

**Carl D. Perkins Career and Technical Education Act of 2006
2010-2011 Update to Perkins IV Local 5-Year Plan,
Local Improvement Plan, and Basic Annual Application**

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

[Signature]

5/13/10

Authorizing Signature (Chief Administrator)

Date

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

AUTHORIZED REPRESENTATIVE

Name: Megan Helzerman

Position: Regional Coordinator for Career and Technical Education

Telephone: (503) 675-4017

Email: mhelzerman@clackesd.k12.or.us

FISCAL AGENT

Name: Karla Uselman

Position: Senior Accountant

Telephone: (503) 675-4037

Email: kuselman@clackesd.k12.or.us

Type of 2010-2011 Perkins IV Local Plan Update/Application (check all that may apply):

Individual Secondary School District Basic Plan

Consortium Basic Plan

Individual Community College Basic Plan

Amount of Grant Request \$601,060

Please use the following check-off list to assure that all necessary items for your application are included.

Recipient	Basic Plan	Budget Narrative & Spending Workbook (Submitted Online)	Consortium Members List	Consortium Operations Agreement Job Description(s) for consortium funded staff	Assurances
Direct					
Consortium	X	X	X	X	X

A. Program Design Performance

Overview **RESPONSE REQUIRED**

Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title [Section 134(b)(1)]

Describe how the eligible recipient will offer the appropriate courses of not less than one of the career and technical programs of study described in section 122(c)(1)(A) [Section 134(b)(3)(A)]

C-TEC has been supporting its schools in developing the components of a CTE Program of Study. In 2009-10 our focus was on supporting programs in aligning to industry standards and establishing alignment or articulation. Currently all Programs of Study have alignment to industry standards and roadmaps in place. The focus in 2010-2011 will be on implementing Technical Skill Assessments in all programs. We anticipate this effort will take 2 to 3 years.

In 2008-2009, 11 Programs of Study were approved. In 2009-2010, approximately 20 Programs of Study are preparing to submit their applications before the June 30th deadline. The remaining Programs of Study will be approved during the 2010-2011 school year. Additional support is also provided in terms of professional development to support the integration of Academics and CTE standards, technical skill trainings, and

C-TEC's vision, mission and objectives from our Strategic Plan are listed below. This is the "big picture" that provides direction for the activities that C-TEC implements. Our Perkins 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 was still some follow up work that needed to be done in 2009-10 to complete the alignment with skill sets.

Completed Programs of Study - Sabin-Schellenberg submitted 10 Program of Study applications and Wilsonville completed one. All 11 Programs of Study were approved by ODE.

2009-2010 – The focus during 2009-2010 was on completing the Standards and Content support and ensuring that Alignment and Articulation is in place for all Programs of Study. Since the need for support in Alignment and Articulation was not as high as initially expected, the effort of the consortium was on the implementation of Technical Skill Assessment. We developed 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.

Completed Programs of Study - Sabin-Schellenberg completed 10 Program of Study applications, Canby High School completed 4, and Oregon City completed 5, Estacada is anticipated to complete 1, and Gladstone may complete up to 3.

2010-2011 – The focus will continue to be on implementing Technical Skill Assessments. Support will be provided to teachers developing locally developed assessments, particularly performance based assessments. By the end of 2010-2011, all programs will have identified an assessment method and ready to be piloted during 2011-2012. Also by June 2011, all remaining Programs of Study will have completed the approval process and paperwork submitted to ODE.

Program Updates for Ron Dodge's Database –

Molalla High School – Video Production – Delete – program closed

Molalla High School – Office Systems – Delete – program closed

Molalla High School – Accounting/Financial Systems – Delete – program closed

Sabin-Schellenberg – Information Technology Web Design & Programming – Delay to 6/30/11 – Program needs revision

Sabin-Schellenberg – Information Technology Hardware and Networking – Delay to 6/30/11 – Program needs revision

EXAMPLES:

- *Number of CTE Programs of Study that have been designed and ready for approval*
- *Number of CTE Programs of Study ready for implementation*
- *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.)*

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

Opportunities:

- a. Develop new Program of Study focused on Renewable Energy/Engineering
- b. Offer professional development to support Writing skills in CTE programs
- c. Support development of locally developed performance based assessments for programs
- d. Embed sustainability efforts into some programs
- e. Obtain materials to further align programs with industry standards and/or postsecondary institutions
- f. Complete Program of Study approval process for all programs in 2010-2011

Challenges:

- a. Timeliness of data continues to be an issue. If we're expected to plan programs based on data, then receiving it in March does not allow us to plan to impact our performance that year.
- b. It is difficult to complete the Program of Study application process with the format of the application and materials changes in mid-year. We plan the process to take the entire year, when the "game changes" in March it adds extra work for everyone.
- c. Programs and schools continue to be required to do more with less, prioritizing meeting the requirements of the Program of Study application process and technical skill assessment is difficult.
- d. Budget cuts continue to mean less CTE programs in our schools
- e. It is difficult to work with some community colleges for Program of Study approval if methods/practices differ between regions

1. Standards and Content (SC)

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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.

How will you measure progress toward meeting this goal?

