

Carl D. Perkins Career and Technical Education Act of 2006

2009-2010 Update to Perkins IV Local 5-Year Improvement Plan and Application

COVER PAGE

Agency Name, Address and Authorizing Signature of Eligible Recipient:

Clackamas Education Service District

Eligible Recipient Agency Name

13455 SE 97th Avenue, Clackamas, OR 97015

Mailing Address, City & ZIP

Authorizing Signature (Chief Administrator)

Date

Person at, or representing, the eligible agency responsible for answering questions about this plan:

AUTHORIZED REPRESENTATIVE

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FISCAL AGENT

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Type of 2009-2010 Perkins IV Local Plan Update (check all that may apply): Amount of Grant Request \$ _____

Individual Secondary School District Basic Plan

Consortium Basic Plan

Individual Community College Basic Plan

Regional Reserve Fund Plan

Recipient	Basic Plan	Reserve Plan	Budget Narrative & Spending Workbook	Consortium Members	Consortium Operations Agreement Job Description	Assurances
Direct	X		X			X
Consortium	X	X	X	X	X	X

LOCAL or CONSORTIUM BASIC GRANT PLAN

SECTION A:

In June, 2008, local eligible recipients submitted a 5-Year Plan that identified the CTE Programs of Study (CTE POS) that would be developed, and the associated strategies and activities to support the implementation of CTE POS that are designed to lead to improvement in student performance.

This application must describe how you will measure your progress and performance on:

- A. Developing the Core Elements of CTE Programs of Study and the supporting professional development
- B. Student Performance outcomes from instruction resulting from a CTE Program of Study design
- C. Implementing a Continuous Improvement Process supported by Professional Development

CTE Program of Study Design	Program Design Performance	Student Outcome Performance
Standards and Content Goals 1a, 1b	Industry Standards High Skill, High Wage All Aspects of industry Size, Scope and Quality Technology	A student... <ul style="list-style-type: none"> ○ Recognizes connections between academic and technical content ○ Demonstrates mastery of academic and technical content aligned with industry standards ○ Builds confidence to compete for high skill, high wage, high demand occupations
Alignment and Articulation Goals 2a, 2b, 2c	Signed Institutional Agreements Articulation Agreements	A student... <ul style="list-style-type: none"> ○ Never needs to take a remedial course ○ Continually progresses in knowledge and skills when ready ○ Earns high school or college credit based on performance ○ Makes the connection between educational preparation and entry into a career
Accountability and Evaluation (Student Performance) Goals 3a, 3b, 3c	Integration of Academics Technical Skills Assessments <ul style="list-style-type: none"> ○ Valid and reliable ○ Industry recognized credential 	A student... <ul style="list-style-type: none"> ○ Monitors their own progress through their demonstration of attaining standards ○ Demonstrates their technical and academic proficiency in meaningful ways ○ Adapts their programs to meet their personal goals based on industry requirements and performance outcomes State Performance Indicators Secondary <ul style="list-style-type: none"> ○ Reading, Writing, Math ○ Technical Skills ○ Graduation ○ Placement Postsecondary <ul style="list-style-type: none"> ○ Retention ○ Credentials ○ Placement (Community Colleges)

CTE Program of Study Design	Program Design Performance	Student Outcome Performance
Student Support Services Goals 4a, 4b	Relevant Career Experiences Non-traditional participation Barrier-free access	<ul style="list-style-type: none"> ○ Non-traditional participation A student... <ul style="list-style-type: none"> ○ Identifies career path options and they can follow a chosen career ○ Receives consistent and informed messages about career and possible financial options for postsecondary education ○ Takes ownership of their education through maintaining a current education plan and portfolio ○ Applies skills and traits in a variety of settings including student organizations
Professional Development- Goals 5a, 5b.1, 5b.2	Embedded academic content Secondary teachers participate in formal professional development Postsecondary teachers participate in formal professional development	A teacher and/or administrators... <ul style="list-style-type: none"> ○ Can integrate academic content with technical content to provide contextual instruction ○ Knows how to align instruction to industry standards ○ Is actively engaged in identifying or developing valid and reliable technical assessments ○ Use CTE instruction to assist students in meeting graduation or postsecondary education requirements

For all Goals: Explain how you will measure your progress and performance as it relates to PROGRAM DESIGN.
(Please note: ‘Goal’ replaces ‘Performance Indicator’ in the Oregon State Plan for Career and Technical Education, 2009-2013 document)

For Goal #3

You are responding to PROGRAM DESIGN PERFORMANCE MEASURES as well as STUDENT PERFORMANCE MEASURES.

For State Performance Measure Goals (3c) that you did not meet at a 90% threshold or only met by a narrow margin:

- A Narrative Plan or Action Plan/Local Improvement Plan is *required* for the goals which do not meet the 90% threshold rule.
- It is highly recommended that a detailed plan be included for any goal that has not been met by a comfortable margin.

For goals that have met the 90% threshold rule:

- Narrative Plans for 2010-2013 should describe the preparation to meet the 2012-2013 performance. Narrative Plans and Action Plan/Local Improvement Plans are intended to be used to guide the expenditure of Perkins funds.

PLEASE PROVIDE REPONSES IN THE BOXES BELOW EACH GOAL.

Overview ***RESPONSE REQUIRED***

What is the vision for CTE students in your region as a result of the implementation of CTE Programs of Study?
Briefly describe the work of your school, district, or consortium in developing and implementing CTE Programs of Study.

Identify major opportunities and challenges that will be addressed in this plan.

EXAMPLE:

- o *Number of CTE Programs of Study that have been designed and ready for approval*
- o *Number of CTE Programs of Study ready for implementation*
- o *Number of CTE Programs to be developed this year (If there are proposed changes to the schedule submitted to the state due to program eliminations, please indicate.)*

C-TEC's vision, mission and objectives from our Strategic Plan are listed below. This is the "big picture" direction that C-TEC is headed in the future. Our plan later explains the details of planned activities for meeting these objectives.

Vision: Inspires, educates, and prepares the emerging workforce in Clackamas County

Mission: C-TEC promotes a high quality system of Career and Technical Education and career related learning for all students through a coordinated delivery of services in secondary and post-secondary education.

Values: C-TEC Values

- Collaboration between consortia members
- Partnerships with industry and the community
- Leadership and innovation in providing high quality education, training, and workforce development

Objectives:

1. Develop and support high quality Career and Technical Education programs that are:
 - Aligned with academic, technical skill, and safety standards
 - Articulated between secondary-postsecondary levels
 - Lead to industry certification, licensure, or postsecondary degree
 - In high demand, high skill, or high wage industries
2. Expand the development and use of Career Pathways to inform stakeholders
3. Convene resources and partnerships that provide career development and career related learning opportunities for the emerging workforce and education community
4. Assure workforce development opportunities for special populations including at-risk students.

Status of Implementing Programs of Study

C-TEC's plan for implementing Programs of Study has been an approach that is inclusive of all programs. The strategy is to address each of the Core Elements of the Program of Study one at a time over a three year period for all programs.

