

# **NATURAL RESOURCES PROGRAM of STUDY CAREER LAUNCH ENDORSEMENT REVIEW (CLER) APPLICATION**



**Prepared by:**

**Oroville High School (OHS)**

1016 Ironwood Street Oroville, WA 98844

(509) 476-3612

**Partners:**

Wenatchee Valley College

LifeLine Tech Program

State of Washington, Department of Fish and Wildlife

Okanogan-Wenatchee NF Tonasket Ranger District (Forest Service)

Department of Natural Resources

Oroville Reman & Reload

Oroville School District #410

LifeLine Ambulance, Inc.

Washington Tractor

WorkSource

**Introduction:**

Oroville High School (OHS) initiated the Natural Resources Program of Study (NRPS) (1 of 3

## **Career Launch Endorsement Review (CLER) Application**

Programs of Study in development) at the beginning of the 2019-2020 school year. School leadership, the CTE Advisory Committee, and the district staff realized in 2018 that standard “in-school” learning was not meeting the needs of local businesses and regional employers. More importantly, it was not providing students the skill sets to be job-and-career-ready upon graduation.

Currently, OHS and its new leadership team sees Career Launch as a framework to streamline our career pathway efforts, and to bolster support for addressing some long-standing obstacles to career pathway work often faced by small, remote school districts and communities. The Oroville School District (OSD) resides in a remote, impoverished town in Okanogan County. Current statistics show median age at 43.1 with no pipeline of younger workers in place to support future growth. Oroville is proportionately worse than neighboring counties with an aging-out workforce in all the major trades. 27.7% of Oroville’s population exists in poverty, with a continual loss of employers in the area. Based on this data, OHS took an aggressive approach to change how learning, work experience, and job placement are accomplished in our school and our region.

The NRPS is the first step in the evolution of our students from freshman with basic skills, to seniors that are job ready upon graduation. We already have a prototype of the program underway with our partner the U.S. Forest Service, with curriculum being in alignment, and validated by the program of study.

### **Wenatchee Valley College:**

Wenatchee Valley College represents a learning partner in support of the NRPS and of the Natural Resources pathway and course frameworks approved by OSPI. Wenatchee Valley College is an integral team member that has the capacity to authorize dual credits, but more importantly for the student’s that desire college after high school, they are documented as one of the many post-secondary educational options under this program.

### **State of Washington Fish & Wildlife, DNR, Forest Service, Oroville Reman & Reload (lumber fiber processing mill), Forest Service, LifeLine Ambulance Inc., Washington Tractor, WorkSource, and the Oroville School District:**

The partners listed here are some of the largest employers in Okanogan County, as well as being employers that need “job ready” students upon graduation that have knowledge and experience with Natural Resources skill sets. Through the additional support these employers are providing, OHS will be able to place students in job shadows, apprenticeships, work experiences, internships, and pre-hiring opportunities well before graduation. OHS, in partnership with these businesses, will grow the pipeline needed to fill employment gaps, and support regional economic growth and stability. These employers have volunteered to provide informational seminars and mentor students in mainstream, CTE business, and CTE agriculture classes. In addition, they are already focused on the available students as potential interns, and they have committed to hiring students that meet their criteria for employment. Furthermore, a number of stakeholders from these industries have recently been serving on our CTE Advisory Council.

## **Program Checklist**

## Career Launch Endorsement Review (CLER) Application

**P1**

**Program description including length of program in years and total hours (including split between classroom and worksite).**

Program Description: The Natural Resources Program of Study (NRPS) is a 4-year career path program that spans a student’s freshman to senior year, with the total number of hours equating to 2,464. The table below illustrates hours accrued during course work in the NRPS, and hours accrued from career experiences in the field. These are projected hours for year one of career launch, with the expectation that field experience hours will increase during years three, four and five as revenue streams are sought out to afford increases in apprenticeship hourly pay.

The NRPS is the largest employment field in our county, next to the medical field, but it should be noted that even the medical field has some of the same prerequisites as the NRPS’s program of study. This program also supports the Employment and Training Administration U.S. Department of Labor’s initiative to our Governor and State Labor Commissioners under the Training and Employment Notice (TEN) #3-18 issued by the President of the United States on July 27, 2018. This tasks state leadership to focus on building pipelines of skilled talent to meet the needs of your industry. This TEN supports our teaming with WorkSource in Omak, Washington for pipeline building utilizing state trained counselors and their Work Experience (WEX) background placing job seekers with employers.

Our freshman students will start with developing their High School and Beyond Plan (HSBP), which assists them in planning their career path, and provides them opportunities to explore and become prepared for that career path after graduation from high school. This will lay the foundation for them to aid in discovering their passion, and what they want to focus on as a career path. By the second year, they will progress to qualifying for future employment with agencies that OHS has partnered with.

	Career Focused Course work	Focused Career Experiences (Job Shadow, Internships & Apprenticeships)	Total Hours
7th	16 hours Exploration 150 hours Career Development	4 hours	170 hours
8th	16 hours Exploration 150 hours Career Development	4 hours	170 hours
9th	16 hours Exploration 150 hours Career Development 150 hours CTE Course Sequence	10 hours	320 hours
10th	16 hours Exploration 150 hours Career Development 300 hours CTE Course Sequence	10 hours	470 hours
11th	16 hours Exploration 150 hours Career Development 450 hours CTE Course Sequence	45 hours	661 hours
12th	16 hours Exploration 150 hours Career Development 450 hours CTE Course Sequence	45 hours	661 hours
			2,464 hours

**P2**

**Estimated number of hours per week at worksite and in classroom (this approach may shift throughout the program).**

The estimated number of hours per week in the classroom is variable depending on grade level, and motivation of each student. Freshman will have 35 hours a week in class, and 5 hours in the field.

## Career Launch Endorsement Review (CLER) Application

	<p>Sophomore's will have 30 hours a week in class, and 10 hours a week in the field. Juniors will have on average the same 30 hours a week in class, and 10 hours a week at the worksite, but will also be completing the pre-hiring requirements for employment. Seniors, and all other students, will adhere to their high school and beyond plan. Refer to the program of study as explained in P1.</p>
<p><b>P3</b></p>	<p><b>Demonstration of labor market demand for specified skills/career in the local region.</b></p> <p>As discussed previously, the district engaged in a needs assessment with local industry representatives to determine how best to provide students in our remote county career experiences. It was determined that as an agricultural county and that the largest employers in the region, DNR, Federal Forest and WDFW could provide the largest range of career opportunities for our students. The merit of this Natural Resource Program of Study Career Launch is that it provides students a very wide range of workplace experiences for students, many that will assist the district in providing students entry level certifications for entry level occupations, and or foundational certifications and skills to pursue specialized or four-year degree careers. In this career launch program of study, industry partners are able to provide students field experiences for careers such as: Fallers, Landscaping and Grounds Keepers, Biomass Collection, Fisheries, Animal Pest Control, Environmental Engineer Technicians, Environmental Sampling Technicians, Wild Land Fire Fighters, Cartographers, Photogrammetrists, Forest Technicians, Conservation Technicians, GIS Technicians, Pesticide Sprayers, Ambulance Response Crews, Triage Technicians, Soil Conservationists, Water Treatment Technicians, Waste Treatment Operators, etc. Examples of student exposure to more specialized careers would be: Civil Engineers for Agriculture, Water Supply and or Irrigation, Landscape Architects, Fish and Game Biologists and or Wardens, Climate Change and Energy Policy Specialists to Environmental Scientists.</p> <p>Industry representatives expressed a made-to-develop an employee pipeline for the following positions: Recreation worker, Natural Sciences Manager, Environmental Science and Protection Technician, First-line Supervisors of Fire Fighting and Prevention, Firefighter, Forest and Conservation Worker, Foresters, and Forest and Conservation Technician. These careers have either been designated as In-Demand Occupations by the Employment Security Department, or by field managers or administrators representing our local industry partners. In addition to the Employment Security data on workforce shortages, local industry representatives provide the interesting consideration that our remoteness and economically depressed region often makes it hard for out-of-the-area employees to adjust. With this there are workplace environments and employee retention and cost implications. Industry representatives have expressed a need to train and hire an employee that understands and has a desire to remain in the region. Also interesting is that some careers designated as In-Demand by the Employment Security Department have similar growth projection as careers that were identified by local industry as much needed but not considered in-demand by Employment Security Department.</p> <p>The Employment Security Department recognizes Recreation Worker and Forest and Conservative Technicians as In-Demand in Okanogan County. ESD data reflects that a Recreational Worker has a 1.4% growth projection, with 68 annual openings for 182 positions. While Forest and Conservation Technician only has a .1% growth rate and 92 out of 386 openings ESD and local partners consider this trade as being In-Demand. While not in-demand according to ESD at .6% growth rate with 114 annual positions out of 283, local industry consider Forest and Conservation Workers in-demand. Along these same lines, local industry considers foresters (.7% GR), firefighters (1.1% GR) and first-line supervisors of fire fighting and prevention (1.2% GR) as critical positions that require a better</p>