Perkins Budget | **\$143,627**

Overview:

Alignment to industry standards has been a focus of ours for the last two years. At this point, all of our programs of study have documented alignment to industry standards and roadmaps in place. The Engineering program with a focus on Renewable Energy (Gladstone HS) is having the most difficulty finding appropriate industry standards. Efforts in this area focus on ensuring that programs have the materials needed to address the industry standards.

We will measure our progress toward meeting this goal by: Skill Set worksheets/Crosswalks completed within each program area or other evidence of documentation that demonstrates alignment with standards (e.g. scope and sequence, syllabus, course outline, etc).

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Facilitate regional teacher meetings to discuss common skill sets and methods of working together
Success of this activity will be measured by: Participation in/Attendance at regional teacher meetings
2. Offer regional high school CTE programs at the community college to all county school districts in Automotive, Manufacturing, Welding and Engineering (Project Lead the Way).
Success of this activity will be measured by: Number of students participating in and earning credit in Regional CTE Programs
3. Complete Writing in CTE Follow-up from 2009-2010 (20 teachers, 2 facilitators, 2 days)
Success of this activity will be measured by: Follow-up sessions held, # of Participants
4. Revise Writing in CTE workshop based on feedback from 2010 session and deliver professional development workshop focused on Writing in CTE to be conducted during summer 2011 (20 teachers, 2 facilitators, 5 days).

<p>Success of this activity will be measured by: Number of writing enhanced CTE lessons. Eventually impacting the Perkins Writing Measure</p>
<p>5. Obtain equipment to enhance program alignment with industry standards and relevant technology used in industry (all purchases are reviewed to ensure compliance with “Legal Requirements for Use of Perkins IV Funds” including supplanting)</p>
<p>Success of this activity will be measured by: Standards are addressed by program and programs demonstrate adequate performance on Technical Skill Assessments</p>
<p>6. Manage mini-grant process for CTE Program of Study technology upgrades, curriculum development, other program improvement strategies tied to the 5 elements of Program of Study</p>
<p>Success of this activity will be measured by: Grant requests reflect Program of Study elements</p>
<p>7. Leverage additional funding for the purchase of current technology, professional development other curriculum enhancements</p>
<p>Success of this activity will be measured by: Non-perkins funding obtained for program improvement strategies</p>
<p>8. Pursue and support the development of new programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignments with industry, secondary or post-secondary partners, etc.</p>
<p>Success of this activity will be measured by: New Program of Study applications submitted</p>
<p>9. 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 to include: - Development of technology skill based math classes at several high schools - Drafting, Web Design and Robotics at Gladstone HS for better alignment with CCC - Agriculture at Sabin-Schellenberg to better align with Oregon Skill Sets</p>
<p>Success of this activity will be measured by: Outcomes will vary based on the nature of the activity; e.g. lesson plans demonstrating better alignment, new articulation opportunities, etc.</p>

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

<p>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</p>

- 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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget	\$96,639
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Overview:

The standards 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 rapidly evolving technology. Programs have the opportunity to apply for mini-grants for technology and must demonstrate how the technology will address the standards in their program.

We will measure our progress toward meeting this goal by:

Eventually the Technical Skill Assessments will be the measure for this goal. Until they are in place, we will use subjective input from the CTEC Steering Committee

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

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|---|
| <p>1. 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"> - Culinary/ProStart at Gladstone – Earth Oven to demonstrate Farm to Fork/sustainable food production strategies - Office Systems/Graphics at Gladstone – Adobe Creative Suite 4 to align with CCC and industry standards in web design/graphics - Engineering at Gladstone – NXT Robotics starter package - Agriculture at Estacada – Non-consumable Greenhouse supplies - Building Construction at Estacada – Plotter/Printer for Project Management skills - Automotive at Estacada – On Care Lathe Demo Machine, 7 Adaptor package, trolley to align with NATEF GST - Engineering at Gladstone - Autodesk Design Academy one-time purchase for program - Broadcasting and Digital Media – Cameras - Nursing Program at CCC – materials for nursing program to maintain current with healthcare industry needs <p>(all purchases are reviewed to ensure compliance with “Legal Requirements for Use of Perkins IV Funds” including supplanting)</p> |
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Success of this activity will be measured by:

Supplies/Equipment in place and standards being addressed by program
2. Obtain equipment to support development of class with Renewable Energy focus in Engineering program at Gladstone HS
Success of this activity will be measured by: Equipment in place and course offered

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

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| <ul style="list-style-type: none"> 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. |
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2. Alignment and Articulation (AA)

Goal 2a: By 2012-2013, 100% of Perkins-eligible Programs of Study operate with signed institutional agreements—either alignment or articulation

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen. How will you measure progress toward meeting this goal?

