.	Robert Burns	CEO/Owner	Kni-Co Manufacturing, Inc.
2.	Kelly Guentert	Lead Welder/Manager	Kni-Co Manufacturing, Inc.
3.	Kevin Burns	Lead Design Specialist	Kni-Co Manufacturing, Inc.
4.	Jordan Copley	Regional Manager	Oxarc, Inc.
5.	David Sherman	Staff Engineer	T-O Engineers
6.	Stacey Feik	Regional Manager	Norco, Inc.
7.	Saralyn Johnson	Youth Transition Specialist	Wallowa Education Service District
8.	Darvin Tanzey	Owner	Tanzey Forest Improvement, Inc.
9.	Krag Norton	Owner/Manager	Norton Welding, Inc.
10.	Tim Huffman	Manager	Norton Auto Repair, Inc.
11.	Bruce Diggins	Lead Mechanic	Tri-County Equipment
12.	Dusty Tippet	Agronomy Manager	Wallowa County Grain Growers
13.	Darryl Nobles	Electrician	Southfork Electric, Inc.
14.	Donna Rainboth	Science Dept. Chair	Eastern Oregon University
15.	Marcus Nichols	Natural Resources Instructor	Treasure Valley Community College
16.	Kevin Campbell	Welding Program Coordinator	Treasure Valley Community College
17.	Larry Cribbs	Owner	Eagle Freightliner, Inc.
18.	Terry Jones	Owner	Jones Excavating, Inc.
19.	Jeremiah Moffit	Owner/Lead Contractor	Moffit Bros. Construction and General Contractor LLC.

Project Overview

Wallowa School District (WSD) has a deep desire to expand student learning opportunities through Career and Technical Education (CTE). With the renewal of the Agricultural Science and Technology program in 2010, Wallowa School District was able to take an exciting step forward in reaching students through Agricultural Education. While this program experienced success in a short period of time, there are several logistical and facility issues that prevent maximum student learning and advanced training to enter into high-demand and high-wage careers.

WSD's proposal is to completely renovate the existing shop complex on campus to better engage students with advanced technology, equipment, and irreplaceable industry-based internships and work experience. The main focus of this innovative project, titled Connecting Agriculture to Industry Careers (CATIC), is to create a unified project, with several valuable, yet independent components working coherently and effectively together to provide unprecedented opportunities for the students of WSD. The current facility has been used for many purposes over a long period of time creating logistical conflicts. Often these conflicts prevent student learning from being maximized during instruction time. If granted, this project would enable the expansion of offerings, rather than the elimination of current equipment available to students. It would also provide an incredibly safe, secure, organized, and functioning classroom environment. Computers and other technology in the Agriculture classroom would provide student access to valuable programs including online record keeping, design software, marketing programs, and other technology-based needs for class. By upgrading to industry standards and practices, students are the long-term benefactors.

Innovation

While serving fundamental CTE program needs, the facility is also intended to be used to support **innovation** among students. The possibilities for school-based enterprises and projects for students would be immediately expanded and this is one of many ways in which more students would become engaged, and benefit from the CTE program. In addition, start-to-finish project planning with the implementation of design software would provide students with additional resources with which to create new, **innovative**, and potentially profitable products and services.

In addition to student **innovation**, the Wallowa Agriculture program plans to promote school-wide **innovation** with the implementation of this project. Upgrading the current facility to become a true base for a successful Agricultural Education program inherently instills a desire to learn and the commitment to achieve. A student's atmosphere is paramount to their learning and the resulting outcomes. By bringing the facility up to industry standard, students will be directly connected to the technology and equipment used at the school through their internships for advanced learning. With the implementation of new curriculum, advanced teacher training, quality equipment, technology, and facility upgrades, students will reap the benefits in a myriad of ways.

The proposed project is designed to bring students from many backgrounds and academic levels together, under one successful CTE program to achieve higher academic standards through advanced Science, Technology, Engineering, and Mathematics (STEM) project availability coupled with industry partnerships. In order to attain **innovation**, and the ability to inspire maximum student **innovation**, the current facility needs to be suited to meet the needs of middle and high school students.

Integration

Highlighted in this proposal is the proper and valuable **integration** of the various facets of the CATIC project. Bringing together new technology, new equipment, industry partners, the community, and core academic teachers takes a unique vehicle, and CATIC fills this role. The local Agriculture program has the ability to facilitate **integration** due to the presence of ample student opportunities and willing partners. This project encourages student growth in the core academic areas of math and science by expanding advanced level learning opportunities and experiences offered with the new equipment. By putting many students in industry internships, students gain out-of-class experience which not only boosts their career readiness, but also provides them with specialized and advanced level knowledge within a specific discipline. The industry experience, coupled with industry standard equipment in the school learning environment provides a pathway for students to bring their internship experience back to the school. The presence of a new greenhouse facility, exciting animal science projects, countless mechanics based opportunities, and unique niche marketing occurring on the local level will allow this facility to truly serve as a hub for a myriad of projects and learning opportunities. The facility, combined with the unifying power and breadth of FFA can provide a unique and valuable learning environment for the students at WSD. ESD is fortunate to have six teachers in the district involved in the EO STEM project through Eastern Oregon University (EOU). The intention of the Agriculture instructor and administration is to involve these teachers in cross-curricular and STEM-based projects and initiatives to broaden and intensify the impact of the new facility and resources the grant would enable and provide.

