

PLAN NAME

Trades Academy - Building Trades Professionals

ID

5596907

LOGO

CREATED DATE

10/15/19 9:07:51 AM PDT

LAST UPDATED

10/17/19 11:42:41 AM PDT

SUBMISSION FORM

APPLICANT INFORMATION

While the proposal may involve multiple people working together, list one district person responsible for the submission of the grant and the final report. Please list the others involved with the grant in the field below

FIRST NAME

Nancy

LAST NAME

Pappas

MY POSITION WITH HIGHLINE PUBLIC SCHOOLS:

Teacher

OTHERS INVOLVED WITH THIS PROPOSAL

Staff members in the Career & Technical Education Department; community supporters, mentors.

EMAIL (PLEASE USE YOUR HIGHLINE PUBLIC SCHOOLS EMAIL ADDRESS)

DAYTIME PHONE

US/CANADA

OUTSIDE

US

CELL PHONE

US/CANADA

OUTSIDE

US

SCHOOL OR DEPARTMENT

Tyee High School

PRINCIPAL'S OR SUPERVISOR'S NAME

Tim Schlosser

PRINCIPAL'S OR SUPERVISOR'S EMAIL

GRANT SPECIFICS

I AM APPLYING FOR AN

Impact Grant (up to \$10,000 to fund a program or project that serves a school or whole department.)

PROJECT TITLE

Trades Academy - Building Trades Professionals

Provide a descriptive, but succinct, title for your project. Be creative and have fun with the name!

MAIN AREA OF PROJECT FOCUS:

Through the generosity and collaboration of trades partners, and grants, we hope to equip the recently launched Trades Academy with tools, materials, and mentor programs, as well as with up-to-date technology, bridging trades professions with STEM careers. The program will respond to the ever-changing needs of our communities to employ knowledgeable, competent, quality, skilled, and technologically savvy trades professionals.

NUMBER OF STUDENTS INVOLVED

60

NUMBER OF TEACHERS INVOLVED

1

Be as accurate as possible in your estimate. Consider how many schools, classrooms, and grade levels will be involved.

PLEASE DESCRIBE WHO WILL BE INVOLVED (TEACHER, STUDENTS, PARENTS, COMMUNITY REPS, ETC.) AND HOW THEY WILL THEY BE INVOLVED.

Construction Trades Teacher, Nancy Pappas, guides the work which includes connecting with local employers and non-profit organizations to ensure students are prepared intentionally and purposefully for the thousands of unfilled skilled worker careers currently open in our state.

Additionally, mentors are a valuable part of the program's success. These identified and vetted industry professionals from all trades professions assist in delivering specific lessons, hands-on training on specialized equipment, and guidance. The mentor cadre is made up of industry leaders, company representatives, volunteers, alumni, and family members who enjoy sharing their knowledge and trades skills. (By the end of the 2019-20 school year, we hope to have at least 25 mentors who regularly visit the classroom and work with small groups of students enrolled in the courses.)

OVERALL PROJECT DESCRIPTION

First and foremost, the program is built on the notion that the next generation workforce be confident in their workplace readiness beyond high school. This will require not only trades and hands-on skills in all facets of trades (such as: construction, carpentry, electrical, plumbing, welding, landscape, heavy equipment operation, project management) but competency and pride in their ability to positively impact companies and organizations, while making a livable wage.

Additionally, pre-apprenticeships, apprenticeships, and internships during high school in connection with this course will be a valuable component of this program.

What will you be doing in this project? Feel free to explain who or what inspired you, where you got the idea or how you identified the need, and why it is important to you and others.

WHAT MAKES THIS PROJECT INNOVATIVE OR ESSENTIAL?

We are filling a current and demanding need in our communities.

According to a recent local news organization business commentary, "...millions of college graduates find themselves saddled with crushing debt and more than a third of them won't be working in their chosen profession. Many will be working for low wages.

Meanwhile, there are millions of high-paid jobs available in the skilled trades — electricians, plumbers, manufacturing workers, pipe fitters, mechanics, appliance repair, computer techs, medical assistants and welders. Known as blue collar jobs, they routinely pay \$45,000 to \$65,000 a year or more. According to Salary.com, the average heavy equipment operator in Seattle earns more than \$95,000 a year in wages and benefits."

It is believed that between (now) and 2021, job openings in manufacturing, production, installation, maintenance and repair are projected to outstrip the supply of skilled workers by three-to-one. To compete, many employers are not only providing scholarships, but even paying students to attend a technical school and offering internships.