Perkins Budget	\$11,200
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<p>Overview: All programs of study have alignment or articulation in place. Our efforts of support include maintaining articulation in the face of changes instituted at the postsecondary level, and assisting programs in moving from alignment to articulation.</p>

We will measure our progress toward meeting this goal by:

The presence of signed articulation/alignment agreements by secondary post-secondary partners

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Employ coordinator to establish new and maintain articulation agreements (no longer Perkins funded)
Success of this activity will be measured by: Articulation agreements in place
2. Facilitate annual teacher meetings of HS and CC faculty based on curriculum alignment, discuss articulation, evaluate skill sets for new alignment/articulation or partnership opportunities
Success of this activity will be measured by: Meetings held, participation/attendance at meetings
3. Release time for manufacturing teachers that attended the 2010 HS Welding teachers workshop to work together and align curriculum
Success of this activity will be measured by: Improved alignment on skill set worksheet or common technical skill assessment in place/in development
4. Facilitate development of regional advisory committee meetings involving secondary/post-secondary members for programs of study
Success of this activity will be measured by: Joint advisory meetings taking place

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

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 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 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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget	\$11,498
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Overview:

Nearly all of our Programs of Study have articulation in place with a post-secondary institution. Those that do not have articulation include 1) Textiles/Fashion Design programs lack community college programs with which to articulate, 2) Building Construction and Drafting programs at CCC have closed in recent years, so high schools are continuing efforts to re-establish articulation with a new community college and 3) Programs with teachers who lack the degree requirement necessary to be granted articulation, e.g. Graphic Arts aligns to ART programs that require Masters degrees in the subject area.

We will measure our progress toward meeting this goal by:

The presence of signed articulation agreements by secondary and post-secondary partners.

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Release time to support a) high school construction programs in establishing articulation with PCC (most obtained approval during 2009-2010, Sabin-Schellenberg and Estacada are still underway), b) Manufacturing at Colton with CCC, and c) Welding at Molalla with CCC and BMCC

Success of this activity will be measured by: Articulation agreements in place

2. Explore alternative methods of articulation for Graphic Design programs. Most high school teachers do not possess the degree necessary to articulate to ART courses.

Success of this activity will be measured by: Articulation in place with graphics programs.
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3. Facilitate annual teacher meetings of HS and CC faculty based on curriculum alignment, discuss articulation, evaluate skill sets for new alignment/articulation or partnership opportunities

Success of this activity will be measured by:
Meetings held, participation/attendance at meetings

4. Develop Career Pathway Certificate Programs at community college level that help guide articulation efforts at secondary level

Success of this activity will be measured by:
New Career Pathway Certificate programs approved

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

- 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 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](#)]

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget \$0

Overview:

Roadmaps have been developed for all programs that identify the post-secondary degree or certificate program within each Program of Study. They need continued refinement and more detail would be useful about post-secondary programs.

We will measure our progress toward meeting this goal by: Roadmaps in place for each program that identifies degree or certificate programs and they align with jobs listed on the Region 15 High Skill, High Wage, or High Demand job list from the Oregon Employment Department.

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Revise Roadmaps as necessary for each program. Explore the use of the POST tool to maintain roadmaps

Success of this activity will be measured by:
Current Roadmap in place for all Programs of Study

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

- a. Complete Program of Study approval process for each secondary CTE program by 2010-2011
- b. Explore integration of the POST tool into the documentation process for programs

[Back to Introduction](#)

3. Accountability and Evaluation (AE)

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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget **\$62,887**

Overview:

We have had several programs attempt the implementation of locally developed and commercially developed Technical Skill Assessments. We will use their expertise to further the implementation of assessments into all programs. We plan to provide significant professional development in the area of assessment development in 2010-11, particularly focused on locally developed performance based assessments.

We will measure our progress toward meeting this goal by:

The number of programs with approved technical skill assessment methods in place

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Provide year long workshop series for CTE teachers supporting the development of locally developed Performance Based assessments – 3 to 4 days throughout the school year (Consultant, sub reimbursement and food)

Success of this activity will be measured by:
Workshops completed and programs nearing implementation of Tech.Skill Assessment

2. Utilize assessment consultant to conduct workshops and provide technical assistance to individual programs implementing technical skill assessment

Success of this activity will be measured by:
Workshops completed and programs nearing implementation of Tech.Skill Assessment

2. Employ technical skill assessment facilitator at Clackamas Community College to coordinate the implementation of Tech. Skills Assessments at the post-secondary level
Success of this activity will be measured by: Number of CCC programs implementing technical skill assessments
3. Continue to develop Tech.Skills Assessment based on Senior Projects at Sabin-Schellenberg Center (release time and rubric consultant)
Success of this activity will be measured by: Number of programs with approved technical skill assessments at Sabin-Schellenberg

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

a. Review Technical Skill Assessment implementation activities to date and revise efforts to support teachers in implementing valid/reliable assessments
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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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget	\$36,600
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<p>Overview: Overall strategies in this area include increasing the academic rigor of secondary CTE programs, completing road maps to demonstrate model sequence of courses for students, and increasing teachers’ awareness of academic requirements and student performance, etc.</p> <p>We will measure our progress toward meeting this goal by: We will pursue options for identifying a method of measuring remediation levels of secondary CTE concentrators with the Clackamas Community College Institutional Researcher, but there is currently no good method of obtaining this information. 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.</p>
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Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Develop Professional Learning Communities (Sabin, Estacada, Oregon City, Gladstone, Canby, and Molalla) to evaluate data about student participation and performance in programs.
Success of this activity will be measured by: PLC goals, meeting minutes, etc

2. Review data with consortium members and direct resources or develop strategies to enhance areas identified as needing improvement.