Expansion and Growth

With the presence of a new Agriculture program at Wallowa School District, the district is in position to expand the existing program through the implementation of advanced technology and equipment and involving industry resources. Not only would these opportunities expand student learning in the classroom, but through the district's agreement with Treasure Valley Community College, it would lead into immediate availability of additional college credit. New credits would be available in performance welding, technology, and additional natural resource and agriculture courses. Through additional computer and technology access, the courses offered could better match college expectations with industry standard equipment. The possibilities for articulation also exponentially increase with CATIC. The project would also allow existing CTE initiatives in technology at the district to have additional resources on site. CATIC would also enable the implementation of a summer instruction program as well.

The economy of Wallowa County is very unique for the state of Oregon, and while the county as a whole is not in an entirely distressed state, the economy in the lower Wallowa Valley and the city of Wallowa is rather distressed. The need for new industry is pressing, and the need from existing local manufacturers for employable youth and young adults is significant. The district views the grant as a way to get this relationship to a higher level, but not the end product, meaning growth would continue long after the infrastructure is in place at the district and with local manufacturers and producers including requests for long-term commitments from partners. In addition, this higher-level learning and training for students makes them a more valuable and more employable export from our community as well.

Experiential Learning

If funded, the opportunity for experiential learning within the Wallowa Agriculture program would see an immediate increase. Through the aforementioned internships with professionals there exists real problem-based and project-based learning opportunities outside the classroom. However, the presence of better equipment, a suitable facility, and advanced technology resources would enable the instructor to facilitate higher-level and more realistic “real world” problems for students to address in the classroom setting. Another planned component is a series of seminars for CTE classes with professionals acting as facilitators with the Agriculture instructor. These seminars are not only designed to enable questioning and exploration of the career at hand, but also to help facilitate additional opportunities for students to gain real-world experience and future resources for employment. With professionals visiting the students, it brings the two together in a different setting than the internship and also allows the professional to impact an entire class in some way, even though not all those students may have the opportunity to experience that particular internship. In addition, this allows professionals from careers with too much liability, or corporate policies preventing youth involvement to still put their expertise to use within the world of CTE.

The presence of design software is one example of how experiential learning can become a larger part of the program. These advanced resources allow students to accurately solve issues and operate with additional real-world factors to come closer to an “all-encompassing” project design or simulation. Also, with the presence of industry standard equipment, the ability to manufacture and truly employ these designs, plans, and enable student hands-on exploration becomes a reality.

Grant Narrative

A. Project Outcomes and Progress Markers

The project outcomes of the proposed Career and Technical Education (CTE) revitalization project by Wallowa School District (WSD) address several areas in need of growth within the school and community. Among the most important aspects of the Connecting Agriculture to Industry Careers (CATIC) project is ensuring the presence of the partners outlined in this grant proposal. It is the goal of the district to work collectively and collaboratively with partners individually to ensure this occurs.

With a new and successful FFA program in place, the opportunities for students to implement their learning with a Career and Technical Student Organization (CTSO) are already in place. Every student in the program has a Supervised Agricultural Experience (SAE) project. Comprehensive use of the current online record-keeping system, The Agriculture Experience Tracker (AET) would become a reality with addition of computers and tablets in the classroom, further implementing quality record-keeping, which has become a state-level priority. With built-in incentives within the AET program, including student awards and badges, there is the ability to gauge and harbor student growth.

The track record of Treasure Valley Community College (TVCC) as a partner in Career and Technical Education is a reliable and innovative one. By securing additional equipment and a revitalized overall program, the ability for the Agriculture program at WSD to expand and offer unique, credible, and innovative options for students can continue to grow due to the powerful partnership existing between WSD and TVCC.

By providing these additional credits and partnering with quality industry contributors, Wallowa High School (WHS) graduates will be better prepared to compete for high-wage and high-demand jobs both within the identified career pathways and beyond. By helping to enhance the level of education of students leaving the district for postsecondary training and even those who are workforce bound, students are more favorably positioned to meet the workforce needs of Eastern Oregon and the state as a whole. While Wallowa County is rather economically depressed, particularly the lower valley where Wallowa and Lostine are located, there is a need for highly-skilled personnel in a variety of agricultural fields, especially those with experience in agricultural mechanics, repair, and maintenance. Eastern Oregon as a region has an even larger need for skilled welders, mechanics, and other workers within the targeted set of skills CATIC is designed to address.