## Career Launch Endorsement Review (CLER) Application

trained employee pipeline. The positions discussed here generate 1,197 potential jobs, with an annual number 301 openings in our remote and economically depressed area. Additionally, it has been expressed to the district by our state and federal partners that employment gaps exist in their field throughout the state and nation, and therefore we believe our NRPS will help to broaden and increase employment opportunities beyond this local employment gap calculation.

**P4** **Projected count of student enrollment, student completion, and anticipated employer participation for 5 years, post-pilot.**

	Baseline 2019-2020	Year 1 September 2020 - June 2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Student Headcount	2	5	8	11	15	21
Full-Time Equivalent Student (FTE's)	1	5	5	9	12	17
Completion	2	5	8	11	15	21
Employer Participation	2	2	3	4	5	6

The baseline year is 2019 to 2020, which includes our proto-type/pilot NRPS with the Forest Service, and our first Senior Applicant to capture lessons learned. We anticipate 3 Career Launch Natural Resources Program participants this year, which will generate 3.6 FTE's. Through the work already being done with the proto-type/pilot program, students are already demonstrating, and increasing, interest in this program.

Note for Year 5: While year five will be progressive and mirror the previous year's focusing on more student participation and employer participation, we will be working on submitting surveys to students that have fully completed the program and employers that have hired our students as full time employees to discover if new modeling or adjusting needs to take place to improve what our students are learning, and how it relates to their post-secondary career choices and success.

**P5** **Concise description of development process to create the Career Launch program (e.g. who was involved, when, how was the program piloted, etc.)**

Beginning the 2018-2019 school year, , the OHS Principal, OHS Counselor, OHS Advisory/CTE instructional staff and school superintendent began meeting to develop a vision for providing students career development experiences. District staff conducted a needs assessment to determine the most viable options for place students in career experiences, and began investing time in building relationships and commitments from industries most likely to provide these meaningful experiences. District staff meet with industry partners (DNR, WDFW, Federal Forest, LifeLine, WorkSource) to identify industry career paths and competencies required for these career opportunities. From these

## Career Launch Endorsement Review (CLER) Application

discussions the The Natural Resources Program of Study was formed. As a result of this work, the follow goals were formed:

- To provide students with a meaningful curriculum that maintains a balance of rigor, relevance, and personalization, whereby student ownership, sense of purpose, hope, and planning for the future will be showcased during a student-led Natural Resource conferences/Senior Projects.
- To provide a consistent curriculum between all Natural Resource Advisory classes, and grade bands, for all students.
- To streamline and enhance Natural Resource advisory lesson plans by utilizing outside resources more effectively.
- To provide student opinion/aptitude surveys to better implement programs like Natural Resources that provide hope for the future, teach ownership for student learning, and teach how to problem-solve for life's adult journey.
- To match and focalize Natural Resource career exploration, and career exposure, specific to student interests and goals; begin developing a program that exposes 8-10<sup>th</sup> graders to all Natural Resource career clusters, and then progressively help 11-12<sup>th</sup> graders narrow their interest to three, then two, Natural Resource career clusters. By 12<sup>th</sup> grade, students will be eligible to interview for a community internship.
- To enhance the rigor of career cluster-based enrichment offerings for benchmark/advanced students.
- To better align professional visitations with Enrichment calendars in order to provide overt relevance about all course work for students
- To regularly update Student HS&BP/PPR, and monitor student status individually using data-informed academic student reviews.
- To develop, and communicate with students' programs of study in the master schedule, to facilitate students taking part in planning their own academic life-ready futures in Natural Resource Development areas.
- To develop a Natural Resource Advisory gradebook to reflect a consistent curriculum, and ensure sustainability of Natural Resource objectives and goals
- Ensure students experience job research, resume development, cover letter development, mock job interviews, and ultimately job shadows, with the expectation of a permanent position with a company upon graduation. Much of this work will be done through a consolidated Natural Resources packet that guides students through a criterion of: exploration/research of the Natural Resource career pathways, exposure to Natural Resource careers, prioritizing of Natural Resource career interests, and formal interviews in order to achieve opportunities for job shadowing, internships and apprenticeships.
- Increase Natural Resources opportunities, and practices, to include: tours of Natural Resource areas and employers, guest speakers, and job shadows of the participating businesses captured in our Natural Resources Endorsement Letters.
- Provide a ground truth in experience where students are receiving quality opportunities inside the classroom, with the expectation of experiencing significant "on-site" Natural Resource exposure that is safe, and directly aligned with established employment goals of the participating businesses, while still fulfilling graduation and CTE credentials.

## Career Launch Endorsement Review (CLER) Application

**P6**

**Signed letter of endorsement from all relevant partners, stakeholders and regional networks (including employers, labor organizations, academic institutions, community-based organizations, individuals, and other relevant stakeholders in support of the proposed Career Launch program). Regional network endorsement preferred.**

The letters enclosed on the following pages capture support from the following partners:

- Wenatchee Valley College
- State of Washington, Department of Fish and Wildlife
- Okanogan-Wenatchee NF Tonasket Ranger District (Forest Service)
- Oroville Reman & Reload
- Oroville School District #410
- LifeLine Ambulance, Inc.
- Department of Natural Resources
- Washington Tractor
- WorkSource
- Oroville School District Superintendent and CTE Advisory Chair



# Career Launch Endorsement Review (CLER) Application

*email 1-30-20  
to Kelly King*  
Articulation Agreement for Academic Years: 2019-2020



## Program of Study Agriculture Articulation Agreement

The purpose of this agreement is to facilitate transition to the postsecondary portion of the Agriculture Program of Study through granting Wenatchee Valley College credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of "B" (3.0) or higher and the high school teacher's endorsement that the competency requirements have been met, articulated credit will be granted.

The following Wenatchee Valley College agriculture course(s) have been approved for CTE Dual Credit articulation with local high school courses as listed below:

*(See attached list(s) of competencies for articulated courses.)*

High School Class	College Course	WVC Credits	CIP Code
<b>Oroville High School:</b>	<b>Wenatchee Valley College:</b>		
-Agriculture I & II (Ag I: 1 semester, ½ HS credit; Ag II: 1 semester, ½ HS credit) (NOTE: Students must complete both Ag I & Ag II before registering for college credit.)	AGRI 101 Introduction to Agriculture	3	010000 OHS 010198 WVC
-Agriculture Mechanics (year-long class; 1 HS credit)	AGRI 105 Agricultural Mechanics	3	010201 OHS 010201 WVC
-Natural Resources (year-long class; 1 HS credit)	NATR 108 Exploring Natural Resources Management	3	030101 OHS 030101 WVC

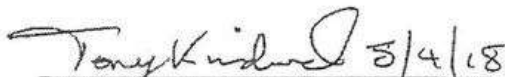


## Career Launch Endorsement Review (CLER) Application

Articulation Agreement for Academic Years: 2017-18, 2018-19; 2019-20

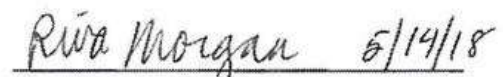
### Business Computer Technology PARTICIPATING INSTITUTIONS 2017-18, 2018-19, 2019-20 School Years


We the undersigned representatives of the North Central Washington Tech Prep Consortium, agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Tech Prep program. We commit staff time and resources to ensure successful program implementation.