Success of this activity will be measured by:

Steering Meeting minutes, Perkins plans reflect needs identified by data

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

- a. Review Perkins performance data annually with CTEC Steering committee to identify areas needing improvement
- b. Establish regular data review cycle with all relevant parties for community college level data

Student Performance/Local Improvement Plan

[Back to Introduction](#)

Goal 3c: 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)]

Performance Measures

- 1) Performance data for each school and community college may be viewed at <http://www.ode.state.or.us/data/stats/opte/>
- 2) An Action Plan/Local Improvement Plan is required for each Performance Measure that does not meet 90% of the performance target. The performance level targets for each Performance Measure may be viewed at <http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf>
- 3) It is highly recommended that an Action Plan/Local Improvement Plan be included for all goals that do not meet the current performance target. Recipients should plan strategies/activities to meet increased performance levels in the future.
- 4) 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.

2010-2011 Action Plan:

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

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

Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Specific Activity	Continue work with Institutional Researcher and Registrar to pursue alternate methods of tracking and reporting data from customized training classes. We determined in 2009-10 that participants in customized incumbent worker trainings were being counted as concentrators and were negatively impacting this measure, as the students in those classes were not degree seeking individuals
How/why this activity was chosen	This activity relates to data quality and is important when considering the reporting structure of Perkins
Person Responsible	CTE Division Dean
Timeline for the Activity	6/30/11
Perkins or Local \$\$\$ Investment	\$1,500 (local)

How the Implementation of the Activity Will Be Monitored	Progress will be monitored by establishing regularly scheduled check-in points throughout the year and plans formulated for excluding this population
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Strategy in place for excluding customized training participants from the concentrator data

Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Specific Activity	Develop additional less than one year certificates in CTE programs
How/why this activity was chosen	This activity will increase the opportunities for students to obtain a Credential, Certificate, or Degree
Person Responsible	Division Deans and Enrollment Services
Timeline for the Activity	6/30/11
Perkins or Local \$\$\$ Investment	\$20,000 (estimated) – local investment
How the Implementation of the Activity Will Be Monitored	Progress monitored via the steps required to get certificates approved: e.g. advisory committee approval, curriculum committee presentation, etc
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Number of less than one year certificates offered

Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Specific Activity	Provide free access to tutorial services for CTE programs
How/why this activity was chosen	This activity assists students in overcoming academic challenges they may face in completing programs
Person Responsible	Scott Giltz, Division Dean
Timeline for the Activity	6/30/11
Perkins or Local \$\$\$ Investment	\$85,000 (\$69,454 Reserve Fund, \$15,549 Basic)
How the Implementation of the Activity Will Be Monitored	Reports from tutorial services will be provided regularly tracking the number of CTE students utilizing tutorial services.
What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Review the reports from tutorial services for utilization rates

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan; what adjustments might be necessary?)

<ul style="list-style-type: none"> 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 (for designated CTE Programs of Study) (SS)

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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen. How will you measure progress toward meeting this goal?

Perkins Budget **\$18,551**

Overview:

All CTE Programs of Study offer career related learning experiences, leadership opportunities, CWE and access to careers that are nontraditional for a student's gender. However, not all programs offer the full range of career development options. Our Placement rate was high this year, but non-traditional participation missed the target but a little.

We will measure our progress toward meeting this goal by:

Secondary and postsecondary perkins performance measures related to placement and nontraditional participation/completion

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Continue utilizing iMatchskills internship module that matches students with internship/job shadow opportunities. Share best practices of its implementation in schools and CTE programs

Success of this activity will be measured by:

Number of internships/job shadows offered and number completed

2. Implement Career Readiness Certificate in community college CTE programs, explore implementation in secondary programs as measurement of essential skills

Success of this activity will be measured by:

Number of CTE programs involved in CRC efforts at CCC

3. Continue expansion of SMART internships within secondary CTE programs (high school internships for college credit). Whenever possible, offer department specific credit vs. HD credit

Success of this activity will be measured by: Participation in SMART Internships
4. Offer Career Road Trip for teachers, counselors, and students to expose them to today's work environment in a variety of industries and tied to career pathways
Success of this activity will be measured by: Number of participants in Career Road Trips
5. Pursue use of Extended Application as measurement of Technical Skill Attainment in CTE programs. Expand pilot at Sabin to additional programs
Success of this activity will be measured by: Programs using Ext.Application opportunities as a technical skill assessments
6. Coordinate and support leadership activities including regional skills competitions, student leadership organizations, and leadership activities for special populations
Success of this activity will be measured by: Regional participation in leadership organizations and skill competitions
7. Provide access to tutorial services to all community college students taking CTE courses
Success of this activity will be measured by: Utilization of tutorial services by CTE students

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be 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. Research involvement of special needs population in CTE programs and the effectiveness of supports for transitions to post-secondary education or work <p>Implement Career Readiness Certificate use in CTE programs</p>
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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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
How will you measure progress toward meeting this goal?

Perkins Budget	\$15,549
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Overview:
Currently all programs are inclusive of students with disabilities and utilizing strategies that promote their inclusion. However, strategies for inclusion can always be improved.

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

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Collaborate with agencies and youth supporting organizations (including WIA and YTP providers) to ensure access to CTE programs and workforce development opportunities for special populations
Success of this activity will be measured by:
2. Collect and distribute detailed data re: special population participation and performance in CTE programs
Success of this activity will be measured by:
Discussion at Steering Meeting and strategies developed in response to data
3. Develop and implement consortium-wide and program specific strategies for attracting and retaining underrepresented genders within programs, as needed based on data
Success of this activity will be measured by:
Performance on the non-trad performance measures
4. As needed, purchase materials and equipment that support program level integration of students with special needs in CTE courses with career pathways
Success of this activity will be measured by:
Materials and equipment purchased
5. Encourage CTE teacher participation in SIOP training and implementation of SIOP strategies in CTE programs
Success of this activity will be measured by:
Number of CTE teachers SIOP trained

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be 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. 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

Professional Development (PD)

Goal 5a: By 2012-2013, 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.