Students who may not see themselves as college-bound immediately after high school, or who are not ready to make a decision about post-high school education, may find their profession while in this program, especially when they are encouraged to explore, connect with mentors, learn hands-on trades skills, and find immediate success when they step back and look at a finished project. This program can easily grow into a model program, and clearly can positively impact our community, families, and school. But, the program will not be able to grow without a solid plan for outfitting the start-up shop and finding supply support moving forward.

How does this program or project fill a need, build on an existing program, or provide a unique opportunity not currently available through regular school classroom activities or district funding?

HOW WILL THE STUDENTS BENEFIT BY THIS PROJECT? (WHAT DO YOU HOPE TO ACHIEVE?)

We believe, whole-heartedly, that any student who pursues a trades profession, obtains and successfully completes an internship, a pre-apprenticeship program, and an apprenticeship is provided a unique opportunity for their beyond-the-classroom and beyond-high-school success. After their high school career, they may then accept a career pathway that offers a continuation of learning and growing in the profession/trade, and ultimately may have the opportunity to enroll in a Trades Certification/Degree (often paid for by an employer.) This kind of trajectory should be considered a success and comparable to students who leave high school to go directly into a college/university program.

HAS HIGHLINE SCHOOLS FOUNDATION FUNDED A SIMILAR EXCEL OR IMPACT GRANT FOR YOU IN THE PAST?

No

HOW WILL YOU MEASURE THIS PROJECTS SUCCESS? (WE ARE LOOKING FOR 2 - 4 SMART GOALS FOR EACH PROJECT.)

1) Safety Objective: Students will study and understand all facets of safety, including classroom protocols (including distractions), tool/equipment care, and workplace safety requirements. OUTCOME OF SUCCESS: Students recognize all required safety regulations and processes, complete on-line OSHA-10 (10-hour course) training, obtain OSHA certification.

2) Tool/Equipment Recognition, Use, Care Objective: Students will gain an understanding of common tools and basic woodworking techniques. Students will receive an introduction to various trades, and will understand how the trades can connect to complete projects.

OUTCOME OF SUCCESS: Students will be able to easily identify tools and equipment, and distinguish (on a basic level) which is the right technique and tool to use for each step of various projects. They will consistently use proper techniques used in construction trades. Students will also learn the proper care and handling of basic tools.

3) Project Management Objective: As a skill recognized as valuable in any career or pathway, students will learn the basic components of a good project and the standard infrastructure of completing projects; and, to develop, organize, manage individual and team projects. OUTCOME OF SUCCESS: Students are able to identify types of projects, summarize the overarching steps that need to be taken when making a piece, create project overviews and budgets, develop project proposals (including materials needed, all costs, timeline, and final product/item/result desired.) Students will also use standard terms for project management, be comfortable with methods for organizing specific types of projects, be able to determine measurable progress, be able to set goals, adjust timelines and professionally present final project "product".

4) Detailed Exploration of Trades and Careers Pathways Objective: Students will be able to use systems understanding to gain insight into a list of careers in various trades industries, based on their true interests, talents, and characteristics. Students will be able to articulate the value of and connection of those careers in society with emphasis on the social, political, economic, and cultural impacts. They will be able to pursue internships, pre-apprenticeship and apprenticeship programs.

OUTCOME OF SUCCESS: Students communicate to a variety of audiences, using a variety of methods, the value of their research and exploration, both personal and societal. The sophistication of students' message will increase over time. Internships and pre-apprenticeship programs will occur during their high school years, providing them an 'edge' over other candidates when pursuing post-high-school careers.

Please note: We are looking for measurable evaluation criteria that can be shared with the funders of these grants to encourage future support.

WHERE AND WHEN WILL THIS PROJECT TAKE PLACE?

The Trades Academy at Tyee High School

START DATE: Academy opened, September 2019

START-UP COMPLETION DATE: Currently accepting and operating with limited materials, tools, equipment; with Impact Grant Support, the program would be fully-operational January 2020.

ONGOING: A continuing need for materials, and replacement tools will be needed.

Currently, two fully-enrolled classes, Construction Trades.

Please include start and completion dates

IS THERE ANY REASON THIS GRANT WILL NOT BE COMPLETED BY THE END OF THE SCHOOL YEAR?

No

WILL THIS PROJECT BE SUSTAINABLE AFTER BEING FUNDED BY HIGHLINE SCHOOLS FOUNDATION OR WILL YOU NEED TO APPLY FOR FUNDING TO KEEP IT GOING?

Other Funding will be needed to continue

BRIEF SYNOPSIS

The Trades Academy provides many students a unique and valuable option for post-high school success. This course and hands-on work will result in skilled and competent trades professionals who will find success in some of the thousands of the currently unfilled trades positions.

This is the paragraph that we will show on our website if your grant is funded. Only 3-4 sentences please.