2008-2009 - The focus during 2008-2009 was on aligning all programs to industry standards. The Regional CTE Coordinator and a contractor worked with groups of high school teachers and community college faculty from each of the CTE areas to identify a common set of skill standards that will be used. The postsecondary institution identified the learning objectives and standards that made up the courses within their program. The compiled list of standards were shared with the corresponding high school teachers, that then identified the standards that were addressed within their programs and to what level (based on a 4 point scale). Skill sets were completed for all the program areas, however, not all high school teachers were able to respond prior to leaving school. Therefore, there will be some follow up work to do with programs in the fall of 2009 to complete the alignment with skill sets.

In addition, Sabin-Schellenberg committed to approving 10 Programs of Study during 2008-2009. The ten programs were completed and submitted to ODE.

2009-2010 – The focus during 2009-2010 will be on Alignment and Articulation. During the Regional Teacher Meetings in 2008-2009, we conducted an informal assessment of programs relating to alignment and articulation and discovered that most of the programs have articulation agreements in place. There are 5 to 7 programs that need assistance in establishing articulation, and two programs areas that need support in transferring their articulation to a new community college following the closure of a college program (Drafting and Construction). We will focus support efforts on the programs needing articulation developed or transferred. Support will be individualized based on the factors affecting articulation. For example, some issues are based on teacher credentials while others are a result of a lack of postsecondary programs existing at community colleges (e.g. Textiles and Design).

Since the need for support for Alignment and Articulation is not as high as initially expected and the needs are individualized, the collective effort of the consortium will be targeted on the implementation of Technical Skill Assessment. We will be developing local assessments based on Senior Projects at Sabin-Schellenberg, convening teacher groups to identify and pursue potential assessments, and funding implementation projects for groups of teachers.

In addition, Sabin-Schellenberg committed to approving its remaining 12 Programs of Study during 2009-2010 and all schools in the region will be approving all Drafting, Manufacturing, and Business Technology Programs of Study (the members of our pilot group during the Transition year).

2010-2011 – The focus will continue to be on implementing Technical Skill Assessments. By the end of 2010-2011 all programs will have an assessment method and ready to be implemented during 2011-2012. Also by June 2011, all remaining Programs of Study will have completed the approval process and paperwork submitted to ODE.

Benefits

- a. All programs are working on the same thing at the same time and can support one another.
- b. The Consortium is able to focus its efforts on one or two priorities at a time and support programs more consistently.

Challenges

- a. Alignment and Articulation is challenging for programs without post-secondary institutions that have degree or certificate programs in those areas (but are considered high wage, high skill, or high demand) or those with veteran teachers that do not have the credentials to meet the articulation requirements.
- b. The Program of Study documentation and process is repetitive. I believe it can be streamlined by eliminating the need to state same information repeatedly in slightly different formats throughout the application.
- c. Programs and schools continue to be required to do more with less, prioritizing meeting the requirements of the Program of Study application process is difficult.

Program Updates for Ron Dodge's Database –

Remove Canby High School - Information Technology – Program closed as a result of budget cuts

Add Engineering – Gladstone High School – a new program to be submitted by June 30, 2010.

(REQUIRED USE OF FUNDS)

1. Standards and Content – Update of 5-Year Plan

Goal 1a:

By 2012-2013 100% of Perkins-eligible Programs of Study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	10%	90%	100%	100%	100%	100%
Your Performance	10%	80%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Alignment with standards has been a focus for CTE programs in 2008-9. Most programs have submitted their list of skill standards and developed a model sequence of courses (or roadmap).

We will measure our performance by: Skill Set worksheets completed within each program area and each school with a program, or other evidence of documentation by teachers that demonstrates alignment with standards (e.g. scope and sequence, syllabus, course outline, etc). Eventually we will use the Technical Skill Assessment, once implemented, to assist in measuring the alignment to industry standards.

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
<ul style="list-style-type: none"> a. Facilitate regional teacher teams, led by Clackamas Community College faculty, to identify and document common skill sets addressed within each program area (complete any unfinished work from 2008-2009) by contracted consultant b. Identify model sequence of courses for each secondary component of POS (complete any unfinished work from 2008-2009) c. Complete Math in CTE Follow-up from 2008-9 (20 teachers, 2 facilitators, 2 days) d. Develop professional development workshop focused on Writing in CTE utilizing concepts from Math in CTE model to be conducted during summer 2010 (20 teachers, 2 facilitators, 5 days) e. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry f. Manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies. Mini-grants will reflect closer tie to 5 elements of a program of study g. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements h. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc. In particular, development of pathways in sustainability/renewable energy. i. Offer regional high school CTE programs at the community college to all county school districts in Automotive, Manufacturing and Engineering. (These programs meet the same requirements as secondary components of Programs of Study) 	<p>\$141,496</p>

- j. Fund release time for teachers to 1) work together to align curriculum with teachers in similar curriculum areas 2) align with new standards or 3) integrate academic skills into CTE programs (focused on writing or math) to include:
 - Gladstone business teachers to align courses with Office2007
 - Curriculum development for Work Readiness/CTE exploration for Adult High School programs Clackamas Community College
- k. Complete Program of Study Renewal for all Manufacturing, Business Technology, and Drafting programs.
- l. Implement strategies to enhance writing in CTE programs
- m. Support the development of new and emerging Programs of Study, especially Renewable Energy Technology at CCC with corresponding high school programs (e.g. Engineering at Gladstone HS) with release time for curriculum development and alignment
- n. Implement Career Readiness Certificate in CTE programs (especially at post-secondary level)

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Continue to manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies – focused on the core elements of Programs of Study.
- b. Continue strategies to enhance Math and/or writing in CTE programs
- c. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry
- d. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements
- e. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.
- f. Offer regional high school CTE programs at the community college to all county school districts. (These programs meet the same requirements as secondary components of Programs of Study)
- g. Continue to support the development of new and emerging Programs of Study, especially Renewable Energy Technology at CCC with corresponding high school programs (e.g. Engineering at Gladstone HS) with release time for curriculum development and alignment
- h. Implement Career Readiness Certificate in CTE programs (especially at post-secondary level)

Goal 1b:

By 2012-2013 95% of Perkins-eligible Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	50%	60%	70%	80%	90%	95%
Your Performance	50%	60%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: The standard for this goal is for CTE programs to have the technology necessary to adequately teach the skill sets that are addressed in the program. Continued attention to this area is needed in order to maintain current with ever-changing technology.

We will measure our performance by: Eventually this goal will be assessed utilizing the region’s performance on the Technical Skill Assessment

measurement of Perkins, with the assumption that if the technology is in place, the standards will be able to be addressed. Until then, measurement in this area will need to be somewhat subjective based on conversations with teachers, administrators, input from advisory committees, etc.

Goal 1b cont.:

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

Perkins \$ Budget

<p>a. Obtain supplies/equipment to enhance program alignment with industry standards and relevant technology used in industry. Including, but not limited to:</p> <ul style="list-style-type: none"> - Agriculture at Canby – purchase and install reusable hardscaping materials, plant identification tools - Office Systems at Estacada – Purchase Adobe CS4 licenses for Web Design - Agriculture and Culinary Arts at Sabin-Schellenberg – Tools for development of Food Science program - Marketing at Oregon City – Purchase access to ASK assessment - Nursing Program at CCC – Purchase materials and supplies for nursing program to maintain current with healthcare industry - Graphics Program at Molalla – Obtain InDesign and SMART Board to better integrate technology into instruction <p>b. Obtain equipment to support the development of an engineering program (with a focus on Renewable Energy Technology) at Gladstone High School</p>	<p>\$121,332</p>
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Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Manage mini-grant process for technology upgrades, curriculum development, other program improvement strategies
- b. Continue support and development of new or emerging programs of study by obtaining supplies and equipment
- c. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry
- d. Leverage additional funding for the purchase of current technology, professional development and other curriculum enhancements
- e. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignment with industry, secondary or post-secondary partners, etc.