How will you measure progress toward meeting this goal?

Identify the amount and source of non-Perkins funds used for this goal.

Perkins Budget	\$5,000
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Overview:

Based on our Perkins performance measures, we have focused our professional development efforts on improving Math content in CTE programs for the last couple years. We are now changing our focus to improving writing skills. While we meet the writing performance measure, it is our lowest academic measure and we have room for improvement.

We will measure our progress toward meeting this goal by:

Documentation of alignment of curriculum to academic standards as evidenced by the CTE Program of Study approval process. Performance on academic Perkins performance measures.

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

1. Complete Writing in CTE Follow up from 2009-2010
Success of this activity will be measured by: Followup Workshop Held
2. Conduct Writing in CTE workshop June 2011
Success of this activity will be measured by: Weeklong workshop held, participants engaged, lesson plans developed
3. Compile and make lessons developed through professional development available to all teachers
Success of this activity will be measured by: Lesson plans available on CTEC website
4. Complete standards alignment work for CTE Programs of Study
Success of this activity will be measured by: All programs complete CTE Program of Study approval

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

- 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 skills
- d. Share best practices related to academic integration and Credit by Proficiency

Goal 5b.1: By 2012-2013, 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.

How will you measure progress toward meeting this goal?

Identify the amount and source of non-Perkins funds used for this goal.

Perkins Budget	\$49,100
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<p>Overview: All districts have written professional development plan and goals. Efforts are focused on ensuring CTE teachers plans are specific to needs of CTE teachers.</p> <p>We will measure our progress toward meeting this goal by: Number of CTE teachers with formal, written professional development plans</p>
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Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

- | |
|--|
| 1. Establish Professional Learning Communities (PLC's) to more closely examine available data and implement professional development and other strategies necessary to improve performance |
| Success of this activity will be measured by:
PLC's in place, goals and meeting minutes collected |
| 2. New/Probationary teacher development workshops in place for teachers in their first 3 years of teaching |
| Success of this activity will be measured by:
Teacher cadre meeting with structured learning targets |
| 3. CTE teachers discuss Professional Development Plan as part of Regional Teacher Meetings |
| Success of this activity will be measured by:
Professional Development plans in place, Teacher meeting agendas |
| 4. CTE teachers participate in SIOP training and other differentiated instruction training opportunities |
| Success of this activity will be measured by:
CTE teachers completing SIOP training |

5. Support attendance at OACTE conference
Success of this activity will be measured by: Conference attended and best practices/takeaways shared with consortium
6. Support CTE teacher participation in Mentor Training
CTE teacher mentors recruited and trained
7. Support teacher participation in workshops specific to CTE program area or CTE programs
Success of this activity will be measured by: Conferences completed, new learnings embedded in programs

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be 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

Overview Narrative

What is the context for this goal? Include a summary of the strategy you will use to increase performance, and why/how it was chosen.
 How will you measure progress toward meeting this goal?
 Identify the amount and source of non-Perkins funds used for this goal.

Perkins Budget	\$15,000
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Overview:
 Professional Development related to instruction has always been a strong focus of the consortium. Most teachers participate in professional development annually. We continue to support them.

We will measure our progress toward meeting this goal by:
 Professional Development plans of post-secondary CTE teachers

Planned Activities for 2010-2011

(List the activities that will assist you in meeting the goal. Number each activity, and tell how you will measure the success of the activity. List each activity in a separate table; copy and paste as many tables as necessary.)

- | |
|--|
| 1. Support teacher participation in workshops specific to CTE program area or CTE programs |
| Success of this activity will be measured by:
Conferences completed, new learnings embedded in programs |
| 2. Regional Teacher meetings conducted – identify professional development needs of the teacher groups |
| Success of this activity will be measured by:
List of professional development needs identified |
| 3. Support attendance at OACTE Conference |
| Success of this activity will be measured by:
Conference attended and best practices/takeaways shared with consortium |

Long term Narrative Plan for 2011-2013

(Brief description of how the activities in 2010-11 affect your long-term plan, and what adjustments might be necessary)

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

B. LOCAL IMPROVEMENT PLANNING PROCESS

[Back to Introduction](#)

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 each subsequent annual update. The plan is revisited annually at the consortium retreat.

Describe the process that will be used to evaluate and continuously improve the performance of eligible recipient [Section 134(b)(7)]. Address the following questions:

1. *How did you develop your yearly targets?*
2. *How did you identify your priority needs?*
3. *How did you decide what strategies and activities would help you meet those targets?*
4. *How did you develop your Action Plans/Local Improvement Plans?*
5. *How did you develop your monitoring and evaluation plans?*

Over a three month period, the CTEC Steering Committee discussed each of the Goals 1-5 (and all their sub goals) and established a target and approved a plan for measuring performance on each of the goals. This process resulted in our yearly targets.