Additionally, the CATIC project is designed to scaffold learning across curricula. With committed and comprehensive support from additional WSD staff and David Sherman of T-O Engineers, Math and Science concepts will be unilaterally reinforced through industrial and technological learning. Their experience in STEM-related learning further supports the goals of the CATIC project through valuable reinforcement of cross-curricular instructional themes.

With highly qualified and well-experienced teachers, the ability to adequately supplement traditional agriculture instruction with core academic input can lead to significant gains and return on investment when looking at student learning. In total, including the agriculture instructor, six WSD teachers have undergone STEM training as part of a special cohort through Eastern Oregon University titled “EO STEM.” With this

experience in hand, WSD is in a favorable position to comprehensively address STEM initiatives and content across multiple classrooms and subjects. Additionally, with Eastern Oregon University as a partner in the CATIC project, experienced, relevant, and innovative STEM implementation experts are readily available to develop and expand upon STEM-related projects, student learning initiatives, and opportunities. WSD students will also have the ability to access the facility with the implementation of an after-hours and summer learning program.

Below is a list of the Project Outcomes and Progress Markers for the CATIC Project:

Project Outcome	**Progress Marker**
1. Implement internships for WHS students with industry partners	Over the course of the grant period, a minimum of 20 student internships will take place with CATIC industry partners
2. Increase postsecondary enrollment among WHS graduates	WHS graduates pursuing postsecondary education will increase from 64% to 78%
3. Improve the overall success of student SAE projects	One or more of the following will occur: -The number of students receiving AET badges will increase by 20% -The number of students placing in the top three in their proficiency area in the Eastern Oregon FFA District will increase by 10%
4. Add STEM-based academic connections to technical skills through partnerships	A minimum of 5 CTE projects correlated to math and science diploma requirements will be carried out
5. Increase accessibility to existing program of study courses	Of the 70% of WHS students currently enrolled, 30% will access 2 or more courses within the program of study
6. Increase the number of WHS students receiving 9 or more postsecondary credits	WHS graduates having received 9 or more postsecondary credits will improve from 33% to 45%
7. Expand the breadth of the CATIC project	A minimum of 3 additional industry partners will be secured by June 30, 2015
8. Implement an after-hours and summer learning program for WSD students	10% of students will utilize the after-hours program within the grant period
9. Upgrade WHS Agriculture shop to	Remodel finished and equipment

promote utilization and include additional industry-standard equipment and technology	purchased prior to the facility being used by students

B. Career and Technical Education Program of Study Design

The CATIC project and corresponding CTE Revitalization Grant would substantially expand the current statewide Agriculture Science and Technology Program of Study which consists of 24 common core industry standards. Immediate and widespread impact would include the expansion of current course offerings within the Program of Study to include Performance Welding and Natural Resources credits through Treasure Valley Community College. Performance Welding credits would include, but would not necessarily be limited to TIG Welding, MIG Welding, Arc Welding, Oxy-Acetylene Cutting, Plasma Cutting, and Flux-Core Welding. The presence of additional equipment and technology would enable the infrastructure to become established to properly address the needs associated with offering these Performance Welding credits. These credits and their corresponding coursework are tremendous assets to help students reach mastery of the Power and Structure standards laid forth in the Statewide Agricultural Science and Technology Program of Study.

While equipment and technology are cornerstones of the CATIC project, the project also includes revitalization and remodeling of the current facility where the school shop and Agriculture classroom exist. The facility is an older building with several factors limiting the potential for growth. With a combined metal and wood shop facility currently, the ability to meet student learning needs is hindered due to logistical issues. Currently, the instructor can only allow students to operate wood or metal equipment in a given period of time. This reduces student learning opportunities and

overall exposure to industry practices. The goal of the project is to take a program weakness, the facility, and turn it into an obvious and impactful strength for the program. The CATIC project allows the program to keep its current equipment and add additional equipment by remodeling the facility into two split shops, with proper ventilation in both areas. Also, there will still be traditional classroom space available for the Agriculture classroom. This facility remodel, coupled with new technology and equipment will enable expanded learning opportunities for WHS students.

In regard to Natural Resources courses, a new 9-credit strand within the Program of Study would be made possible with the presence of additional student access to technology to implement and access necessary GPS, GIS, mapping, design, management, and natural resource databases. This technology also opens up doors to provide WSD students with access to the TVCC instructor via new avenues of technological access including guest lectures through Skype and other interactive media formats. While the Natural Resources sector of the program is not the primary focus of the CATIC project, it does add tremendous value to the existing Program of Study and lays a strong foundation for future growth within that field of study in the future.

Analysis of students reaching industry-recognized technical standards can be accurately assessed through the use of the National Occupational Competency Testing Institute (NOCTI) customized Agriculture Assessment. While this assessment is already in use at WSD, further implementation will occur with project-specific goals, outcomes, and student learning evaluation. The Oregon Career Information System (CIS) system

will also be used to promote student growth and illicit positive career goal development amongst students.