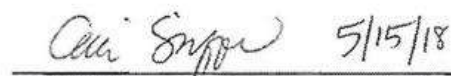
  
Tony Kinared, Teacher Date  
Oroville High School

  
Omar Montejano, CTE Director Date  
Oroville High School

  
Sompheng Batch Date  
Program Coordinator/Faculty  
Wenatchee Valley College

  
Riva Morgan Date  
Director of Workforce Ed Pathways & Tech Prep  
Wenatchee Valley College

  
Joey Walter Date  
Dean of Workforce Education  
Wenatchee Valley College

  
Carli Schiffner Date  
Vice President of Instruction  
Wenatchee Valley College

## Career Launch Endorsement Review (CLER) Application



State of Washington  
DEPARTMENT OF FISH AND WILDLIFE  
**Okanogan Lands Operations**  
Mailing Address: 640 Jasmine Street  
Omak, WA 98841  
Phone: (509) 826-7205

December 18<sup>th</sup> 2019

Scott Copeland  
Associate Director, College Relations and Policy Guidance  
Educational Division  
Washington State Board of Community and Technical Colleges

RE: Oroville High School Career Launch

This letter is to offer our support and participation in the Oroville High School Natural Resources Career Launch Program.

The Washington Department of Fish and Wildlife recognizes the importance of providing students with relevant and meaningful skills when entering the workforce and seeking employment within the natural resource management field. Our agency has a number of entry-level positions throughout the region and this program will give students a variety of skills to make them increasingly 'job ready' upon graduation.

We plan on working with Oroville High School in providing in-class discussions, participating in field tours of local projects, job shadowing, and potential internships. We will be connecting students with the core of our mission to preserve, protect, and perpetuate the state's natural resources and look forward to cultivating a passion for this work. We expect this effort will signify to other businesses and local agencies the potential outcomes of long-lasting economic and social benefits for graduating students and local community.

Please feel free to include this letter in your application to convey our support for this program.

Respectfully,

A handwritten signature in blue ink that reads "Justin Haug".

Justin Haug  
Okanogan Lands Operations Manager  
(509) 557-5863  
[Justin.Haug@dfw.wa.gov](mailto:Justin.Haug@dfw.wa.gov)

## Career Launch Endorsement Review (CLER) Application



United States  
Department of  
Agriculture

Forest  
Service

Okanogan-Wenatchee NF  
Tonasket Ranger District

1 West Winesap  
Tonasket, WA 98855  
Phone 509/ 486-2186

File Code: 2600

Date: December 16, 2019

Subject: Support letter

Dear Scott A. Copeland, Associate Director, College Relations and Policy Guidance,

The Tonasket Ranger District on the Okanogan-Wenatchee National Forest is in full support and will be participating in the Oroville High School Natural Resources Career Launch Program.

We understand the importance of Oroville School District's mission to provide relevant and meaningful career experiences through strong community partnerships, and we pledge our support in developing and growing such a program. While our resources are limited, we are planning on participating with tours, job shadows, internships, career launch future apprenticeships, and the placement of a successful and proven individual each year as a hired employee.

Recruitment in the Natural Resources and Forestry Tech fields is very important to our organization and its mission. The partnership we have with the Oroville School District can help young students gain interest and a valuable network to become employable in the future within our agency. Every year we hire numerous young men and women for summer and internship jobs, and the Oroville High School Natural Resources Career Launch Program can help students mature and be job ready upon graduation.

I support this program and look forward to helping students for many years to come succeed in their future career goals.

This letter is submitted in accordance with (IAW) documented requirements (P6) of the Career Launch Endorsement Review (CLER) Application.

Sincerely,

"For"

Kathleen Johnson  
District Ranger  
Tonasket Ranger District  
509-486-2186  
kathleen.johnson@usda.gov



Caring for the Land and Serving People

Printed on Recycled Paper

## Career Launch Endorsement Review (CLER) Application



Oroville School District  
Superintendent Jeff Hardesty  
816 Juniper St.  
Oroville, Wa. 98844

Support for Career Launch Program

Mr. Hardesty:

LifeLine Ambulance, Inc. is affirming our partnership with the Oroville High School's Natural Resources Career Launch Program. LifeLine Ambulance can and will provide students with industry-defined curriculum in hope of providing these same students with career placement immediately upon successful completion of the program.

The Oroville Career Launch Program is in alignment with our company's goal and mission. LifeLine Ambulance's goal is to provide outstanding training to people within the communities we serve to ultimately provide them a career opportunity allowing them to stay with in their community to provide the highest level of prehospital care to the citizens.

The Career Launch Program in combination with the collaboration of not only LifeLine Ambulance, but other businesses will provide the students of Oroville High School the education and skill set needed to be career ready upon successful completion. Simply put, LifeLine Ambulance desires to give students career opportunities within their communities.

The impact of this program is vital to meeting our regional workforce needs, we support and endorse this outstanding program. As the program expands it will be our full intent to provide additional involvement and support to the Oroville Career Launch Program.

Please contact me if you have any questions or additional information.

Respectfully,

K. Wayne Walker – President / Paramedic  
LifeLine Ambulance, Inc.  
[wwalker@lifelineambulance.net](mailto:wwalker@lifelineambulance.net)

***LifeLine Ambulance, Inc.***

*Station 1 - 501 N. Wenatchee Ave, Wenatchee, WA 98801 · Business: (509) 663-4602*

*Station 2 - 230 Grant Rd. Suite B-6, East Wenatchee, WA 98802*

*Station 3 - 913 Koala Ave, Omak, WA 98841 · Business: (509) 422.4212*

*Station 4 - 1311 Ironwood St., Oroville, WA 98844*

*Station 5 - 21 5<sup>th</sup> St. E. Tonasket, WA 98855*



## Career Launch Endorsement Review (CLER) Application



February 21, 2020

To: Scott Copeland, Associate Director, College Relations and Policy Guidance  
RE: Letter of support for Oroville School District

The Okanogan County WorkSource office is pleased to write this letter of support for the proposed Oroville High School Natural Resources Career Launch Program. This innovative program will give students another window into the world of work through experiences with school district personnel and the partners who will support the project.

The Job Training Program may be able to provide Work Experience for students that have graduated. Our Work Experience program helps students develop basic work habits and evaluates the students on appropriate appearance, interpersonal relations, punctuality, positive attitudes and behaviors, regular attendance, and completing tasks effectively. All of these skills will serve students well not only in this program but will form a solid foundation of work maturity skills as students enter and progress through the world of work.

Marcus Alden will be involved in the program. Marcus worked for us in a program called Career Connect. Marcus was instrumental in the success of the program in our WorkSource office. His tireless energy, attention to detail, and excellent rapport with students were critical elements in the success of our program. His involvement in this project will ensure it is run well and that goals will be met.

We support the concept of working with students to give them new work experiences, broaden their horizons and give them work maturity skills that will help them in the future. We applaud not only the concept and scope of the project, but also applaud the partners who will work with the school district to make this program successful.