Our priority needs, strategies and activities were developed based on multiple methods of information gathering, including 1) review and discussion of the data related to the annual Perkins Performance Measures, 2) regional teacher meetings which provide teachers with the opportunity to talk about their needs, 3) C-TEC Steering and Member meetings which are a dialogue between schools, 4) the annual Perkins plans that each school submits to the consortium, and 5) the annual mini-grant process in which each member of the steering committee reviews grant requests from all schools. Each of these data points help determine where the needs exist. Strategy development is an ongoing process that involves proposals to and input from the Steering Committee. Ultimately, we agree on strategies and activities that best meet

everyone's needs and the goals we are trying to meet.

The Regional Coordinator developed a plan for monitoring data and performance on goals. The plan was approved by the Steering Committee. Any necessary revisions will be made based on input from the Committee. The Steering Committee will review our performance on the goals annually in the spring.

Part II: Required Elements

[Back to Introduction](#)

A. Required Responses

All Basic Grant applicants *must* address *each* of these elements. (As required by The Carl D. Perkins Career and Technical Education Act of 2006)

The Required Elements are taken directly from the Carl D. Perkins Career and Technical Act of 2006. Following each element are the sections of the Act in which it is mentioned.

For each item, identify which goal and activity addresses it (e.g., 1a/2 for Goal 1a, Activity 2)

	Goal(s)/Activity
Improve the recruitment and retention of CTE teachers, faculty, administrators, and counselors [Sections 134(b)(12), 124(c)(16)(A)]	5b.1 – Activity 2 Activity 6
Discussion: New/Probationary teacher development Mentor training for CTE teachers	
	Goal(s)/Activity
Involve stakeholders in the development, implementation, and evaluation of CTE programs [Section 134(b)(5)]	2a – Activity 4
Discussion: Regional advisory committees	
	Goal(s)/Activity
Inform stakeholders about, and assist them in understanding, the Perkins law and Programs of Study [Section 134(b)(5)]	1a – Activity 1
Discussion: Regional Teacher Meetings	
	Goal(s)/Activity
Improve the transition to teaching from business and industry [Section 134(b)(12)(B)]	5b.1 – Activity 2 Activity 6
Discussion: New/Probationary teacher development Mentor training for CTE teachers	
	Goal(s)/Activity
Provide students experiences in all aspects of an industry [Sections 134(b)(3)(C), 135(b)(3), 124(c)(6)]	4a – Activity 1

	Activity 4
Discussion: Internships and Job Shadows Career Road Trips	

	Goal(s)/Activity
Ensure that CTE students are taught to the same content aligned with academic students as are taught to all students [Section 134(b)(3)(D)]	5a Activity 1 Activity 2
Discussion: Writing in CTE activities	

	Goal(s)/Activity
Strengthen the academic and CTE skills of students [Section 135(b)(1)]	1a Activity 1 5a Activity 1 Activity 2
Discussion: Standards alignment work Writing in CTE activities	

	Goal(s)/Activity
Develop, improve, or expand the use of technology in CTE [Sections 135(b)(4), 124(b)(2)]	1b Activity 5 Activity 6
Discussion: Obtain equipment Mini-grant process for equipment upgrades	

	Goal(s)/Activity
Initiate, improve, expand, and modernize quality CTE programs, including relevant technology [Section 135(b)(7)]	1b Activity 5 Activity 6 Activity 8
Discussion: Obtain equipment Mini-grant process for equipment upgrades Support development of new programs of study	

Link CTE at the secondary and postsecondary levels [Sections 135(b)(2), 124(c)(2), 124(c)(3)(A, B, D), 124(c)(3)(A, B, D)]	Goal(s)/Activity 2a Activity 1 Activity 2
Discussion: Employer coordinator to facilitate articulation Facilitate annual teacher meetings between secondary and postsecondary	

Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance [Section 134(b)(2)]	Goal(s)/Activity 3c Local Improvement Plan
Discussion: Improvement plan strategies	

Provide programs designed to enable the special populations to meet the local adjusted levels of performance [Section 134(b)(8)(B)]	Goal(s)/Activity 4b Activity 1 Activity 3
Discussion: Collaborate with student support organizations Implement non-trad efforts	

Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities [Section 134(b)(11)]	Goal(s)/Activity 4a Activity 3
Discussion: SMART internships	

Encourage secondary CTE students to enroll in rigorous and challenging courses in core academic subjects [Section 134(b)(3)(E)]	Goal(s)/Activity 2c Activity 1
Discussion: Roadmaps in place advising students	

Provide preparation for non-traditional fields in current and emerging professions [Sections 134(b)(10), 124(b)(5)]	Goal(s)/Activity 4b
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	Activity 3
Discussion: Non-trad support strategies	
	Goal(s)/Activity
Prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency [Sections 134(b)(8)(C), 135(b)(9), 124(b)(5), 124(b)(8)]	2c Activity 1 4b Activity 4
Discussion: Roadmaps Support for students with disabilities	
	Goal(s)/Activity
Ensure that individuals who are members of special populations will not be discriminated against [Section 134(b)(9)]	4b All activities
Discussion:	
	Goal(s)/Activity
Review and assess CTE programs, identify and adopt strategies to overcome barriers for special populations [Sections 134(b)(8)(A), 135(b)(6), 124(b)(1)]	4b Activity 2
Discussion: Distribute special population data and establish strategies for special populations	
	Goal(s)/Activity
Provide in-service and pre-service training on effective teaching skills based on research that includes promising practices [Sections 135(b)(5)(A)(ii), 124(b)(3)(A)(ii)]	5b.1 Activity 1
Discussion: Professional learning communities	
	Goal(s)/Activity
Provide in-service and pre-service training on effective practices to improve parental and community involvement [Sections 135(b)(5)(A)(iii), 124(b)(3)(A)(iii)]	N/A
Discussion:	
	Goal(s)/Activity
Provide internship programs that provide relevant business experience [Section 135(b)(5)(C)]	4a Activity 1