The CATIC project helps prepare students for postsecondary readiness both technically and academically. With increased access to 2+2 college credit, students are able to take their high school learning and apply it directly to the pursuit of a postsecondary certificate, licensure, or degree. With additional experience within technical aspects of design, fabrication, and industry protocol, WSD students will enter the postsecondary atmosphere with a plethora of experience and knowledge at their disposal. In addition to increased technical knowledge through working within the industry with grant partners, participating students will have even greater levels of technical knowledge and be even better suited to apply these skills in a postsecondary setting. Academically, students will be exposed to advanced industry-based learning through industry internships, designed to build upon classroom instructing, thus resulting in an increase in problem-solving skills and harboring critical thinking abilities. The STEM initiative agreed to with Eastern Oregon University is also a key factor in instilling problem-solving and other key learning skills. This special set of projects, aligned with a STEM-trained Agriculture instructor and several WSD teachers as resources will prove to be extremely valuable in enhancing student learning across concepts and subject areas.

Also, with new tools in the shop laboratory setting, students will have the ability to polish technical and academic skills learned both in the traditional classroom setting and through hands-on learning in the shop. Ultimately, emphasis on high-wage and high-demand careers will be strongly promoted through this exposure.

Through new pathways, students at WSD will be exposed to their “own” route to achieve success within CTE. WSD’s goal is to effectively expand current credit offerings, and subsequently expand 2+2 offerings, thus enabling more students additional opportunities to engage in CTE. There is also a tremendous amount of public relations credibility with expanding and revitalizing the existing Agriculture program with an emphasis on expanding pathways to industry careers. This increased credibility with improved facilities, technology, equipment, and instruction will create an atmosphere for continued support and additional industry partnerships will be more accessible.

The clearest and most coherent pathways CATIC provides for students would be into the industry fields of welding, fabrication, design, hydraulics, pneumatics, electrical, repair, and maintenance. However, WSD strongly believes in the flexibility and adaptability of multiple pathway structures and how this can allow a unique and self-determined track for students to meet their own career goals and aspirations. The CATIC project is based upon the idea that the project does not exclusively create one pathway, but rather equips students with the employability skills to forge their own pathway to success. While guidance is paramount in this process, WSD acknowledges that a “canned program” may not work for many students, particularly those from underserved populations, special education students, and non-traditional students.

To further implement the tremendous resource made present by the addition of equipment and the upgrade of facilities, WSD will also implement an after-school and summer learning program for students. This unique approach for the district will allow additional students to utilize the facility and gain technical skills from the instructor. This

structure will help students with schedule conflicts, unique needs, or other inhibiting factors to still benefit from the CATIC project.

C. Underserved Students

Being centered in a rural and economically depressed community, it is imperative that the CATIC project includes provisions to ensure the presence of opportunities for underserved students. As a whole, WSD intends to target at least five internships with industry partners annually for students who are underserved. The current underserved population includes students from economically disadvantaged families, students with disabilities, first generation college students, racial and ethnic minorities, and a number of students who would qualify as non-traditional students within a specific industry field. A minimum of one internship will be filled by a student encompassing a non-traditional gender role as well. WSD acknowledges that internships for this project exist within prominently male fields of industry, and in all likelihood the student fulfilling this role will be a female. However, this may not be the case in all instances and the vacancy will be filled by a non-traditional student regardless. The district will work to promote the balance of gender in industry.

In addition to a total of at least five total internships for underserved students, WSD commits to providing a minimum one internship annually to a student with a disability. While this number is likely to be higher, with fluctuating student populations, this is deemed to be an attainable goal for the district. With the direction and assistance of WSD Administration, WSD Special Education staff and Saralyn Johnson, Youth Transition Specialist from Wallowa Education Service District, the need for serving the underserved population has become a large part of the CATIC project. As well as

guidance, the aforementioned supporters are valuable resources for ensuring proper protocol with legal matters, Americans with Disabilities Act (ADA) procedures, and ultimately assisting with transitioning these students from the internship to a valuable career after high school.

The project is not designed to ever limit the involvement of any underserved subgroup, thus enabling the potential for more internship experiences for students classified as underserved. The CATIC project is also designed to promote all subgroups, but specifically first generation college students to pursue postsecondary education by the expansion of current 2+2 credit offerings. Also a benefit to economically disadvantaged students, the opportunity to earn free college credits can help break down both financial and mental barriers students see in front of them when considering postsecondary education and training. Ultimately, WSD is committed to using the CATIC project to help as many students as possible reach new heights while pursuing their own unique pathway and provide a strong initiative to provide for underserved students best addresses this goal.