Sincerely,

  
Mary Hinger

## Career Launch Endorsement Review (CLER) Application



# Oroville School District #410

816 Juniper Street Oroville, WA 98844 509.476.2281  
www.oroille.wednet.edu

Jeff Hardesty, EdD, Superintendent  
Leoni Johnson, High School Principal  
Jamie Mikelson, Elementary School Principal  
Kelly King, Programs Director

Travis Loudon – Vice Chairman  
Todd Hill – Board Member  
Mike Egerton – Chairman  
Kolo Moser – Board Member  
Dwayne Birmingham – Board Member

Date: January 22, 2020

Subject: CLER Endorsement Letter

A good career path starts early in school and in partnership with community stakeholders. The Oroville School District resides in a remote impoverished town in the Okanogan County. Our county and especially our school district are economically depressed with an “aging out” trades community with no supportive pipeline for establishing a balanced workforce and stable community infrastructure. Oroville School District’s mission is to change this economic reality for its students. To do this, the district has surveyed local industries for job shadow, internship and apprenticeship opportunities. Our secondary school has revamped its master schedule to align content areas with three prominently available career pathways in our remote county. Our elementary school staff has incorporated 21<sup>st</sup> Century Skills standards into lesson plans and annual fieldtrips, systemically. In partnership with local industry, the support of community members and community businesses, Oroville School District has the “pipeline” plan that will develop job-and-career-ready students upon graduation, which will also help to stimulate our local economic landscape.

Career opportunities within the Natural Resource pathway are endless in this county, and local stakeholders have expressed a dire need for an employee pipeline, we simply need to tap a united county potential to address our economic needs. Through an investment to build strong industry relationships and firm industry-partner commitments for the pathway vision, the Oroville School District is making career opportunities a reality for its students. Our Natural Resources Program of Study is meshing classroom instruction with career field experiences, dual credits, and industry certifications. Already within three months of establishing this mission, career professionals now regularly frequent the classroom, and students are receiving invitations to learn in the field. Partners are discussing commitments to hire employees they are helping to train within this program of study. Our partners see the value and necessity in working together to develop and sustain a well-trained employee pipeline.

Oroville School District sees the Career Launch Review as a process to calibrate and systematize the many components of our career pathway vision. This application process has been used to refine our vision with community partners and it has served to affirm and to lend credibility to this work for the administration of our industry partners, such as the United State Department of Agriculture, the Department of Natural Resources, Washington Department of Fish and Wildlife,



## Career Launch Endorsement Review (CLER) Application

and the Okanogan-Wenatchee NF Tonasket Ranger District (Forest Service). This letter captures that Oroville School District is in full support, has the support, and will be participating in the Oroville High School Natural Resources Career Launch Program and in its future growth. We are proud to endorse and be a part of this outstanding journey OHS is building and establishing for our students.

Respectfully,

Jeff Hardesty Ed.D

Oroville School Superintendent

**P7**

**Description of resources, supports, or other processes to recruit and support students from underserved backgrounds (e.g. including students of color, students from low income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment); or create an implementation plan to do so.**

OHS is a small school, which allows staff to get to know each student's personal story. The OSD School Board has adopted a Multi-Tiered Systems of Support (MTSS) as an instructional framework, whereby OSD has adopted, and is fully engaged in, a systematic approach of assessing, and addressing students' academic, social, behavioral and future needs.

Providing student support, equitable access/recruitment to career opportunities occurs for all students indicatively. Students are progress monitored systematically, both through the secondary principal's office, and during Advisory class. Students will be recruited by: progress monitoring of student HSPB's, the scheduling process, and disaggregated career interest surveys. Furthermore, when working with equal opportunity hiring practices during the interviews and placement processes, diversity and equity will be both intentionally and inherently addressed.

**Career Launch Endorsement Review (CLER) Application**  
**Industry-Related Checklist**

<b>I-R1</b>	<b>Address of worksite(s) where Career Launch students will complete supervised training.</b>		
	Employer	Address	Wages
	Department of Natural Resources	225 S. Silke Road Colville WA 99114	Student: \$10.80 Employee: \$13.50
	LifeLine Ambulance	1311 Ironwood Street Oroville WA 98844	Student: \$10.80 Employee: \$13.50
	Department of Fish and Wildlife	640 Jasmine Street Omak WA 98841	Student: \$10.80 Employee: \$13.50
	Forest Service	1 West Winesap Tonasket, WA 98855	Student: \$10.80 Employee: \$13.50
<b>I-R 2</b>	<b>Hourly wage for Career Launch participants.</b> Participants will be paid in accordance with Washington state law for students: 80% of minimum wage. See chart in I-R1.		
<b>I-R 3</b>	<b>List of entry-level positions and associated job descriptions for which a Career Launch student would be eligible for upon completion.</b>  <b>Pathways Internship Program:</b> Designed to provide students with opportunities to explore Federal careers while still in school, students may be hired on a temporary basis for up to one year (NTE Intern) or for an indefinite period (Indefinite Intern).		

## Career Launch Endorsement Review (CLER) Application



Forest Service

Washington Office

1400 Independence Avenue, SW  
Washington, D.C. 20250

**File Code:** 6100  
**Route To:**

**Date:** FEB 14 2020

**Subject:** Federal Recruitment and Hiring Event at the 2020 Minorities in Agriculture, Natural Resources, and Related Sciences Conference

**To:** Regional Foresters, Station Directors, IITF Director, Deputy Chiefs, and WO Directors

### REPLY DUE MARCH 13, 2020

The Forest Service is participating in the annual Federal Recruitment and Hiring Event at the 2020 Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) Conference. As a high-performing agency, we need to continue to recruit a geographically diverse workforce, promote an inclusive culture, and retain our top employees. This effort, built on recent success with other national hiring events, will allow the agency to recruit and fill numerous entry-level positions; several of which have not been offered to date with other events.

This year, the MANRRS conference will be held in Minneapolis, Minnesota, April 1-4, 2020. We are excited to participate and recruit students and recent graduates eligible under the Pathways Program. These non-temporary appointments build the talent pipeline to permanent positions, comprising an essential element of workforce and succession planning for many of our mission critical and other needed occupations. This annual hiring event is in-line with our strategic objectives and ensures that we hire the next generation of leaders.

Interns may help bridge the gap through a developmental career plan where conversion to a full-time permanent position will occur in one to three years. These long-term, non-temporary Pathways Intern appointments are for current students and are intended to continue until students complete their educational requirements and 640 hours of work experience. These appointments can lead to non-competitive permanent placement in various mission critical and other necessary positions. Recent Graduate appointments are for those who have completed a qualifying degree or certificate program within the last two years, including those who will graduate later in 2020. Recent Graduates can fill immediate full-time vacancies or be hired behind projected vacancies, extending up to one year.

We plan to offer the following opportunities at this MANRRS hiring event:

- Intern (Indefinite) – GS-03/04 for current undergraduate or GS-05 for graduate students
  - GS-0499-03/04/05 with planned conversion to a natural resources related position with a full performance level not-to-exceed GS-09.
  - GS-1199-03/04/05 with planned conversion to a business or administrative related position with a full performance level not-to-exceed GS-09.



America's Working Forests – Caring Every Day in Every Way

Printed on Recycled Paper



## Career Launch Endorsement Review (CLER) Application

Regional Foresters, Station Directors, IITF Director, Deputy Chiefs, and WO Directors

2

- **Recent Graduates**

- GS-05/07 with conversion to GS-401-07/09 Natural Resources Specialists.
- GS-09 with conversion to GS-0401-11 Natural Resources Specialists (NEPA).
- GS-05/07 with conversion to GS-1170-07/09 Realty Specialists.
- GS-05/07 with conversion to GS-0560-07/09 Budget Analysts.
- GS-05 with conversion to GS-0303-06/07 Administrative Assistants.
- GS-05 with conversion to GS-1101-06/07 Resource Assistants.
- GS-05/07 with conversion to GS-0501-07/09 Financial Analysts. (CFO only)
- GS-04 with conversion to GS-0203-06/07 Human Resource Assistants (HRM only).
- GS-04/05 with conversion to GS-0462-06 or 07 Forestry Technicians.
- GS-04/05 with conversion to GS-0404-06 or 07 Biological Science Technicians.
- GS-04 with conversion to GS-1001-05 Visitor Center Assistants.