	Activity 3
Discussion: Internships via iMatchskills SMART internships	
	Goal(s)/Activity
Improve the academic and technical skills of students through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs [Section 134(b)(3)(B)]	5a Activity 1 Activity 2
Discussion: Writing in CTE activities	
	Goal(s)/Activity
Provide in-service and pre-service training on effective integration and use of challenging academic and CTE [Sections 135(b)(5)(A)(i), 124(b)(3)(A)(i)]	5a Activity 1 Activity 2
Discussion: Writing in CTE activities	
	Goal(s)/Activity
Provide in-service and pre-service training on effective use of scientifically based research and data to improve instruction [Sections 135(b)(5)(A)(iv), 124(b)(3)(A)(iv)]	5b.1 Activity 1
Discussion: Professional Learning Communities	
	Goal(s)/Activity
Provide programs to train teachers specifically in the effective use and application of technology to improve instruction [Section 135(b)(5)(D)]	5b.1 Activity 7
Discussion: Access to workshops within CTE content area	
	Goal(s)/Activity
Provide comprehensive professional development for CTE teachers, faculty, career guidance and academic counselors, and administrators at the secondary and postsecondary levels [Sections 134(b)(4), 135(b)(5), 124(b)(3)]	5b.1 5b.2 All activities
Discussion:	
	Goal(s)/Activity
Provide support for education programs that ensure teachers and other personnel stay current with all aspects of an industry	5b.1

[Section 135(b)(5)(B)]	Activity 7 5b.2 Activity 1
Discussion: Access to workshops within CTE content area	

B. Optional Responses

[Back to Introduction](#)

The Required Elements are taken directly from the Carl D. Perkins Career and Technical Act of 2006. Following each element are the sections of the Act in which it is mentioned. Responses will help identify promising practices and ‘tell the story’ of CTE in Oregon.

	Goal(s)/Activity
Support partnerships among local educational agencies and stakeholders [Section 124(b)(6)]	N/A
Discussion:	

	Goal(s)/Activity
If you serve individuals in State institutions, such as State correctional institutions and institutions that serve disabilities, please describe how you serve them [Section 124(b)(7)]	N/A
Discussion:	

	Goal(s)/Activity
Support CTE programs that improve the academic and CTE skills of students [Section 124(b)(4)]	5a Activity 1 Activity 2
Discussion: Writing in CTE	

	Goal(s)/Activity
Improve or develop new CTE courses and initiatives that prepare individuals for high skill, high wage, or high demand occupations [Section 124(c)(9)]	1a Activity 8
Discussion: Support new programs of study – particularly Gladstone Engineering	

	Goal(s)/Activity
Develop connections between secondary education and postsecondary education and training [Sections 124(c)(2), 124(c)(3)(A, B, D)]	2a 2b

	All activities
Discussion:	

	Goal(s)/Activity
Develop valid and reliable assessments of technical skills [Section 124(c)(14)]	3a Activity 1 Activity 2 Activity 3
Discussion: Professional development around developing technical skill assessments	

	Goal(s)/Activity
Provide professional development programs to ensure that teachers and personnel stay current with the needs, expectations, and methods of industry [Section 124(b)(3)(D)(i)]	5b.1 Activity 7 5b.2 Activity 1
Discussion: Access to workshops in content area	

	Goal(s)/Activity
Support CTE programs that improve the academic and CTE skills of students through the integration of coherent and relevant content aligned with challenging academic standards and relevant CTE [Section 124(b)(4)]	1a Activity 1 Activity 2
Discussion: Regional teacher meetings discussing standards Regional CTE programs	

	Goal(s)/Activity
Provide professional development programs that are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom [Section 124(b)(3)(B)]	5a Activity 1 Activity 2
Discussion: Writing in CTE	

	Goal(s)/Activity
Provide professional development programs that will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance [Section 124(b)(3)(C)]	5a Activity 1 Activity 2 3a

	Activity 1 Activity 2 Activity 3
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Discussion:
Writing in CTE
Prof.Development to develop valid/reliable assessments

	Goal(s)/Activity
Provide professional development programs to ensure that teachers and personnel can effectively develop rigorous and challenging, integrated academic and CTE curricula [Section 124(b)(3)(D)(ii)]	N/A

Discussion:

	Goal(s)/Activity
Provide professional development programs to ensure that teachers and personnel can develop a higher level of academic and industry knowledge and skills in CTE [Section 124(b)(3)(D)(iii)]	N/A

Discussion:

	Goal(s)/Activity
Provide professional development programs to ensure that teachers and personnel can effectively use applied learning that contributes to the academic and career and technical knowledge of the student [Section 124(b)(3)(D)(iv)]	N/A

Discussion:

	Goal(s)/Activity
Provide professional development programs that are coordinated with the teacher certification or licensing and professional development activities that the State carries out [Section 124(b)(3)(E)]	N/A

Discussion:

Part III: Consortium Regional Investment Planning

[Back to Introduction](#)

[Required for Consortium Basic and Reserve Grant Plans]

A signed copy of the 2010-2011 consortium operational agreement, and copies of job descriptions of staff persons funded by the consortium **must be** attached to the application (for more information, see the 2010-2011 Guide to the Perkins IV Local Plan Update, available on the ODE website). In addition, a Consortium Member Roster (see below) must be completed.