2. Alignment and Articulation – Update of 5-Year Plan

Goal 2a:

By 2012-2013 100% of Perkins-eligible Programs of Study operate with signed institutional agreements—either alignment or articulation

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	85%	90%	100%	100%	100%	100%
Your Performance	85%	90%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: During an informal inventory in 2008-2009 almost all programs had alignment, only a handful (5-7) did not have articulation in place, and two programs areas need to develop new articulation agreements with post-secondary programs as a result of college program closures.

We will measure our performance by: The presence of signed articulation/alignment agreements by secondary and post-secondary partners.

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

Perkins \$ Budget

- Employ coordinator to establish new and maintain articulation agreements in CTE Programs
- Support high school drafting and construction programs in establishing articulation with PCC. (release time as necessary)
- Engineering program at Gladstone will align curriculum with OIT and CCC programs
- Individual support provided to programs lacking articulation. Pursue non-traditional articulation options with post-secondary institutions as necessary
- Evaluate Skill Set Worksheets for additional alignment/articulation opportunities
- Implement online registration system for Advanced College Credit opportunities
- Explore methods of articulation for Graphic Design programs
- Host annual Regional Teacher meetings in major program areas to facilitate secondary/post-secondary dialogue and alignment

\$37,600

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities
- Refine changes in Advanced College Credit program that more closely align registration, grading, etc with the college experience
- Facilitate development of regional secondary/post-secondary advisory committees for Programs of Study (initially with one or two programs)
- Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused on Articulation and pursuing potential Measurements of Technical Skill Attainment
- Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc.
- Develop Career Pathway Certificates in community college level that will guide secondary Program of Study component alignment

g. Implement strategies to enhance articulation/alignment that were identified during regional teacher meetings.

Goal 2b:

By 2012-2013 67% of Perkins-eligible Programs of Study have secondary-postsecondary credit articulation agreements for courses that are part of a CTE Program of Study leading to a postsecondary certificate or degree

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	75%	75%	90%	100%	100%	100%
Your Performance	75%	75%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: During an informal inventory in 2008-2009 almost all programs had alignment, only a handful (5-7) did not have articulation in place, and two programs areas need to develop new articulation agreements with post-secondary programs as a result of college program closures.

We will measure our performance by: The presence of signed articulation agreements by secondary and post-secondary partners.

Goal 2b cont.:

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
<ul style="list-style-type: none"> a. Employ Advanced College Credit Coordinator to establish new and maintain articulation agreements in CTE Programs b. Support high school drafting and construction programs in establishing articulation with PCC. (release time as necessary) c. Engineering program at Gladstone will align curriculum with OIT and CCC programs d. Individual support provided to programs lacking articulation. Pursue non-traditional articulation options with post-secondary institutions as necessary e. Evaluate Skill Set Worksheets for additional alignment/articulation opportunities f. Implement online registration system for Advanced College Credit opportunities g. Explore methods of articulation for Graphic Design programs h. Host annual Regional Teacher meetings in major program areas to facilitate secondary/post-secondary dialogue and alignment 	\$43,434

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

<ul style="list-style-type: none"> a. Employ coordinator to maintain articulation agreements and facilitate new articulation opportunities b. Refine changes in Advanced College Credit program that more closely align registration, grading, etc with the college experience c. Facilitate development of regional secondary/post-secondary advisory committees for Programs of Study (initially with one or two programs) d. Facilitate Regional teacher meetings between secondary and post-secondary instructors. Particularly focused on Articulation and pursuing potential
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- Measurements of Technical Skill Attainment
- e. Provide teachers with out of class time to develop curriculum, collaborate with other teachers, develop regional strategies within programs of study, etc.
- f. Develop Career Pathway Certificates in community college level that will guide secondary Program of Study component alignment
- g. Implement strategies to enhance articulation/alignment that were identified during regional teacher meetings.

Goal 2c:

By 2012-2013 100% of Perkins-eligible Programs of Study lead to an industry-recognized, postsecondary certificate or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)]

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	80%	90%	100%	100%	100%	100%
Your Performance	90%	90%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Roadmaps are under development for all programs that identify the post-secondary degree or certificate program within each Program of Study.

We will measure our performance by: Roadmaps identify degree or certificate program and program CIP codes will align with High Skill, High Wage, or High Demand job listings for Region 15 from Or. Employment Dept.

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

Perkins \$ Budget

a. Develop Roadmaps for each program identifying secondary courses and post-secondary degree or certificate program to which it is aligned	\$0
b. Identify high skill, high wage, high demand jobs to which each Program of Study is aligned	

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

Complete Program of Study approval process for each secondary CTE program by 2010-2011

3. Accountability and Evaluation – Update of 5-Year Plan

Goal 3a:

By 2012-2013 100% of CTE concentrators who complete the secondary or postsecondary component of their Program of Study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	0%	0%	25%	70%	100%	100%
Your Performance	0%	0%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: We are exploring Technical Skill Assessment and the methods that each program will use to assess. Each program area identified several approaches that they would like to further evaluate and implement as the valid/reliable technical skill assessment.

We will measure our performance by: Number of programs with approved technical skills assessment methods in place within their programs

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

Perkins \$ Budget

a. Fund Technical Skill Assessment Implementation grants – to groups of teachers/administrators to implement and evaluate technical skills assessment methods or develop locally developed assessments	\$38,050
b. Complete development and application of embedded Senior Seminar Experience at Sabin-Schellenberg as technical Skill assessment in 3 program areas (Includes stronger tie to standards and increased evaluator training)	
c. Conduct professional development with all additional Sabin programs to prepare for implementation during 2010-11	
d. Identify viable technical skill attainment alternatives for all programs to implement in 2010-11.	

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

a. Review measures of technical skill attainment implemented in programs receiving implementation grants in 2009-10. Revise plan/measurement tool as necessary.
b. Implement measurement of technical skill attainment for use in all remaining programs of study

Goal 3b:

By 2012-2013 no more than 5% of secondary CTE concentrators who complete the secondary component of their Program of Study will require remediation at postsecondary entry

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	35%	30%	25%	20%	10%	<5%
Your Performance	33%	Unknown%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Overall strategies in this area include increasing the academic rigor of secondary CTE programs, mapping model sequence of courses for students, increasing teacher awareness of academic requirements and student performance, etc.

We will measure our performance by: We will pursue options for identifying a method of measuring remediation levels with Clackamas community college’s institutional researcher, but it is unknown how we will track this for students attending other institutions. Until better methods of measurement are identified, we will utilize an average of the three secondary academic skill measurements within Perkins as our performance for this goal.