If your units are interested in filling a position through this hiring event in one of the above identified series and grades, please enter positions into [Hiring & Workforce Planning Tool](#) by no later than March 13, 2020. Requested positions will need to be loaded into the tool as "Pathways" with centralized hiring event of "Pathways (Intern NTE/Indefinite, Recent Grad, PMF)" selected. Those positions with the Appointment Type of "Intern Indefinite" will be advertised for student interns, and "Recent Grad" will be advertised for those who have completed degree requirements in the previous two years as well as current internal merit candidates. The announcements for these Pathways positions will open on USAJobs on March 31, 2020, with a closing date of April 6, 2020. Applicants need not be at the conference to apply.

Position Inventory Information	Existing Position Details	Fill/ Restructure Position Details	Fill St
Section captures information used when requesting a fill action for the position.			
Advertisement Type	Pathways		
Centralized Hiring Event	Pathways (Intern NTE/Indefinite, Rece		
Appointment Type	Recent Grad		

If you have questions about the Pathways Program or the hiring event please send an email to [SM.FS.intern@usda.gov](mailto:SM.FS.intern@usda.gov). You may also contact Doug Crosbie at 505-563-9776 or [douglas.crosbie@usda.gov](mailto:douglas.crosbie@usda.gov).

*for*  
  
CLAUDETTE FERNANDEZ  
Deputy Chief for Business Operations

cc: Pamela Spearow, Doug Crosbie, Lena Duke

## Career Launch Endorsement Review (CLER) Application

	<p><b>Pathways Recent Graduate Program:</b> Is available to individuals who have completed qualifying degree or certificate programs within the previous two years. Qualified veterans may have an extended application period due to military service.</p> <p><b>The Resource Assistants Program:</b> Is a rigorous, immersive, paid internship for individuals interested in Forest Service careers. Resource Assistants work under the supervision of Forest Service staff to complete mission-critical work that demonstrates leadership, critical thinking, and strategic communication. Through direct training, experience, and exposure, Resource Assistants gain the tools to launch their natural and cultural resource careers. Our industry partners have communicated the following careers as a critical priority to fill:</p> <p>Firefighter 1          Firefighter 2          Forest Technician          Bioscience Technician          Medic 1</p> <p><b>Pathways Intern candidates:</b> Will meet the qualification requirements consistent with the Office of Personnel Management (OPM) qualification standards applicable to the position being filled. In addition, the following eligibility requirements apply:</p> <ul style="list-style-type: none"> <li>• Currently has and maintains at least an overall 2.9 GPA.</li> <li>• Is a United States citizen.</li> </ul> <p><b>Pathways Presidential Management Fellows Program</b> – This program is for individuals who have completed an advanced degree within the past two years.</p>
<p><b>I-R 4</b></p>	<p><b>List of specific skills and competencies required for completion of Career Launch program, with demonstrated alignment to entry-level positions, job descriptions, and average local salary ranges.</b></p> <p>Average local salary ranges can be found in links to current job postings in I-R3.          Refer to the Work-Based Learning Employee Checklist Document in I-R6.</p>
<p><b>I-R 5</b></p>	<p><b>Employer attests that Career Launch program is in compliance with required federal, state, and local regulations.</b></p> <p>See endorsement letters and very specifically the Forest Service Support letter on page 11 earlier in the application.</p>
<p><b>I-R 6</b></p>	<p><b>Employers will outline a student supervision and mentorship model.</b></p> <p>See endorsement letters earlier in the application. In addition to this, OHS has developed a student learning plan and evaluation that we will use with our various partners. This will allow employers to:</p> <ul style="list-style-type: none"> <li>• See what the student’s learning plan consists of</li> <li>• Perform a work skills evaluation on the student</li> <li>• See the overarching goals of OSD</li> <li>• Have access to OSD CTE Power Standards</li> <li>• Perform a 21st Century Skills evaluation on students</li> <li>• Have a training agreement that is agreed upon between students, parents/guardians, the employer, and the worksite learning coordinator</li> </ul>

# Career Launch Endorsement Review (CLER) Application

See Work Based Learning Checklist Document below:

Attachment B



## Oroville High School (OHS) Student Learning Plan and Evaluation 0-360 Hours (1 credit)

**Student Name:** \_\_\_\_\_

**Employer:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Job Title/Duties and Tasks:** \_\_\_\_\_

**How will this job help you meet your career goals?** \_\_\_\_\_

**Please evaluate the student on their Learning Plan and on the SCAN Skills below.**

Rating Scale: 3 = Exceeds workplace standards, 2 = Meets workplace standards, 1 = below workplace standards, NA = Not Applicable

LEARNING PLAN 0-180 HOURS		0-180 Hours			
		3	2	1	NA
1	Work as a member of a team.				
2	Communicate clearly to supervisors.				
3					
4					
5					
▶ Related School District Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5		Evaluate after approx. 180 hrs.			
▶ Related CTE Power Standards and/or 21 <sup>st</sup> Century Skills – see back    ▶ Refer to CTE Approved Frameworks - see back page					

WORK SKILLS EVALUATION		180 Hours				360 Hours			
BASIC SKILLS	COMMENTS	3	2	1	NA	3	2	1	NA
1	Reading/writing skills for job								
2	Math skills for job								
3	Technology skills for job								
<b>THINKING SKILLS</b>									
4	Follows job safety and health rules								
5	Follows directions and ask for clarification								
6	Shows good judgment (plans tasks)								
7	Problem solving								
8	Decision making								
<b>PERSONAL QUALITIES</b>									
9	is punctual and meets attendance standards								
10	Maintains appropriate personal hygiene and dress								
11	Responds appropriately to supervisors								
12	Reacts appropriately to constructive criticism								
13	Completes tasks/assignments on time								
14	Shows initiative (self starter)								

Evaluation Initials

Supervisor \_\_\_\_\_

WSL Coordinator \_\_\_\_\_

Student \_\_\_\_\_

▲ Evaluate after approx. 360 hrs.



# Career Launch Endorsement Review (CLER) Application

Attachment B

LEARNING PLAN 181-360 HOURS		181-360 Hours			
		3	2	1	NA
1	Work as a member of a team.				
2	Communicate clearly to supervisors.				
3					
4					
5					
▶ Related School District Goal(s) – see back <input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5					
▶ Related CTE Power Standards and/or 21 <sup>st</sup> Century Skills – see back                      ▶ Refer to CTE Approved Frameworks - see back page					

**Oroville School District Goals**

- Goal 1: **P/K-12 Achievement:** Each student will meet or exceed all state and district standards
- Goal 2: **College and Career Ready:** Each student will graduate with the necessary skills and appropriate plan to continue to postsecondary options
- Goal 3: **Equity and Access:** Each student will be valued, connected and achieving – no barriers
- Goal 4: **Business Operations** will support the educational process, increase student achievement and provide value through efficient and effective allocation of operational resources
- Goal 5: **Human Resources:** will use exemplary practices to recruit, train and retain a diverse, high quality staff for schools and departments across the district

**Oroville School District CTE Power Standards**

<b>CCSS-ELA</b>	
<i>College and Career Readiness Anchor Standards for Reading</i>	
<input type="checkbox"/> 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<input type="checkbox"/> 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<i>College and Career Readiness Anchor Standards for Writing</i>	
<input type="checkbox"/> 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<i>College and Career Readiness Anchor Standards for Speaking and Listening</i>	
<input type="checkbox"/> 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<input type="checkbox"/> 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<i>College and Career Readiness Anchor Standards for Language</i>	
<input type="checkbox"/> 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>CCSS- Math</b>	
<i>Number and Quantity</i>	
<input type="checkbox"/>	N-Q Quantities    Reason quantitatively and use units to solve problems
<i>Statistics and Probability</i>	
<input type="checkbox"/>	S-MD Using Probability to Make Decisions    Use probability to evaluate outcomes of decisions
<b>Washington State Educational Technology Standards</b>	
<i>Digital Citizenship – Operate Systems</i>	
<input type="checkbox"/>	2.2.1    Develop skills to use technology effectively
<b>American School Counselor Association (ASCA) Standards</b>	
<i>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>	
<input type="checkbox"/>	C:A1    Develop Career Awareness
<i>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</i>	
<input type="checkbox"/>	C:B1    Acquire Career Information
<b>21<sup>st</sup> Century Skills</b>	
<i>Learning and Innovation Skills</i>	
<input type="checkbox"/>	1B    Work creatively with others
<input type="checkbox"/>	2C    Make judgments and decisions
<i>Life and Career Skills</i>	
<input type="checkbox"/>	7B    Be flexible