D. Diploma Connections

The Oregon Diploma is a well-respected and established process upon which so much of Oregon's educational system is based. In order to help students ultimately reach the goals set forth by the Oregon Diploma, there are several models which will be utilized within the CATIC project at WSD. Math and science instructors at WSD are committed to increasing their already valuable involvement in supporting the Agriculture program to deliver core academic material. This commitment creates a powerful sphere of collaboration within which student learning can be extrapolated by the valuable inputs

of multiple trained professional educators. By supporting instruction at strategic points within the CTE program, students are equipped with new and innovative ways to engage and comprehend material across curricula. With the support of WSD staff, the ultimate goal is to increase student performance in all academic areas.

Essential skills will be strongly reinforced by using the CATIC project in conjunction with the existing senior project at WHS. This project process is already designed to address key components of the Oregon Diploma. By engaging additional students in projects earlier, new and innovative doors are opened to project possibilities. WSD intends to support Oregon Diploma achievement by students through multiple methods and measures.

E. Sustainability and Communication

The CATIC project is a unique educational opportunity which has its success hinging on its ability to be impactful, valuable, and above all, sustainable. Without a sustainable model in place, the work to prepare for and implement the project would be valuable, but would never reach full potential. There is a large commitment from the postsecondary and industry partners to work with WHS students in internships, classroom instruction, and career exploration on a long-term basis. Following the model set forth by *Key Components of System Change*, the six strategies for accomplishing system change can be identified in the CATIC project in the following ways:

1. Allow leaders to work across conventional boundaries.

The CATIC project is designed to allow leaders at all levels, including student, instructor, administration, and community segments to work in unique and interactive

ways. WSD believes that developing student leadership is paramount in helping students be successful throughout their lives. With a powerful machine in the form of a very successful and innovative FFA Chapter, developing student leaders is a real strength of the district. WSD students will be able to expand their horizons through leadership opportunities and program opportunities will be expanded. There is no ceiling in regard to student growth within the CATIC project, and with innovative and motivated partners, the prospects are exciting.

The instructor will have the ability to work across conventional boundaries in several ways. An already impressive growth trajectory for the program will be exponentially increased by the opportunities made available by new equipment and the presence of the cooperating industry partners and experiential learning. With industry-standard equipment the ability for the instructor to implement cutting edge projects and learning models is greatly expanded. With the technology provided by the CATIC project, the instructor will also gain access to expanded resources to engage students in advanced learning.

School administration will have the ability to work across traditional boundaries surrounding secondary instruction by having a unique message to send to parents, students, and the community. In addition, with the presence of a highly trained instructor, industry support, and additional college credit available, the administration has new tools in its quest to reach the 40-40-20 goal set forth by the state. Cooperative support from the school board will be promoted to embody district-wide unity on the project. Also, the potential to more actively involve the community in all aspects of the school increases immediately by involving industry partners in the CATIC project.

By gaining a vested interest in a large part of a school initiative, the community can become an even larger ally for a small school district like Wallowa. Ideally, the project will lead into more exciting partnerships. A sense of ownership from top to bottom will be supported and cohesively developed, ultimately resulting in a positive change in the culture of the Agriculture Program at WSD, and the district as a whole.

2. Affirm, recognize, and celebrate valuable actions, initiatives, and leadership.

In an effort to positively reinforce the efforts of all involved in the CATIC project, WSD will ensure that all partners involved in the project are made to feel appreciated and valued. This communication and reassurance is not a one-time "thank you," but rather a prolonged and continual effort to show appreciation to all those involved in the project. The Agriculture Program specifically will reach out to every industry partner and publicly recognize their efforts, while simultaneously involving partners in additional program activities, especially in regard to the local FFA chapter. Every project partner will receive a complimentary invite to the annual chapter banquet every year in which they are involved and will be immediately considered for honorary chapter degrees and distinguished service awards. In addition, there will be a public display at the school to further show appreciation of the efforts of all involved.

Students who excel within the project will also be recognized for their efforts through SAE success, academic success, and project expansion.

3. Use the media to build your profile and a relationship with the public.

In terms of media relationships, the CATIC project will be announced to several local newspapers. These papers all have online subscribers in addition to traditional subscribers. The local radio station is another resource to utilize in regard to thanking partners and communicating the overall project scope to the public. Additionally, the media is part of the plan to help expanding the project and helping it impact even more students. This can occur through garnering interest from additional industry partners, attracting new and alternative students, and planting the seed for possible projects and opportunities within the community. WSD is committed to informing the public through multiple modalities of the opportunity made possible due to this tremendous opportunity. This initiative will be a prolonged and frequently reinforced effort to keep the energy-level high for project support and expansion.

4. Change regulations to provide a framework for future action.

Changes in regulations are anticipated to occur gradually over time to help ensure the success of the project. While some changes will occur, all parties involved are committed to working together to proactively address any concerns which arise. Ultimately, the district administration and school board have displayed exceptional commitment to CTE within the district and any regulatory changes that are needed in response to CATIC implementation will be carefully considered, but carried out accordingly.