Goal 3b cont.:

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
a. Develop Professional Learning Communities (Sabin) to evaluate data about student participation and performance in programs	\$42,411
b. Work with individual schools/consortium members to review their data and direct resources or develop strategies to enhance areas identified as needing improvement	
c. Work with institutional researcher to determine level of data available regarding remediation at entry for CTE programs	

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Review Perkins performance data at annual August retreat to identify areas needing improvement.
- b. Establish regular data review cycle with all relevant parties for community college data

Goal 3c: (see next pages)

By 2012-2013 100% of Perkins-eligible Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)]

- 1) An Action Plan/Local Improvement Plan is required for each Performance Measure that does not meet the 90% threshold.
- 2) It is highly recommended that an Action Plan/Local Improvement Plan be included for goals that do not meet the current performance target. Recipients should plan strategies/activities to meet increased performance levels in the future.
- 3) If all Performance Measures have been met, identify those performance measures that will be used to focus your work and expenditures for next year; include a complete Action Plan/Local Improvement Plan for each of those goals.

Goal 3c cont.:

Secondary Goals for Performance Measures

Performance Measures	Statewide Performance Achieved	Local school/district or consortium Performance Achieved	Statewide Performance Goal/Target	Statewide Performance Goal/Target	Statewide Performance Goal/Target	Statewide Performance Goal/Target	Statewide Performance Goal/Target
	2007-2008	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1S1: Reading	61.05%	66.25%	60.00%	60.00%	70.00%	80.00%	90.00%
1S2: Math	55.22%	67.74%	59.00%	59.00%	70.00%	80.00%	90.00%
1S3: Writing	59.03%	66.88%	60.00%	60.00%	70.00%	80.00%	90.00%
2S1: Technical Skill Attainment ¹	98.25%	95.34%	95.00%	95.00%	95.00%	95.00%	95.00%
3S1: HS Completion	91.90%	96.86%	89.25%	92.50% ²	95.00% ²	TBD ³	TBD ³
4S1: HS Graduation ⁴	91.57%	96.78%	68.10%	68.10%	TBD ⁴	TBD ³	TBD ³
5S1: Placement ⁵	75.96%	45.19%	60.00% ²	62.00% ²	63.50% ²	TBD ³	TBD ³
6S1: Nontraditional Participation	44.52%	47.38%	45.00%	47.00% ²	49.00% ²	TBD ³	TBD ³
6S2: Nontraditional Completion	28.45%	47.89%	19.74%	21.00% ²	23.00% ²	TBD ³	TBD ³

1. The baseline and performance goals/targets for technical skill attainment using assessments have not yet been established. Use the performance goals/targets based on grades in CTE courses until notified.
2. These performance goals/targets are currently subject to negotiations between Oregon and USDOE. Negotiations and final figures will be completed by July 2009.
3. Oregon has not yet been asked by USDOE to negotiate the performance goals/targets for 2011-12 and 2012-13. Anticipate that the levels will be higher than the performance goal/target for 2010-11.
4. The federal definition of graduation is changing and will affect Oregon's performance goals/targets for 4S1. Use current performance goals/targets. New performance goals/targets will be provided by June 2009.
5. New (lower) 5S1 Placement baseline and performance goals/targets are being negotiated with USDOE due to current economic conditions. Also, note that 2009-10 will be the last year we will have enough student SSNs available to gather data for 5S1 using a data match process. Local grant recipients will be expected to administer surveys to gather this data beginning in 2010-11. Further information will be provided during 2008-09.

Goal 3c cont.:

Post-Secondary Goals for Performance Measures

Performance Measures	State Performance Achieved	Local college Performance Achieved	Statewide college Performance Goal/Target	Statewide college Performance Goal/Target	Statewide college Performance Goal/Target	Statewide college Performance Goal/Target	Statewide college Performance Goal/Target
	2007-2008	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
O-1P2: Academic Attainment ¹	93.41%	93.33%	92.54%	94.00%	95.00%	95.00%	95.00%
1P1: Technical Skill Attainment ²	95.00%	96.74%	95.89%	95.00%	95.00%	95.00%	95.00%
2P1: Credential, Certificate or Degree	47.34%	35.81%	42.50% ³	44.00% ³	46.50% ³	TBD ⁴	TBD ⁴
3P1: Retention or Transfer	62.32%	55.81%	75.44% ³	77.00% ³	78.50% ³	TBD ⁴	TBD ⁴
4P1: Placement ⁵	80.44%	79.68%	75.00% ³	76.00% ³	77.00% ³	TBD ⁴	TBD ⁴
5P1: Nontraditional Participation	19.56%	15.7%	17.54%	19.40% ³	21.26% ³	TBD ⁴	TBD ⁴
5P2: Nontraditional Completion	16.31%	11.99%	17.50% ³	19.00% ³	20.50% ³	TBD ⁴	TBD ⁴

1. The postsecondary Academic Attainment performance measure is Oregon-only and not required to be reported to USDOE.
2. The baseline and performance goals/targets for technical skill attainment using assessments have not yet been established. Use the performance goals/targets based on grades in CTE courses until notified.
3. These performance goals/targets are currently subject to negotiations between Oregon and USDOE. Negotiations and final figures will be completed by July 2009.
4. Oregon has not yet been asked by USDOE to negotiate the performance goals/targets for 2011-12 and 2012-13. Anticipate that the levels will be higher than the performance goal/target for 2010-11.
5. New (lower) 4P1 Placement baseline and performance goals/targets are being negotiated with USDOE due to current economic conditions.

Goal 3c cont.:

2009-2010 Action Plan:

Goals reflected in update plan; must address the performance needs of the district or consortium

(Use one Action Plan Table for each activity. Duplicate tables as needed. Delete any tables not needed)

Performance Measure	Secondary Placement
Specific Activity	Research data and data sources contributing to the “Placement” performance measure to ensure accuracy of data and factors contributing to successfully meeting it
Person Responsible	Regional Coordinator
Timeline for the Activity	September 2009
Perkins or Local \$\$\$ Investment	\$600
How the Implementation of the Activity Will Be Monitored	Regular updates to CTEC Steering committee
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Data cleared up and/or Strategy for increasing performance measure identified and reported to CTEC Steering Committee

Performance Measure	Postsecondary Credential, Degree, Certificate
Specific Activity	Develop Additional Less than One Year Certificates
Person Responsible	Division Deans and Enrollment Services
Timeline for the Activity	June 2010
Perkins or Local \$\$\$ Investment	\$20,000 (estimated) – local investment
How the Implementation of the Activity Will Be Monitored	Progress will be monitored via the steps required to get certificate approved: advisory committee approval, curriculum committee presentation, etc
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Number of applications submitted to CCWD for Career Pathway Certificates

Performance Measure	Postsecondary Retention Transfer
Specific Activity	Develop additional institutional relationships with colleges or universities encouraging transfer of students for additional degrees/certificates
Person Responsible	Division Dean
Timeline for the Activity	June 2010
Perkins or Local \$\$\$ Investment	\$15,000 (estimated) – local investment
How the Implementation of the Activity Will Be Monitored	Periodic report to CTE Dean
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Additional institutional partnerships in place encouraging seamless transfer of students to other colleges or universities leading to additional degree/certificate options within CTE programs

Performance Measure	Postsecondary Nontraditional Participation AND Nontraditional Completion
Specific Activity	Work with Institutional Researcher to determine data available regarding Nontraditional participation/completion within college programs. Establish regular reporting cycle Share data with departments during regular reporting cycle Establish strategies to address issues identified in data review process
Person Responsible	CTE Dean
Timeline for the Activity	Initial Data Reported January 2010
Perkins or Local \$\$\$ Investment	\$1500 (estimated) – local investment
How the Implementation of the Activity Will Be Monitored	Regular reporting of Nontraditional program level data
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Plan in place to increase nontraditional participation/completion in CTE programs in which it is lacking

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Review Perkins performance data at annual consortium retreat to identify areas needing improvement and develop consortium-wide strategies to address them
- b. Work with individual schools/consortium members to review their data and direct resources or develop strategies to enhance areas identified as needing improvement at that school/district

4. Student Support Services – Update of 5-Year Plan

Goal 4a:

By 2012-2013 94% of Perkins-eligible Programs of Study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student’s gender

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	50%	60%	70%	80%	90%	94%
Your Performance	50%	60%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: All programs career related learning experiences, leadership opportunities, CWE and access for nontraditional for a student’s gender. However, all programs do not provide the full range of career development options. The consortium met the targets for secondary non-traditional performance measures, but did not meet them at the post-secondary level.