# Career Launch Endorsement Review (CLER) Application

Attachment B

## 21<sup>st</sup> Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
--	--	--



## Worksite Learning (WSL) Training Agreement

\_\_\_\_\_  
Student Name

**Student Responsibilities:** (Failure to comply with any of the following may result in termination from the program)

1. Complete all required forms. WSL hours cannot be counted towards credit until paperwork is completed and signed.
2. Provide your own transportation to and from the job using public transportation or in a legally licensed and insured vehicle.
3. Correctly document all hours worked.
4. Become familiar with and conform to all student employee regulations and policies set forth by the employer and the coordinator.
5. Notify the Worksite Learning Coordinator within 24 hours if there is a change of work hours or if termination occurs.
6. Keep regular attendance at school and on the job and notify the employer of any anticipated absences.
7. Understand the in-school class is a vital part of the Worksite Learning program. Failure in the class will also result in failure of the work credit.
8. Understand that short and long-term school suspension policies will also apply to the Worksite Learning program.
9. Be aware that if the student is expelled, he/she will be in violation of the agreement and the agreement will be terminated.
10. Abide by the dress code of the learning/training site.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian Responsibilities:** (if student is under 18 years old)

1. Assume responsibility for the conduct and safety of the student from the time they leave school until reporting to work and from the time they leave the work site until returning to school or home. Highline Public Schools assumes no responsibility or liability for student's travel, conduct, or safety once the student leaves school grounds.
2. Encourage the student's active participation, punctuality, attendance, and personal growth in this program.
3. Support this agreement during the student's participation in the work-credit program.

Parent/Guardian: \_\_\_\_\_ (print) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I Student is 18 years of age and does not require Parent/Guardian Signature.

**Employer Responsibilities:**

Business Name: \_\_\_\_\_

Business Street Address: \_\_\_\_\_ City/Zip: \_\_\_\_\_

Supervisor Phone: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

# Career Launch Endorsement Review (CLER) Application

Attachment B

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.
3. Provide the student employee with the same considerations given a regular beginning employee with regard to safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(print)

### Worksite Learning Coordinator Responsibilities:

1. Contact the employer/supervisor at the learning worksite periodically and become acquainted with the immediate job-site supervisor.
2. Become familiar with the nature of the work that the student is expected to perform and assist the student if conflicts arise which may be detrimental to success on the job.
3. **Endeavor to resolve any problems that arise from the student's employment to the mutual satisfaction of all parties concerned.**

Worksite Learning Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WSL 2

(OVER)

### Employer Responsibilities: (if more than one employer)

Business Name: \_\_\_\_\_

Business Street Address: \_\_\_\_\_ City/Zip: \_\_\_\_\_

Supervisor Phone: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.
3. Provide the student employee with the same considerations given a regular beginning employee with regard to safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(print)

### Employer Responsibilities: (if more than two employers)

Business Name: \_\_\_\_\_

Business Street Address: \_\_\_\_\_ City/Zip: \_\_\_\_\_

Supervisor Phone: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

1. Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
2. Comply with the nondiscrimination statement listed on the back of this agreement.

## Career Launch Endorsement Review (CLER) Application

Attachment B

3. Provide the student employee with the same considerations given a regular beginning employee with regard to safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
4. Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
5. Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
6. Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
7. Verify student work hours.

Employer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(print)

---

### **NONDISCRIMINATION AGREEMENT FOR WORKSITE LEARNING PROGRAM**

The Oroville School District and the learning worksite employer assures compliance with state and federal guidelines and regulations regarding nondiscrimination against any employee/student on the basis of race, color, national origin, gender, or disability in recruitment, responsibility, and pay. Harassment of any employee/student with regard to race, color, national origin, gender, or disability is strictly prohibited.

Oroville Public School - Work Based Learning – Career and Technical Education

# Career Launch Endorsement Review (CLER) Application

Attachment B

## Agriculture Competencies:

- Work independently and in group settings to accomplish a task.
- Develop strengths and talents of team members so that all can achieve success.
- Engage others in conversations to respond to an obstacle when completing a task.
- Present oneself appropriately in various settings.
- Make decisions for a given situation by applying the decision making process.
- Use problem-solving skills
- Classify animals according to the taxonomical classification system.
- Implement quality-assurance programs and procedures for animal production.
- Determine the relative nutritional value of feedstuffs by evaluating their general quality and condition.
- Appraise the adequacy of feed rations using data from the analysis of feedstuffs, animal requirements and performance.
- Summarize factors that lead to reproductive maturity.
- Evaluate reproductive problems that occur in animals.
- Select appropriate feedstuffs for animals based on factors such as economics, digestive system and nutritional needs.
- Evaluate animals for breeding readiness and soundness.
- Interpret animal behaviors and execute protocols for safe handling of animals.

## Forestry Competencies:

- Identify / Classify Shrubs of Eastern Washington Range and Forest
- Identify / Classify Deciduous Trees of Washington State
- Identify / Classify Coniferous Trees of Washington State
- Describe differences in leaves, fruit, flowers, etc. for trees and shrubs
- Describe the function of leaves, stems, bark, roots, etc. in the health of the tree
- Describe the process of photosynthesis
- Demonstrate Proper Use and Maintenance of a Chainsaw
- Demonstrate Skirting of trees
- Explain "Defensible Space" in terms of management
- Explain "Sustainability" as it applies to Forest resources
- Demonstrate Log Bucking Techniques
- Measure Cords of wood and also construct projects
- Market and distribute firewood and projects
- Define "Timber Stand Improvement"
- Identify conditions that regulate decisions made for thinning
- Identify reasons for cutting or leaving trees when thinning
- Identify trees to be thinned in a managed stand
- Differentiate between pure and mixed forests- between even-aged and all-aged forests
- Define forest canopy and explain the importance of shade tolerance in the canopy
- Operate tree measuring devices- clinometer, diameter tape, Biltmore stick, logger's tape, log scale, increment borer.
- Estimate timber volumes by product.
- Select and use tree volume and site index tables.
- Demonstrate use of the wedge prism.
- Develop a timber stand growth projection.
- Demonstrate sampling techniques:
- Determine Site Index for a stand of trees
- Competencies Total Learning Hours for Unit: 22
- Demonstrate usage of a compass to measure an azimuth from one point to another.
- Calculate average pace
- Use average pace calculation to estimate distances by pacing
- Demonstrate usage of a compass with a map to triangulate position using local landmarks.
- Identify parcels of land on USFS maps based on legal descriptions.
- Explain differences between planimetric and topographic maps
- Explain how contour lines work on topographic maps
- Identify landmarks based on contour patterns
- Identify symbols used on USFS maps
- Explain the following vocabulary: Meridian, range, township, section, acre.
- Describe the major insect pests of our forests
- Describe the most important disease problems of our forests.
- Outline other enemies of the forests
- Identify various tree disorders local to the State of Washington based on visual inspection
- List and describe some of the most destructive forest fires in U.S. history
- Draw and explain the fire triangle
- Explain how fire can be used as a positive tool in woodland management
- Describe the anatomy of a typical forest wildfire
- Explain how firefighters find and attack a forest wildfire

# Career Launch Endorsement Review (CLER) Application

Attachment B

Natural Resources Competencies:

- Apply scientific principles to natural resource activities and concepts.
- Explain interrelationships between natural resources and humans.
- Conduct a field study of an ecosystem and record and document observations of species interactions.
- Create a model of a water system and identify inputs/outputs on that system.
- Classify and apply knowledge of plant and animal systems to activities associated with those systems.
- Develop a management plan to improve habitat, diversity and sustainability.
- Apply principles of sustainability to the management of natural resources.
- Conduct a field inventory of soil samples to determine soil classification to recommend appropriate amendments for a given situation.
- Work independently to conduct a field inventory of soil samples.
- Relate the physical, chemical and biological properties of soil to plant and land use.