5. Collect data that will prove the effectiveness of the system changes.

The agriculture instructor and the district will collect data across several domains to both prove and increase the effectiveness of system changes. The use of the NOCTI Customized Agriculture Assessment can be used as a tool to gauge and address student content learning. In addition, data in relationship to industry partners, internships served, college credits earned, and student feedback will be gathered to evaluate the system changes brought forth by the CATIC project. The district, the instructor, postsecondary partners, and industry partners all hold an interest in this data and can work collaboratively to implement additional system changes if deemed necessary and appropriate. Additionally, data to support project outcomes and progress markers will be analyzed to gauge project success and help determine future project expansion beyond the life of the grant.

6. Find additional sources of funding for systems change projects.

WSD will be better able to seek out additional sources of financial support for CATIC expansion and related initiatives through the support of project partners. By laying strong foundations with project partners, the district has put itself in a favorable position to enlist the services of partners and their contemporaries for future needs and initiatives.

The district agrees to continue its steadfast support of the Agriculture program. This support is demonstrated by the maintenance of equipment, providing professional development, supporting the FFA program, and acquiring curriculum. WSD does not view the CATIC project as the end of a funding goal, but rather the beginning of multiple financial opportunities to help the students of the district by promoting CTE.

F. Activities and Timeline

Winter 2014		
Activity	**Rationale**	**Outcomes**
-Issue request for bids on building remodel	-Getting the remodel underway as soon as possible allows for implementation by September 2014	Outcomes 5 and 9
-Begin professional development	-By starting early on professional development, the instructor will have additional time to implement skills learned during this process prior to instruction	Outcomes 4 and 8
Spring 2014		
Activity	**Rationale**	**Outcomes**
-Equipment purchases	-Purchasing large equipment items early in the process enables shipping and other factors to be addressed	Outcomes 2, 3, 4, 5, 6, and 9
-Finalize agreement with contractor for remodel project	-By choosing a contractor early in the process, the contractor and the district have the ability to make necessary adjustments and accommodations	Outcomes 5 and 9
-Continue professional development	-Professional training should be completed early in the project to enable planning time for the instructor	Outcomes 4 and 8
-Begin select student internships with industry partners	-Advanced students can get a jump start on an internship, boosting the excitement for the project and enabling additional time in the internship and utilize the time for their SAE	Outcome 1
-Inform students and parents of future expansion and course offerings	-Program enrollment can be maximized by informing students and parents about the upgrades to the program	Outcomes 2 and 5
Summer 2014		
Activity	**Rationale**	**Outcomes**
-Final equipment purchases -Initiate and complete remodel	-With all equipment in place and the remodel finished, the facility can be prepared for students to arrive	Outcomes 2, 3, 4, 5, 6, and 9
-Finish targeted professional development	-With professional development finished for the project, advanced planning and complete implementation of equipment, technology,	Outcomes 4 and 8

	and practices can be initiated	
-Begin working with students on a limited basis to begin after-hours program	-By piloting the after-hours program with select students over the summer, greater efficiency and proper techniques can be present for the full program offering	Outcome 8
-Purchase technology	-The purchase of technology will finalize up-front capital purchases and set the stage for full project implementation	Outcomes 3, 4, 6, and 9
-Continue student internships	-Continuing the development of the internship model will aid in establishing protocol for full project startup	Outcome 1
Fall 2014		
Activity	**Rationale**	**Outcomes**
-Fully implement all components of the CATIC project into the Agriculture program at WHS	-By starting the project in its full version to begin a school year will enable the establishment of new protocols and procedures up front	Outcomes 1, 2, 3, 4, 5, 6, and 8
-Seek additional industry partners	-Securing additional partners at this juncture can be beneficial due the new opportunities the installment of the CATIC project presents	Outcomes 1 and 7
Winter 2015		
Activity	**Rationale**	**Outcomes**
-Continue administration and implementation of the CATIC project	-Maintaining the project and improving upon the plan as necessary will help ensure success	Outcomes 1, 2, 3, 4, 5, 6, and 8
-Continue to seek additional industry partners	-Additional partners should be sought throughout the project to maximize resources and possibilities for student learning	Outcome 7
Spring 2015		
Activity	**Rationale**	**Outcomes**
-Continue administration and implementation of the CATIC project	-Maintaining the project and improving upon the plan as necessary will help ensure success	Outcomes 1, 2, 3, 4, 5, 6, and 8
-Continue to seek additional industry partners	-Additional partners should be sought throughout the project to maximize resources and possibilities for student learning	Outcome 7
-Administer final outcomes and provide reports	-At the conclusion of the grant period, the overall success and analysis of project outcomes can be reviewed	Outcomes 1, 2, 3, 4, 5, 6, 7, 8, and 9

G. Evaluation

As a key component of the CATIC project, the evaluation of the project has been systematically designed to accurately represent project success and overall implementation. The evaluation criteria, along with corresponding project outcomes and progress markers are laid out in the table below:

Project Outcome	**Progress Marker**	**Evaluation**
1. Implement internships for Wallowa High School students with industry partners	Over the course of the grant period, a minimum of 20 student internships will take place with CATIC industry partners	-Internship assessment by partner -Student self-evaluation **Accountability** Jeremy McCulloch- Agriculture Instructor Bret Uptmor- Superintendent
2. Increase postsecondary enrollment among WHS graduates	WHS graduates pursuing postsecondary education will increase from 64% to 78%	-Achievement Compact **Accountability** Bret Uptmor
3. Improve the overall success of student SAE projects	One or more of the following will occur: -The number of students receiving AET badges will increase by 20% -The number of students placing in the top three in their proficiency area in the Eastern Oregon FFA District will increase by 10%	-AET reporting -Eastern Oregon FFA District placement **Accountability** Jeremy McCulloch
4. Add STEM-based academic connections to technical skills through partnerships	A minimum of 5 CTE projects correlated to math and science diploma requirements will be carried out	-EOU STEM Evaluation **Accountability** Bret Uptmor Donna Rainboth
5. Increase accessibility to existing program of study courses	Of the 70% of WHS students currently enrolled, 30% will access 2 or more courses within the program of study	-Evaluate program enrollment **Accountability** Bret Uptmor

6. Increase the number of WHS students receiving 9 or more postsecondary credits	WHS graduates having received 9 or more postsecondary credits will improve from 33% to 45%	-Achievement Compact **Accountability** Bret Uptmor
7. Expand the breadth of the CATIC project	A minimum of 3 additional industry partners will be secured by June 30, 2015	-Partnership agreements in place **Accountability** Jeremy McCulloch
8. Implement an after-hours and summer learning program for WSD students	10% of students will utilize the after-hours program within the grant period	-Document student use **Accountability** Jeremy McCulloch Bret Uptmor
9. Upgrade WHS Agriculture shop to include industry-standard equipment and technology	Remodel finished and equipment purchased prior to the facility being used by students	-Document project progress **Accountability** Jeremy McCulloch Bret Uptmor

H. Partnerships

While WSD is heavily invested and committed to the sustainability of the CATIC project, it has been made a priority that all partners in the project are equally committed. While developing the CATIC project, several partners helped guide the overall direction, while every partner had in-depth involvement in determining their own role and the role of their company or institution. All cooperating postsecondary partners were directly involved in the development of this proposal. Their input and cooperation enabled the collaboration to reach its current level and all parties are interested in an upward trajectory in this regard. The role of TVCC in regard to 2+2 offerings was very in-depth and has resulted in an expanded agreement between WSD and TVCC based upon the Wallowa Agricultural Science and Technology Program of Study. Eastern Oregon University was influential in offering support for structuring STEM learning initiatives and

project guidelines utilizing WSD STEM-trained teachers. Robert Burns and Kevin Burns from Kni-Co Manufacturing, as well as David Sherman from T-O Engineers were influential as the first industry partners for WSD in this project. They helped to work with the instructor, while in communication with school administration, to develop the overall goals of the industry-based learning objectives of the CATIC project. Their input was extremely valuable in identifying professional development, selecting quality and impactful equipment, and providing resources for vendors and industry contacts. They were influential in aiding in the development of the CATIC internship model based on the development of their own internships early on in the project.

The proposed model involves using initial classroom instruction with specialized equipment purchased through the CATIC project to lead into a valuable tier-1 internship placement. This component would be followed by a student-led classroom component, allowing them to bring their internship experience back to the entire class. Finally, classroom visits by professionals would help further cement student learning, and for the most advanced and receptive students, advanced tier-2 internships can be available through an industry partner. Saralyn Johnson of Wallowa ESD has been extremely helpful and involved in designing the underserved students portion of this grant. Her guidance on internship parameters for these students and her experience as a Transition Specialist has proven to be very valuable in helping to make sure that the CATIC project meets the needs of these students. Darvin Tanzey has been a resource for the program in regard to implementing Natural Resource courses back into the curriculum and also serves on the program's Agriculture Advisory Committee, providing a link to the project for that committee. The remainder of the industry partners were

contacted in August, September, and October 2013 and have committed to various levels and numbers of internships.

All listed industry partners with the exception of David Sherman, Stacey Feik, and Jordon Copley are providing internships to WSD students. These partners are working with the project in other capacities. Postsecondary partners are offering instructional support and resources. In addition to their internships, several have offered support in classroom instruction as well. Most of the industry partners have also agreed to speak in the classroom setting as part of a series of seminars involving WHS students to engage them in advanced-level career discussions with emphasis on their specialty areas. This series of seminars will grow and be offered to WHS students for many years to come. These internships will enable experiential workplace-based learning which cannot be duplicated outside of that setting. In terms of helping students reach high-wage and high-demand careers, the skills learned in these internships will significantly impact a student's ability to enter one of these types of careers. Every internship partner in the CATIC project has committed to multiple years involving students through internships.