We will measure our performance by: The Secondary and Postsecondary Perkins performance measures related to Placement and Nontraditional participation/completion

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
<ul style="list-style-type: none"> a. Continue pilot of iMatchskills internship module that matches students with internship/job shadow opportunities with efforts focused on enhanced training for school personnel in its use. Share best practices of its implementation in schools. b. Implement Career Readiness Certificate in community college CTE programs, explore implementation in secondary programs as measurement of Essential Skills. c. Continue implementation of SMART internships (high school internships for college credit). As appropriate, transition credit from “HD” credit to department specific Credit. (i.e. MFG for manufacturing, etc) d. Offer Career Road Trip for teachers, counselors, students to expose them to today’s work environment in a variety of industries e. Pursue use of Extended Application as measurement of Technical Skill Attainment in CTE Programs. Pilot in three CTE programs. f. Participate in WIRED grant School to Career project to provide coordination of School to Career activities within the region g. Continue implementation of use of Career Pathways materials as advising tools h. Distribute “Sustainability Pathway” tools and curriculum packages to high schools i. Collect and distribute detailed data re: nontraditional participation and performance in CTE programs to teachers j. Develop and implement consortium-wide and program specific strategies for attracting and retaining underrepresented genders within programs as needed based on the aforementioned data k. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations l. Provide access to tutorial services to all community college students taking CTE courses 	\$81,669

m. Explore Career Readiness Certificate use in CTE programs

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations
- b. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations
- c. Provide access to tutorial services to all community college students taking CTE courses
- d. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways
- e. Research involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-secondary education or work
- f. Implement Career Readiness Certificate use in CTE programs

Goal 4b:

By 2012-2013 100% of Perkins-eligible Programs of Study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	100%	100%	100%	100%	100%	100%
Your Performance	100%	100%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Currently all programs are inclusive of students with disabilities and utilizing strategies that promote their inclusion. However, the strategies for inclusion can always be improved.

We will measure our performance by: The number of “special population” concentrators within programs and their performance on Perkins performance measures

Goal 4b cont.:

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
a. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations	\$4,669
b. Collect and distribute detailed data re: special population participation and performance in CTE programs	
c. Develop and implement consortium-wide and program specific strategies for attracting and retaining underrepresented genders within programs as needed based on the aforementioned data	
d. Research involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-	

<p>secondary education or work</p> <ul style="list-style-type: none"> e. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways f. CTE Teacher participation in SIOP training 	
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Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

<ul style="list-style-type: none"> a. Collaborate with agencies and youth supporting organizations (including WIA providers) to ensure access to CTE programs and workforce development opportunities for special populations b. Coordinate and support leadership activities including regional skills competition, student leadership organizations, and leadership activities for special populations c. Provide access to tutorial services to all community college students taking CTE courses d. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways e. Develop strategies to improve involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-secondary education or work

5. Professional Development – Update of 5-Year Plan

Goal 5a:

By 2012-2013 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	40%	55%	65%	75%	85%	95%
Your Performance	40%	55%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Most districts have goals to improve literacy, increase writing across the curriculum, etc. and have focused on The consortium's goals focus on making the academic connection more explicit for students via professional development such as Math in CTE.

We will measure our performance by: Documentation of alignment of curriculum to academic standards present in all approved CTE Programs of Study. Performance on academic Perkins performance measures.

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
<ul style="list-style-type: none"> a. Establish Credit by Proficiency – Sabin Forestry Program b. Complete Math in CTE follow up from 2008-2009 c. Implement Math in CTE or Writing in CTE workshop June 2010 d. Compile and make lessons developed through professional development available to all teachers e. Complete Standards alignment work for CTE Programs of Study 	\$44,675

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

<ul style="list-style-type: none"> a. Continue strategies to further integrate Math and Writing into CTE programs b. Develop Credit by Proficiency within CTE programs c. Review data and implement strategies as necessary to increase academic d. Share best practices related to academic integration and Credit by Proficiency
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Goal 5b.1:

By 2012-2013 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	60%	70%	100%	100%	100%	95%
Your Performance	60%	70%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Many districts have written professional development plans and recently licensed teachers have the prof. dev't plan developed by Instructor Appraisal Committee. Efforts will focus on ensuring individual CTE teachers have a documented prof. Dev't plan specific to their CTE program.

We will measure our performance by: Number of CTE teachers with formal, written professional development plans

Goal 5b.1 cont.:

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

	Perkins \$ Budget
<ul style="list-style-type: none"> a. Establish Professional Learning Communities (Sabin) to more closely examine available data and implement professional development and other strategies necessary to improve performance on data gathered b. New/Probationary teacher development workshops (Sabin) c. All CTE teachers develop draft Professional Development Plans as part of Regional Teacher Meetings (if one does not currently exist) d. Share best practices on using technology as an instructional method, especially Web 2.0 (blogs, social networking, online tools, etc) workshops held throughout the year (teachers teaching teachers) e. CTE teachers participate in SIOP training and other Differentiated Instruction training opportunities f. Conduct 5 day Welding for Welding Instructors Workshop via Hobart Welding Institute for region's welding instructors g. Support attendance at OACTE conference 	\$21,176

Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

<ul style="list-style-type: none"> a. Professional Development Plans reviewed and endorsed by school administrators and regular cycle developed for updating professional development plans b. Perkins plans, CIP plans and Prof. Development plans are aligned toward similar goals
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Goal 5b.2:

By 2012-2013 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	80%	85%	90%	95%	95%	95%
Your Performance	80%	85%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Overview: Professional development related to instruction has always been a strong focus of the consortium. Most teachers participate in professional development annually.

We will measure our performance by: Professional Development plans of post-secondary CTE teachers

Short term Narrative Plan for 2009-2010

(What will you do to improve the program? Strategies, Activities, etc.)

<ul style="list-style-type: none"> a. Support teacher participation in workshops specific to CTE program area or CTE programs b. Regional Teacher Meetings – identify professional development needed by teacher groups c. Conduct 5 day Welding for Welding Instructors Workshop via Hobart Welding Institute for region’s welding instructors d. Support attendance at OACTE conference 	Perkins \$ Budget \$29,000
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Long term Narrative Plan for 2010-2013

(Brief description of how the activities in 09-10 affect your long-term plan; what adjustments are necessary?)