Excel Grants are designed to align with Highline Public Schools' strategic plan. Please tell us how your program aligns with the districts strategic plan and describe the alignment below.

ALIGNMENT (PLEASE CHOOSE AS MANY AS APPLY)

School Culture, Growth & Mastery, Digital & Media Literacy

ALIGNMENT

The opening of the Trades Academy aligns perfectly with the overarching school and district promise to know every student by name, strength, and need, as well as their unique abilities, passion, and excitement for a wide variety of future pathways. Many students, as already and quickly proven, truly enjoy the hands-on work, the trades profession exploration, and have passion for careers that begin with successful completion of the work in the Trades Academy.

School culture will quickly include a value on the Trades Academy work, via grand opening and tour*, displaying of projects, and pride of Trades students. (*This is postponed until the work space is better-equipped to "show off" and complete projects.)

Growth and Mastery will happen through the mandatory OSHA-10 Safety Training - students will be able to receive official certification, making them a much more employable candidate for jobs.

Digital Literacy, with the purchase of a 3-D printer and CNC Machine - this will bridge the gap between student interest in technology and its ability to connect directly to trades careers.

IF AWARDED FUNDING, HOW WILL YOU PROMOTE THE RECEIPT OF THIS GRANT?

We are closely linked to the new Friends of Tyee alumni group; they have given full support of our efforts, have recruited mentors, have a large social media presence and following, and will share the growth of the program regularly.

Nancy Pappas has connected with potential program sponsors* who will promote the foundation's belief in the real need for professionals in the trades. (Lowe's, Dunn Lumber, ANEW, Uyeta Landscaping, Rockler Woodworking, Sawhorse Revolution, RawTools, HPS Facilities Department, various smaller, local contractors.)

BUDGET

Budget

We changed the way that funds are awarded in 2018-19. If you haven't done so yet, please read through the page for answers to common questions and information on changes to the grant process.

MY APPLICATION INCLUDES TECHNOLOGY

Yes

MY APPLICATION INCLUDES TRANSPORTATION

Yes

Remember to include any technology and/or transportation costs in the "Total Amount Requested" box below.

Also, include tax, shipping and any other costs associated with your project. The Foundation will not calculate these additional costs for you. IOnce awards are made, we are not able to provide additional funds if you forget to include these costs

TOTAL AMOUNT REQUESTED

\$10,000

Maximum \$2,500 for Excel Grants and \$10,000 for Impact Grants. Please include any technology and/or transportation costs in your total.

DETAILED BUDGET - YOU MAY EITHER TYPE IN YOUR BUDGET HERE OR UPLOAD AN EXCEL SPREADSHEET UNDER BUDGET SUPPLEMENTAL. IF YOU UPLOAD THE BUDGET SUPPLEMENTAL, PLEASE JUST PUT "SEE ATTACHED" IN THIS BOX.

\$1,200 = Two CNA Wood Acrylic Engraving and Carving Milling Tooling Machines (connecting computer technology to woodworking and trades skill.)

\$1,400 = Two mid-range 3D printers (connecting computer technology with design, manufacturing.)

\$4,500 = Supplies (this will include lumber, nails, screws, additional tools, and make-and-take trades kits for individual student projects.)

\$700 = First Aid/CPR Training/Certification (this is in addition to the already funded OSHA-10 certification for all students.)

\$2,200 = Exploration (field trips, transportation to internships and apprenticeships, manufacturing and trades tours.)

Please explain how the funds will be used. Please include anticipated categories of expenditures and amounts for the complete project and if you have a preferred supplier. You may upload a copy of an invoice or purchase order if you feel that this will complement your request - but it is not necessary. Remember to include shipping and/or sales tax in your request. The Foundation will not research this for you.

The name of the attachment should be the same as your grant title, so it can be matched with your grant application

BUDGET SUPPLEMENTAL

IF THE COST OF THE PRODUCT/SERVICE EXCEEDS YOUR GRANT AWARD, DO YOU HAVE ACCESS TO OTHER FUNDS?

The district's CTE department has been instrumental in providing the support to open the Trades Academy.

If you know that the amount of your program will exceed the amount of the grant you are requesting, please use this box to tell us where the additional funds will come from. If an Excel Grant will completely cover your costs, you may leave this box blank.

IF WE ARE UNABLE TO FUND THE ENTIRE GRANT, COULD YOU ACCEPT PARTIAL FUNDING TO COMPLETE SOME OF THE WORK THIS YEAR?

Yes

The Trades Academy is gaining traction (both with students - full enrollment - and with family and community members. We are super proud of what we have been able to accomplish already, even on a shoestring budget, and look forward to making it a model program, and "2.0 version!" The Tye TRADES ACADEMY "not your daddy's woodshop!" :)

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