## Career Launch Endorsement Review (CLER) Application

<b>I-R 7</b>	<p><b>Description of common career pathway(s) beginning with entry-level position specified with demonstration of likely salary growth over specified time period.</b></p> <p>Refer to the Natural Resources Program of Study Document in A-R2 (Occupations located in column, far right side).</p>
<b>I-R 8</b>	<p><b>Demonstrated competency alignment with relevant professional standards for specified entry-level positions when applicable.</b></p> <p>Refer to the Work-Based Learning Employee Checklist Document in I-R6. Refer to the Natural Resources Program of Study Document in A-R2.</p>
<b>I-R 9</b>	<p><b>Signed letter from employers partners attesting that Career Launch completers will be ready for specified entry-level jobs, including an optional, non-binding commitment estimating number of Career Launch completers they plan to interview/hire over the first three years of the program.</b></p> <p>See employer letters previously posted in the application in P6.</p>

### Academic-Related Checklist

<b>A-R1</b>	<p><b>List of academic institution(s) providing career-aligned instruction for Career Launch program.</b></p> <p>Refer to Natural Resources Program of Study Document in A-R2.</p>
<b>A-R2</b>	<p><b>Curriculum scope and sequence aligned to skills and competencies provided in employment checklist.</b></p> <p>Refer to Work Based Learning Employment Checklist I-R6 and Program of Study listed below.</p>

# Career Launch Endorsement Review (CLER) Application



## PROGRAM OF STUDY

**Career Cluster:** Agriculture, Food & Natural Resources

**Career Cluster Pathway:** Natural Resource Systems

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended coursework and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

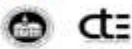
LEVEL	COURSE	English Language Arts (4)	Math (3)	Science (3)	Social Studies/ Sciences	Advisory (7 Degrees Graduation Requirement)	Career & Technical Courses, Learning And/or Degree Major Courses	Industry/Technical Certification	SAMPLE Occupations Relating To This Pathway
SIXTH GRADE	7	English 7	Math 7	Science 7	WA St. History	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WCIS	Agriculture 1/2 Ag. Mechanics (CTE) Natural Resources (CTE and CIH) Forestry	ICS 100 ICS 700 s190 (Prep for Fire 1 and Red Card Certification)	<b>Little or No Preparation</b> • Fishers • Fishers • Landscaping and Groundskeeping Workers  <b>Some Preparation</b> • Biomass Collection, Separation and Sorting • Post-Line Supervisor/Manager of Landscaping, Lawn Service, and Groundskeepers • Refuse and Recyclable Material Collectors • Post Control Workers
	8	English 8	M/Pre-Algebra Algebra I	Earth Science	Social Studies II	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WCIS* *Course and Program of Study Planning via WCIS*	SAE Small Business Management Forestry  Business Communication Welding	s130 (Prep Card for Fire 1 and Red Card Certification) 8th: Certification  CPR Wilderness CPR	<b>Medium Preparation</b> • Animal Waste Biomethane Gas Collection System Technician • Environmental Engineering Technician • Environmental Sampling Technician • Environmental Science and Protection Technician* • Cartographers and Photogrammetrists  • Food and Conservation Technicians • GIS Technician • Wildlife Handler, Sprayer, and Applicator, Vegetation • Water and Liquid Waste Treatment Plant and System Operator
	9	English 9	Algebra I Geometry Algebra II Consumer Lit	Physical Science Agriculture	None	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WCIS* -Resume* -Cover Letter* -Post Secondary Planning via WCIS*	Physics Environmental Science	Pack Test Drone Certification Field Experience	

SEVENTH GRADE	10	English 10	Geometry	Biology Computer Programming (Articulation) CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual)	World History	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WCIS* -Update Resume* -Update Cover Letter* -Post Secondary Planning via WCIS*			<b>Considerable Preparation</b> • Business Manager • Designer • Engineering and Maintenance • Civil Engineer for Agriculture, Irrigation, and Water Supply • Construction • Construction Forestry Operator • Construction Policy Analyst & Advisor • CTE Teacher • Forestry Supervisor • Greenhouse Gas Emissions Report Writer • Landmark Academic Plan and Survey Worker • Nonferrous Energy Converter • Sales • Rehabilitation Worker and Mechanic/Assembler • Technical and Quality • Secretary and Post Secondary Instruction • Sales Representative • Technician • Sales Representative • Water/Wastewater Quality Controller  <b>Extensive Preparation</b> • Climate Change & Energy Policy Specialist • Environmental Programs • Environmental Scientist • Resource Planner • Water Resources Policy Specialist
	11	English 11 Business Communications (CIH) CH 170 (Dual) CH101 (Dual)	Algebra II Trig/ Pre-Calculus (CIH) CAD (Articulation)	Forestry (Articulation Tech Prep) Chemistry Physics Computer Programming (Articulation)	US History Business Law (Not currently in the schedule)	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSBP Update -Career Interest Survey via WCIS* -Update Resume*			

# Career Launch Endorsement Review (CLER) Application

		TEALS/Computer Programming (Articulation) Carpentry (Articulation)	CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual)		-Update Cover Letter* -Post Secondary Planning via WOSIS* -Driver's License (Age 16 or over) -Social Security Card -Review of HSDP as necessary -Completion of 2 mock interviews -Completed GHS Student Learning Plan and Evaluation Form -Employability Soft Skills -Completed Job Application -Attendance Requirements Met -Behavior Requirements Met -Graduation Requirements Up to Date			
	HSDP & Academic Review for career maturity & career pathway placement				HSDP Update			
12	English 12 CH 170 (Dual) CH101 (Dual)	Eng/Pre-Calculus (CH) AP Calculus CAD (Articulation) TEALS/Computer Programming (Articulation) Carpentry (Articulation)	Forestry (Articulation Tech Prep) Chemistry Physics Computer Programming (Articulation) CAD (Articulation) Natural Resources (Articulation) Agriculture (Articulation) Engineering (Dual)	Civics .5 CWP .5 Business Law (Not Currently Offered in the Schedule)	One Reflective Exploration Experience for each 16 Career Pathways On-going Progress Monitoring and Academic Review HSDP Update -Career Interest Survey via WOSIS* -Update Resume* -Update Cover Letter* -Post Secondary Planning via WOSIS* -Driver's License (Age 16 or over) -Social Security Card -Review of HSDP as necessary -Completion of 2 mock interviews -Completed GHS Student Learning Plan and Evaluation Form* (As part of Senior Project) -Employability Soft Skills -Completed Job Application -Attendance Requirements Met -Behavior Requirements Met -Graduation Requirements Up to Date			
	<b>Technical Certification</b> (Instruction provided through certified training and/or testing centers) <b>Fish and Fisheries Sciences and Management</b> • Puyallup College		<b>Apprenticeship Opportunities</b> (To learn more about Apprenticeship, visit <a href="http://www.careeroutlook.wa.gov">www.careeroutlook.wa.gov</a> ) Follow these steps to learn about the specific apprenticeships available in this pathway.		<b>2-yr or ATA Degree</b> (List specific colleges at <a href="http://www.careeroutlook.wa.gov">www.careeroutlook.wa.gov</a> ) <b>Environmental and Natural Resource Conservation</b> • Bellingham Technical College • Cascade College		<b>4-yr Degree or Adv Training</b> (List specific colleges at High Education Coordinating Board) <b>Agricultural Systems</b> • Walla Walla Community College • Washington State University	