- a. Continue support of professional development plans
- b. Support teacher groups in accessing applicable professional development

SECTION B:

Distribution of Perkins IV Consortium Funds *[Required for Consortium Basic and Reserve Grant Plans]*

FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131(f)(2)]

Describe how the regional eligible recipient for the consortium will distribute Perkins IV funds for career and technical education programs among the members of the consortium, including the rationale for such allocation. Attach a signed copy (all members) of the consortium’s operational agreement and the job descriptions of staff supported by Perkins funded consortium dollars. [\[Consortium Guidance document\]](#)

Briefly describe your consortium and its purpose.

Required Activities		Description of: <ul style="list-style-type: none"> • Strategies & activities • Proposed outcomes • Methods to measure your performance and progress
2009-2010	Building collaboration among Partners <ul style="list-style-type: none"> ○ How will you build collaboration using <ul style="list-style-type: none"> (a) geography (b) partnership history and relationships (c) matriculation patterns of students and (d) Program of Study collaborative goals that have been set for the consortium? 	C-TEC has operated as a consortium in excess of 25 years and has a long history of collaboration between secondary schools, secondary and postsecondary levels, and schools other education and workforce development organizations within the region and state. Consortium members operate on the belief that by pooling our resources and collective knowledge, we can accomplish more than we can individually. The consortium will continue to build on these collaborative relationships as we develop Programs of Study.
	Operating the consortium <ul style="list-style-type: none"> ○ How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success? ○ How will continuum of service be put in practice to achieve program success within the consortium? 	In recent years, C-TEC has increased the responsibilities of participating schools to include individual school planning for Perkins, increased reporting on spending, developing programs of study, etc. C-TEC has operated with a strategic plan in place that includes Career and Technical Education, Workforce Development and Career Related learning. The strategic plan includes, but is not limited to, Perkins resources. In 2008-2009, C-TEC managed \$1.7 million in addition to Perkins funds. Members recognize that by collaborating, we bring more resources to the table for students.

Required Activities		Description of: <ul style="list-style-type: none"> • Strategies & activities • Proposed outcomes • Methods to measure your performance and progress
	<p>Sustaining the consortium:</p> <ul style="list-style-type: none"> ○ How will you promote the vision for CTE within your region? ○ How will you support and foster relationships among consortium members? ○ What leadership structure will exist for meeting the goal of the consortium? ○ What practices or processes will you use to build and implement CTE POS, identify and measure technical skill attainment and address accountability? ○ What fiscal/administrative rules are needed for the operation of your consortium? 	<p>C-TEC’s most recent Consortium Agreement was established in spring of 2009 and consortium members have requested more detailed “operating procedures”, in addition to the Agreement. The operating procedures will outline more specific financial and consensus building practices in place within the consortium. These procedures will be ready for consortium review in August 2009 and combined with a comprehensive resource of Perkins materials (financial guidance, etc).</p> <p>As with many educational entities, C-TEC needs to improve its ability to share its message and successes. New administrators arrive in the region and need to be brought up to speed, and stories and successes do not always get shared beyond the CTE teachers and administrators involved within the consortium. Several efforts to address this include 1) the C-TEC Annual Report that is shared with all schools, several interested community groups, other key stakeholders, 2) C-TEC’s website is still relatively new and not as integrated into daily practice as it could be. We are pursuing the implementation of more interactive uses for the website. And 3) making better connections with other local education groups including the Curriculum Instruction and Evaluation Advisory group, etc.</p> <p>The consortium’s input helped develop the strategy that we are using to implement and approve Programs of Study. Their support is needed throughout to ensure engagement of all CTE teachers, reinforce alignment with other education goals and practices, support work that is required at the individual schools, etc. Updates on Program of Study implementation are given regularly at C-TEC and C-TEC Steering meetings. Best practices are shared with all.</p>
	<p>Attach a copy of your consortium operational agreement for 2009-2010.</p> <p>Attach job descriptions for any staff hired and maintained by the consortium.</p>	

Required Activities		Description of: <ul style="list-style-type: none"> Strategies & activities Proposed outcomes Methods to measure your performance and progress
	<ul style="list-style-type: none"> How will you promote dialogue around accountability measures and activities that are designed to meet consortium goals? How will you continue effective collaborative practices with emphasis on secondary/postsecondary tech prep activities being merged in the basic grant? 	<p>Perkins Performance Data has been shared with C-TEC Steering Committee members over the last several years. In order to facilitate data-driven decision, the August 2009 C-TEC Retreat will focus on reviewing data and making any revisions to the strategic plan as necessary based on the data. In addition, we plan to share the Perkins data more directly with teachers at the Regional Teacher meetings that are held throughout the year, and work with the Institutional Research at CCC to establish more detailed reporting at the post-secondary level to better inform strategies at that level.</p> <p>The consortium continues to support a coordinator focused on Advanced College Credit activities. These activities have widespread support throughout the region at both secondary and postsecondary levels and, as a necessary component of Programs of Study, will continue to be focus in the region.</p>
2009-2010	Describe how the consortium will manage the resources to <u>assist all members</u> in implementing CTE Programs of Study to improve student performance.	Rationale for the management of regional resources.

Required Activities	Description of:
	<ul style="list-style-type: none"> • Strategies & activities • Proposed outcomes • Methods to measure your performance and progress <p>A draft budget is developed by the Regional Coordinator and submitted to the Steering Committee for their approval. All plans, grants and other funding opportunities are aligned to developing Programs of Study and all schools have equal access to the funding opportunities. The breakdown of the budget follows these guidelines:</p> <p>45% Consortium Member support of Perkins 5 Year plan Perkins 5 year plans from each member school are received by and reviewed by the consortium to verify its alignment with the consortium's Strategic Plan and Perkins 5 Year plan. Consortium steering committee reviews and approves 5 year plans for use of Perkins Funding at individual member schools, including annual updates</p> <p>20% Special Projects Grants Grant requests are received during an annual grant cycle. Funds are for larger or ongoing projects. Consortium steering committee reviews and approves annually</p> <p>15% Mini-grants Small grants to specific programs that allow programs to obtain equipment, develop curriculum, access professional development, etc. Applicants must show how the proposal meets the goals of the Perkins Plan, and contributes to three of the objectives set for Programs of Study. Grants are reviewed and approved by the consortium steering committee</p> <p>20% Consortium Administration</p>

SECTION C:

REGIONAL RESERVE FUND PLAN

Eligible recipients for the Perkins Regional Reserve Fund Plan [the 18 ODE-recognized regional consortia] must prepare and submit to the Oregon Department of Education a 1-year Reserve Fund plan describing regional consortium support of Perkins-eligible CTE Programs of Study if 2009-2010 Perkins Reserve Funds are desired [Sec. 135(a)]. The application format is an Action Plan/Local Improvement Plan for each of the goals.

There is an expectation and a requirement that submitted plans reflect coherent planning that leads toward meeting the 2012-2013 performance goals. Additional detail on the intent and expectation of Perkins IV can be found in Oregon’s 5-year plan [[CTE Web Page](#)] and Perkins IV Taskforce recommendations [[ODE Perkins IV Web Page](#)].

The 2009-2010 Regional Reserve Fund will focus on Technical Skill Assessments and Professional Development (minimum of 10% funds allocated to professional development). Goal 3a must be addressed for Technical Skill Assessments development and implementation. For Professional Development, goals 5a, 5b1 and 5b2 must be addressed.