Bonus Sections

A. Career and Technical Student Organizations (CTSO's)

The FFA program at Wallowa High School (WHS) was restarted in 2010 after a 25 year absence. It has been met with tremendous enthusiasm and garnered a great deal of community support. However, the program's success has left the current facility and infrastructure inadequate for current numbers or future growth. The FFA program has played a large role in transforming the school culture, particularly reinforcing student pride, respect, accountability, and community involvement. The program has experienced early success at the district, state, and national levels. Currently the program has 70 students involved in grade 7-12.

With existing elements such as record keeping with the Agriculture Experience Tracker (AET), Supervised Agricultural Experience (SAE) projects, and Career Development Events (CDE's), the Wallowa FFA Chapter is an existing entity with the ability to facilitate student growth, community involvement, academic readiness, and overall project integration to help meet the goals laid forth. By following the three circle model of the National FFA Organization, instruction will inherently and directly impact academic readiness across various subject matter. While this occurs already, the availability of advanced technology, proper equipment, and additional resources would serve to better prepare students for their future. Where classroom instruction can scaffold core academic growth, SAE's equal that with their unique ability to allow students to create an individual project. The greatest CTSO overlap within this project for SAE's exists with students' ability to create new and innovative projects due to the daily presence of new school technology and equipment in the classroom.

B. Middle School Component

The Agriculture program at WHS currently offers introductory courses for 7th and 8th grade students. These courses are directly correlated with the FFA Discovery Program, designed for middle school students. While the Discovery Program is a National FFA initiative, the majority of schools do not offer this component. Traditionally, FFA has been a high school opportunity exclusively, but the presence of this program enables early exposure to a CTSO and the leadership benefits it brings forth.

While enrolled in a middle school Agriculture course at WHS, students are exposed to many industrial skills. Beginning with safety and wood shop concepts, the students are able to learn how to safely and effectively work in industrial and manufacturing settings. Over the course of the two-year middle school program at WHS, students experience metalworking and other industry skills including electrical work, plumbing, design, and many others.

By remodeling the current facility and adding additional equipment and technology, WHS students can begin SAE projects at an even earlier age and be even more prepared to properly operate and utilize the resources of the program. While FFA is an integral part of the Agriculture program, the middle school program also serves as an opportunity for non-traditional Agriculture students and students experimenting with their career direction to try a shop-based course in a system designed for their age group. WSD is committed to maintaining the presence of middle school courses, and will be better able to expand the exposure these courses offer if funded for this project.

C. Out of School Time Programming

WSD intends to start an after-hours program to better fill the needs of WHS Agriculture students. By offering students extended access to the new equipment and technology, the district believes it will not only expand the impact of the CATIC project, but also increase technical skills by providing more time for students to work with equipment. The instructor will be present at all of the after-hours opportunities to ensure continuity and accuracy in instruction.

Several industry partners have also agreed to come in during this time to help students work on skills within their area of technical expertise. While the CATIC project is broad in its approach, all aspects, including the after-hours program are all considered extremely valuable portions which are designed to promote maximum student learning. With the presence of industry partners, the instructor will also have immediate access to industry professionals for troubleshooting and technical expertise.

The out of school time programming made available to students through this project initiative will also expand the program to be available to students not currently enrolled in classroom courses impacted by the project. These students will be able to carry-out projects and remain involved in the program if a scheduling issue, or other outside factor impacts their ability to take an Agriculture course that year. This also supports underserved students because of the opportunity to gain additional skills and hone their talents to pursue a career which falls within a high-wage or high-demand area. The district is excited about the prospects of extending student learning time and the exceptional model this project can provide for future implementation of similar initiatives locally or regionally.

D. Focus on Regional, Statewide, or System Changes

The Wallowa Agriculture Education Program is interested in serving as a model program regionally and in the state of Oregon. While this portion of the CATIC project hinges directly on project funding and success, the district supports the development of a shared model. The Agriculture instructor has committed to sharing the CATIC project structure, goals, outcomes, and implementation plan with other CTE instructors across Eastern Oregon.

The first of these presentations would occur at the annual Region 13 and Region 14 Combined CTE Workshop Conference which occurs in Baker City, Oregon each June. The instructor would not only provide information about the CATIC project, but also help other CTE instructors, and potentially school districts to implement similar structured projects around the region and across CTE curricula. Sherry Cole, Region 13 CTE coordinator has agreed to allow the instructor to hold a workshop at the conference to help other instructors, administrators, and industry partners. Assistance would be provided to help scaffold additional projects regionally, and ideally throughout the state. The intent of this portion of the CATIC project is not only to share the successes of the project, but also to inspire other instructors to seek unique opportunities through industry partners to help expose their students to additional skills, training, and opportunities.