<b>TECHNOLOGICAL</b> <ul style="list-style-type: none"> <li>Gray's Harbor College</li> <li><b>Service Technologies</b> <ul style="list-style-type: none"> <li>Ballou Technical College</li> <li>Newton Technical College</li> </ul> </li> </ul>	<b>STEP 1: Link to Apprenticeship Registration and Tracking System</b> <b>STEP 2: Search</b> by "Occupation" using key words below or the SOC code listed. <ul style="list-style-type: none"> <li>• Drainage &amp; Wastewater Collection (91-9031)</li> <li>• Lineman Technician (91-9011)</li> <li>• Pesticide Water Supply &amp; Service Worker (91-9031)</li> <li>• Waste Water Treatment Plant Operator (91-9031)</li> <li>• Water Treatment Plant Operator (91-9171)</li> <li>• Water/Wastewater Technician (91-9031)</li> </ul> <b>STEP 3:</b> Click "View" and scroll down to find contact name and program standards by qualifications and how to apply.	<ul style="list-style-type: none"> <li>• Oliver Park Technical College</li> <li>• Gray's Harbor College</li> <li>• Green River College</li> <li>• Skagit Valley College</li> <li>• South Seattle College</li> <li>• Walla Walla Community College</li> <li>• Wenatchee Valley College</li> </ul> <b>Fire Services, Protection, Firefighting, Wildland/Forest Fire</b> <ul style="list-style-type: none"> <li>• Ballou Technical College</li> <li>• Oliver Park Technical College</li> <li>• Columbia Basin College</li> <li>• Everett Community College</li> <li>• Green River College</li> <li>• Pierce College</li> <li>• Skagit Valley College</li> <li>• Spokane Community College</li> <li>• Walla Walla Community College</li> <li>• Wenatchee Valley College</li> </ul> <b>Landscaping/Technicians</b> <ul style="list-style-type: none"> <li>• Clark College</li> <li>• Graceland Community College</li> <li>• Highline College</li> <li>• Lake Washington Institute of Technology</li> <li>• South Seattle College</li> <li>• Spokane Community College</li> <li>• Wenatchee Valley College</li> </ul> <b>Natural Resources/Forestry/Wildlands</b> <ul style="list-style-type: none"> <li>• Gray's Harbor Community College</li> <li>• Green River College</li> <li>• Skagit Valley Community College</li> <li>• South Seattle College</li> <li>• Spokane Community College</li> </ul> <b>Water Quality &amp; Wastewater Treatment Plant &amp; Socioeconomic Tech</b> <ul style="list-style-type: none"> <li>• Green River Community College</li> </ul> <b>Water Resources</b> <ul style="list-style-type: none"> <li>• Gray's Harbor Community College</li> <li>• Green River Community College</li> <li>• Skagit Valley Community College</li> <li>• Spokane Community College</li> </ul>	<b>Animal Sciences</b> <ul style="list-style-type: none"> <li>• Washington State University</li> </ul> <b>Engineering Related Technologies</b> <ul style="list-style-type: none"> <li>• Bellingham Technical College</li> <li>• Wenatchee Valley College</li> </ul> <b>Environmental Sciences</b> <ul style="list-style-type: none"> <li>• Skagit Valley College</li> <li>• Washington State University - Vancouver</li> </ul> <b>Fire Science Leadership Management</b> <ul style="list-style-type: none"> <li>• Pierce College</li> </ul> <b>Fish and Fisheries Sciences and Management</b> <ul style="list-style-type: none"> <li>• University of Washington</li> </ul> <b>Forest Resource Management</b> <ul style="list-style-type: none"> <li>• Gray's Harbor College</li> <li>• Green River College</li> <li>• University of Washington</li> </ul> <b>Forestry and Related Sciences, DFW</b> <ul style="list-style-type: none"> <li>• University of Washington-Seattle Campus</li> <li>• Washington State University</li> </ul> <b>Landscaping/Architecture</b> <ul style="list-style-type: none"> <li>• University of Washington-Seattle Campus</li> <li>• Washington State University</li> </ul> <b>ITE Secondary Education Teacher</b> <ul style="list-style-type: none"> <li>• South Seattle College</li> <li>• Washington State University</li> </ul> <ul style="list-style-type: none"> <li>• Education Degree in a CTE program area with 2000 hours of related work experience</li> <li>• Industry Role Certificate requires 8000 hours of work experience in the field and completion of a state approved CTE Preparation Program along with passage of Basic Skills Math and English</li> </ul> <b>Sustainable Practices</b> <ul style="list-style-type: none"> <li>• Cascade College</li> <li>• Washington State University</li> </ul> <b>Wildlife and Tackles Leadership</b> <ul style="list-style-type: none"> <li>• South Seattle College</li> </ul>
--	---	--	--



A-R 3

Demonstration of student supports (e.g. mentoring, advising, financial aid, tutoring)

## Career Launch Endorsement Review (CLER) Application

	<p><b>available for Career Launch students enrolled in the course.</b></p> <p>OHS has programs and procedures in place to ensure that all students receive the support that they need during their educational journey:</p> <ul style="list-style-type: none"> <li>● Students are progress monitored through the Principal’s Office and their advisory teacher. This allows them to receive extra support and mentoring at any time it is necessary.</li> <li>● All students are part of the MTSS model which provides them extra support in areas that they struggle, and advanced opportunities in areas where they excel.</li> <li>● All students participate in the OHS advisory program which provides guided career exploration in the 16 career pathways, support in the creation of a resume and cover letter, completion of HSBP, etc.</li> <li>● All 7-12 grade students complete HSBP through an online platform. Their plans include: <ul style="list-style-type: none"> <li>○ Career Interest Surveys to help in determining post-secondary pathway</li> <li>○ Selected pathway they would like to pursue</li> <li>○ Selection of classes to meet their pathway</li> <li>○ Graduation Requirements</li> <li>○ Completion of a resume and cover letter</li> <li>○ Completion of FAFSA for financial aid</li> <li>○ Advising by the school counselor to meet the needs of every student</li> </ul> </li> <li>● The school counselor monitors every child’s HSBP and assists them in adjusting it according to their needs. This includes: <ul style="list-style-type: none"> <li>○ Registering for classes aligned to the student’s career path</li> <li>○ Registering for Dual Credit courses</li> <li>○ Registering for College in the High School Courses</li> <li>○ Guidance on choosing a path that will lead to post-secondary success</li> <li>○ Guidance on entering into college and/or the workforce post-secondary</li> </ul> </li> <li>● All students have access to tutoring in our after school program that runs five days a week.</li> <li>● OHS has partnered with outside agencies in order to bring those outside agencies and their knowledge base into the school to share with students. These outside agencies present information as well as work with students to provide training for students to successfully obtain industry credentials in a variety of areas.</li> </ul>
<p><b>A-R 4</b></p>	<p><b>Number of postsecondary credits provided and/ or credential earned upon completion of program.</b></p> <p>See Program of Study in A-R2 (CiH, Dual and Articulation credits are noted per course within the document).</p>
<p><b>A-R 5</b></p>	<p><b>Demonstrated curricular alignment with relevant professional and/ or academic standards associated with coursework and credential, when applicable.</b></p> <p>See Program of Study in A-R2 and Work-Based Learning Employee Checklist Document in I-R6.</p>
<p><b>A-R 6</b></p>	<p><b>Details of potential for current or future partnerships and/or scalability of the program within and across sectors and/or geographic locations (e.g. articulation, degree pathways), when applicable.</b></p> <p>Oroville’s current partnerships with Natural Resource entities like U.S. Forest Service, The National Park Service, Lifeline Technical Training “technical programs”, demonstrate our aggressive approach to establish the Natural Resources Program of Study. OHS, working with</p>

### **Career Launch Endorsement Review (CLER) Application**

	<p>Natural Resource professionals, newly hired K-12 teachers in business and agriculture, and subject matter expert K-12 teachers on staff has developed a complete program in its entirety that aligns and meets all state of washington learning standards but more importantly is also aligns with Natural Resource employers and their entry level job requirements. This program aligns participating students with Career Connect Regional networks across the county. It will establish OHS as a direct pipeline for developing and vetting new graduates for immediate employment with a significant increase in qualification and retention percentages.</p>
--	---