R1. Technical Skill Assessments

Goal R1a:

By 2012-2013 100% of CTE concentrators who complete the secondary or postsecondary component of their CTE Program of Study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	0%	0%	25%	70%	100%	100%
Your Performance	0%	0%				

Overview and Measurement Process Narrative

What is the context (overview) for this goal? Include rationale, strategies, and activities that you plan to use to increase performance. How will you measure progress? (What process will you use?)

Explain how you measure your progress or performance for this goal; include a description of your technical assessment plan

The progress of this goal will be measured by the number of programs that have implemented Technical Skill Assessments. The goal is to have at minimum, all Business Technology, Drafting, and Manufacturing programs ready to implement a technical skills assessment in 2010-2011. All other programs will be ready to implement an assessment in 2011-2012.

The regional teacher meetings will focus on identifying and implementing a measure of technical skills attainment. The groups will identify potential assessments, identify when it is appropriate to assess within their program, and pilot the use of at least one assessment within a program.

The Consortium will fund several technical skill assessment implementation grants to schools or groups of teachers to purchase, obtain training, and implement an assessment, or to develop and conduct valid/reliable testing and submit for application for approval to ODE. This information will be shared with the consortium, other teachers, etc and inform their selection of assessments.

Simultaneously, Sabin-Schellenberg is piloting the use of Senior Seminar (SSE) as the technical skill assessment in three of their programs during 2009-2010. Their process includes increasing the connection between standards and SSE, and increasing evaluator training. They will be providing professional development for all other programs to keep them informed of the pilot and prepare them to implement the technical skill assessment in SSE in the following year.

Describe how you will use the Regional Reserve Funds for activities beyond those outlined in your 2009-2010 Local Basic Plan Update (above), and the 'value added' that those activities will provide

The Reserve fund will be combined with the Basic Grant to increase the amount of funding that could be steered toward these activities by the consortium. Without the Reserve funding, there would be little support available to fund exploration, implementation, and evaluation activities of the various assessment methods. The funds would have to be directed toward leadership of the activities without any funding available for release time, purchasing materials, training, collaboration, etc.

2009-2010 Action Plan for Regional Reserve Funds Used for Technical Skill Assessments

Specific Activity	Develop and implement grant cycle for Technical Skill Assessment Implementation Grants
Person Responsible	Regional Coordinator, Reviewed by Steering Committee
Timeline for the Activity	Announced Aug. 2009, Grant Activities concluded June 2010
How the Implementation of the Activity Will Be Monitored	Quarterly reporting to Steering Committee of status of grant activities
What You Will Monitor for Evidence of Success of the Activity (Include criteria for "success")	Number of programs implementing technical assessments

Specific Activity	Convene Regional Teacher Meetings focusing on Technical Skill Assessment
Person Responsible	Regional Coordinator, Advanced College Credit Coordinator
Timeline for the Activity	Concluded by May 2010
How the Implementation of the Activity Will Be Monitored	Number of meetings held Number of teachers attending meetings
What You Will Monitor for Evidence of Success of the Activity (Include criteria for "success")	Each teacher group will identify one to two assessment methods they will pursue developing

Specific Activity	Locally Developed Assessments at Sabin Schellenberg
Person Responsible	Regional Coordinator and Sabin Schellenberg Administrator

Timeline for the Activity	Application submitted by Aug. 2009 Pilots underway during 2009-10 school year
How the Implementation of the Activity Will Be Monitored	Regular meetings between regional coordinator and sabin administration
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	SSE is approved as an approved technical skill assessment for three pilot programs at Sabin-Schellenberg

R2. Professional Development

Goal R2a:

By 2012-2013 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	40%	55%	65%	75%	85%	95%
Your Performance	40%	55%				

Explain how you measure your progress and performance for this goal

Progress for this goal will be measured on several levels, including 1) the level of participation of teachers in workshops that are offered, 2) the evidence of alignment with academic standards in documentation for Programs of Study and 3) the consortiums performance on Perkins measures related to academic skills.

Describe how you will use the Regional Reserve Funds for activities beyond those outlined in your 2009-2010 Local Plan Update (above), and the ‘value added’ that those activities will provide

The Reserve Fund allows C-TEC to fund intensive professional development activities, especially Math in CTE (or Writing in CTE) that would not be otherwise feasible.

2009-2010 Action Plan for Regional Reserve Funds Used for Professional Development

Specific Activity	Math in CTE (or Writing in CTE) teacher workshop
Person Responsible	Regional Coordinator
Timeline for the Activity	June 2010
How the Implementation of the Activity Will Be Monitored	Discussions with CTEC Steering Committee
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Teachers complete workshop with developed academic enhanced CTE lesson plans Lesson plans shared in public venue

Goal R2b:

By 2012-2013 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	60%	70%	100%	100%	100%	95%
Your Performance	60%	70%				

Explain how you measure your progress and performance for this goal.

Stated above in the Local Plan Update

Describe how you will use the Regional Reserve Funds for activities beyond those outlined in your 2009-2010 Local Plan Update (above), and the ‘value added’ that those activities will provide

The welding teacher workshop is funded entirely by Reserve Funds. It is listed in the basic grant plan above because the plan is inclusive of all activities that are occurring in the consortium, but no basic grand funds are supporting the activity. The goal is to improve all teachers’ ability to teach welding, but especially focused on better aligning welding programs throughout the region, so they are all being taught similarly. It includes both secondary and post-secondary instructors

Goal R2b cont.:

2009-2010 Action Plan for Regional Reserve Funds Used for Professional Development

Specific Activity	Conduct Professional Development workshop for Welding Instructors via Hobart Welding Institute
Person Responsible	Identified Community College Welding instructor and High School Welding Instructor
Timeline for the Activity	Summer 2009 (if schedule allows), or Summer 2010 if necessary
How the Implementation of the Activity Will Be Monitored	Periodic check ins with those responsible for scheduling workshop Training scheduled and all teachers informed
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Training conducted, welding teachers working on aligning instruction

Goal R2c:

By 2012-2013 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-2013
Your Goal	80%	85%	90%	95%	95%	95%
Your Performance	80%	85%				

Explain how you measure your progress and performance for this goal.

Stated above in the Local Plan Update

Describe how you will use the Regional Reserve Funds for activities beyond those outlined in your 2009-2010 Local Plan Update (above), and the ‘value added’ that those activities will provide

The welding teacher workshop is funded entirely by Reserve Funds. It is listed in the basic grant plan above because the plan is inclusive of all activities that are occurring in the consortium, but no basic grant funds are supporting the activity. The goal is to improve all teachers’ ability to teach welding, but especially focused on better aligning welding programs throughout the region, so they are all being taught similarly. It includes both secondary and postsecondary instructors.

2009-2010 Action Plan for Regional Reserve Funds Used for Professional Development

Specific Activity	Conduct Professional Development workshop for Welding Instructors via Hobart Welding Institute
Person Responsible	Identified Community College Welding instructor and High School Welding Instructor
Timeline for the Activity	Summer 2009 (if schedule allows), or Summer 2010 if necessary
How the Implementation of the Activity Will Be Monitored	Periodic check ins with those responsible for scheduling workshop Training scheduled and all teachers informed
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Training conducted, welding teachers working on aligning instruction

SECTION D:

LOCAL IMPROVEMENT PLANNING PROCESS

List the Improvement Planning Team members and their roles and responsibilities in the planning process. (Expand the table as needed.)

Team Member	Role and Responsibility
Regional Coordinator for CTE	Development of draft budgets, plans, strategies, etc. Implement consortium-wide strategies
CTE Dean	Chair of consortium. Evaluates plans, budgets, and strategies from post-secondary perspective. Liaison to community college for implementation
Advanced College Credit Coordinator	Evaluates plans, budgets, and strategies from post-secondary perspective and brings “articulation” perspective to the table. Liaison to community college for implementation.
Secondary C-TEC Steering Committee members (8)	Evaluates plans, budgets, and strategies from secondary perspective. Liaison to high schools for implementation.
C-TEC members	Implementation, input on strategies and needs throughout the year

Describe the different people/groups you consulted, and how you worked with them.

In 2007, C-TEC established a Strategic Plan. The plan development was led by the Regional Coordinator, but developed based on input from a variety sources including the C-TEC Steering Committee, C-TEC members and individual CTE teachers. The Strategic Plan identified goals and activities for the consortium for the next several years. It helped frame the 5 year Perkins plan and now the 2009-2010 Plan update.

Describe the process you used to identify your priority needs.

The process of identifying our priority needs, goals, and strategies was conducted based on the overlying goals/activities in the CTEC Strategic Plan and were shaped by factors facing CTE programs at the current time (e.g. need to develop Programs of Study). Several methods of input have been used to identify priority needs:

- Individual Perkins Plans - Each school district and college within the consortium completed a 5 year Perkins plan specific to their institution, and then updated the plan for 2009-2010. The plans were based on Perkins data and identified strategies and needs that were specific to that one school, and allowed us to see any common themes or needs across institutions.
- C-TEC Steering Committee Meetings – Dialogues with the C-TEC Steering Committee throughout the year assisted in identifying the needs of C-TEC member schools
- Teacher meetings – The Regional Teacher Meetings held with various “job-alike” teacher groups throughout the year also assisted in identifying the needs of various teacher groups.

Describe the process you used to develop your yearly goals.

Based on the feedback obtained in these various settings, the Regional Coordinator drafts priorities and goals. The goals are approved by the Steering Committee. Revisions are made based on input from the Committee.

Describe the process you used to decide what strategies/activities you would adopt.

Based on the individual Perkins Plans and the input from the Steering Committee, the Regional Coordinator drafts strategies/activities that the

consortium will follow to meet its goals. The strategies/activities are approved by the Steering Committee before they are implemented. Revisions are made based on input from the Committee.

Describe the process you used to develop your Action Plan/Local Improvement Plan.

The Action Plan was developed based on the needs, goals, and strategies/activities identified in the earlier steps.

Describe the process you used to develop your monitoring plan.

The Regional Coordinator developed a plan for monitoring data and performance on goals. The plan will be approved by the Steering Committee. Revisions will be made based on input from the Committee.

Describe the process you used to develop your evaluation plan.

The Regional Coordinator developed an evaluation plan that fits within the existing activities of the consortium. The plan will be approved by the Steering Committee. Revisions will be made based on input from the Committee.

APPENDIX A

Perkins IV 2012-2013 Goals

Identified in the Oregon State Plan for Perkins funded CTE Programs of Study and the local 5-Year Plans

[Required for Perkins-eligibility and CTE Programs of Study]

The Oregon State Plan for Career and Technical Education establishes a set of statewide, measurable performance goals organized into the categories* below to guide the local program design and investment of Perkins funds. The goals establish performance targets for all eligible recipients to attain by 2012-2013. Eligible recipients will want to assess their current performance against these goals. Perkins-eligible program performance should guide the eligible recipient's yearly strategic focus and be used as a data source for the design of activities that lead toward meeting 2012-2013 performance. Eligible recipients are also asked to identify evidence of success that documents progress toward meeting the performance goals. Documented progress will be reported as part of each year's Perkins Annual Report.

1. Standards & Content

- a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards;
- b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.

2. Alignment & Articulation

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
- b. 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].

3. Accountability & Evaluation

- a. 100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
- b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
- c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

4. Student Support Services

- a. 94% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;
- b. 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.

5. Professional Development

- a. 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;
- b1. 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction;
- b2. 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.

*NOTE: These categories were referred to in the State Plan as "Benchmarks."

APPENDIX B

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
STATEMENT OF ASSURANCES**

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules.

These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

The Eligible Recipient Fiscal Agent certifies the following statements:

1. The Fiscal Agent understands and will comply with the provisions, regulations, and rules of the Carl D. Perkins Technical Education Act of 2006.
2. The Fiscal Agent will use federal funds to supplement the eligible recipient’s CTE Programs of Study and will not use federal funds to supplant existing funds or reduce general or other funds.
3. The Fiscal Agent will provide, on request, complete and accurate data as required.
4. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds.

Note: These assurances can be found on the Oregon Department of Education website at:

[Perkins IV Assurances](#)

Person at, or representing, the eligible agency responsible for answering questions about this plan:

Eligible Recipient Address:

(Fiscal Agent Name and Mailing Address):

Authorized Representative:

Signature:	Date:
Name: Clackamas ESD	
Position: Superintendent	
Telephone: (503) 675-4001	
County: Clackamas	
Email: mdennison@clackesd.k12.or.us	

Signature:
Name: Megan Helzerman
Position: Regional Coordinator for CTE
Telephone: (503) 675-4017
County: Clackamas
Email: mhelzerman@clackesd.k12.or.us

APPENDIX C

CONSORTIUM: Clackamas Career and Technical Education Consortium

Please expand as needed.

Organization	Level of Participation [planning, implementing or evaluating]
School Districts	
Canby School District	Active Consortium Member
Colton School District	Active Consortium Member
Estacada School District	Active Consortium Member
Gladstone School District	Active Consortium Member
Molalla River School District	Active Consortium Member
North Clackamas School District	Active Consortium Member
Oregon City School District	Active Consortium Member
Oregon Trail School District	Active Consortium Member
West Linn/Wilsonville School District	Active Consortium Member
Clackamas Education Service District	Active Consortium Member
Postsecondary Partners (Community College, Private Career College, Apprenticeship, University, etc.)	
Clackamas Community College	Active Consortium Member – Planning, implementing, evaluating
Portland Community College	Implementing
Mt. Hood Community College	Implementing

Oregon Institute of Technology	Implementing
Chemeketa Community College	Implementing
Linn Benton Community College	Implementing
Cosmetology <ul style="list-style-type: none"> ▪ Phagan's School of Hair Design ▪ Beau Monde School of Beauty 	Attend Program Advisory Meetings Implementing
Culinary Arts <ul style="list-style-type: none"> ▪ Western Culinary Institute ▪ Oregon Culinary Institute 	Attend Program Advisory Meetings Implementing
<i>Business or Industry</i>	
Workforce Investment Council of Clackamas County (WICCO)	Provide input on planning
Clackamas County Business Alliance	Provide input on planning
Manufacturing 21 Coalition	Provide input on planning
Clackamas Business and Economic Development	Provide input on planning

(2) FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131 (f)]