Consortium Member Roster

CONSORTIUM: Clackamas Career and Technical Education Consortium (C-TEC)

Please expand as needed.

Name	Organization & Position	Level of Participation [planning, implementing or evaluating]
<i>School Districts</i>		
Pat Johnson Kimie Carroll	Principal Vice Principal Canby School District	Active Consortium Member – planning, implementing, evaluating
Diane Parham	School to Careers Coordinator Colton School District	Active Consortium Member
Cheryl Renton Scott Sullivan	Special Services Principal Estacada School District	Active Consortium Member
Stu Evans	Principal Gladstone School District	Active Consortium Member
Therese Gerlits	Dean of Students Molalla River School District	Active Consortium Member
Cinda Morrison Chris Statham Karen Phillips	Principal Vice Principal Coach/School to Careers Coordinator North Clackamas School District	Active Consortium Member
Ginger Redlinger	Planning Principal Oregon City School District	Active Consortium Member
Lou Bailey Judy Morris-Green	Principal Teacher West Linn/Wilsonville School District	Active Consortium Member

Megan Helzerman	Regional Coordinator for CTE Clackamas Education Service District	Active Consortium Member
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Postsecondary Partners (Community College, Private Career College, Apprenticeship, University, etc.)

Scott Giltz	Dean Clackamas Community College	Active Consortium Member – Planning, implementing, evaluating
Dual Credit	Portland Community College	Implementing
Dual Credit	Mt Hood Community College	Implementing
Lita Colligan, Bob Bass	Oregon Institute of Technology	Implementing
Dual Credit	Linn Benton Community College	Implementing
Dual Credit	Chemeketa Community College	Implementing
-	Cosmetology <ul style="list-style-type: none"> ▪ Phagan’s School of Hair Design ▪ Beau Monde School of Beauty ▪ Aveda Institute 	Attend Program Advisory Meetings Implementing
-	Culinary Arts <ul style="list-style-type: none"> ▪ Western Culinary Institute ▪ Oregon Culinary Institute 	Attend Program Advisory Meetings Implementing

Business or Industry

Kim Parker	Workforce Investment Council of Clackamas County (WICCO)	Provide input on planning
Burton Weast	Clackamas County Business Alliance	Provide input on planning
Coalition	Manufacturing 21 Coalition	Provide input on planning
Cindy Hagen	Clackamas County Business and Economic Development	Provide input on planning

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 one member of the consortium. [PL 109-270, Sec. 131 (f)] No more 5% of consortium funds may be used for Indirect Costs and Administration including salaries and benefits. {Section 135(d)}

Part IV: Trend Data Worksheets

[Back to Introduction](#)

The Trend Data Worksheets must be filled out in order to plan effectively. Data for Goal 3c is provided; all other data is local. Planned Activities or an Action Plan/Local Improvement Plan (Goal 3c) is *required* for the goals which do not meet the 90% threshold rule [Perkins IV, Section 123]. 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 and Action Plans/Local Improvement Plans are intended to be used to guide the expenditure of Perkins funds and should describe the preparation to meet the 2012-2013 performance.

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	2012-13
Local Performance Target	10%	90%	100%	100%	100%	100%
90% Threshold	%	81%	90%			
Local Actual Performance	10%	80%	100%			

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	2012-13
Local Performance Target	50%	60%	70%	80%	90%	95%
90% Threshold	45%	54%	63%			
Local Actual Performance	50%	60%	97.21%			

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	2012-13
Local Performance Target	85%	90%	100%	100%	100%	100%
90% Threshold	76.5%	81%	90%			
Local Actual Performance	85%	90%	95%			

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	2012-13
Local Performance Target	75%	75%	90%	90%	90%	90%
90% Threshold	67.5%	67.5%	81%			
Local Actual Performance	75%	75%	80%			

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	2012-13
Local Performance Target	80%	90%	100%	100%	100%	100%
90% Threshold	72%	81%	90%			
Local Actual Performance	90%	90%	100%			

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	2012-13
Local Performance Target	0%	0%	25%	70%	100%	100%
90% Threshold	0%	0%	22.5%			
Local Actual Performance	0%	0%	6%			

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	2012-13
Local Performance Target	35%	30%	25%	20%	10%	<5%
90% Threshold	38.5%	33%	27.5%			
Local Actual Performance	31.84%	33%	26.23%			

Goal 3c:
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)]

Performance Measures

- 1) Performance data for each school and community college may be viewed at <http://www.ode.state.or.us/data/stats/opte/>
- 2) An Action Plan/Local Improvement Plan is required for each Performance Measure that does not meet the 90% threshold. [The performance level targets for each Performance Measure may be viewed at http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf](http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf)
- 3) 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.
- 4) 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.

Secondary Perkins Performance Data

[Back to Introduction](#)

It is essential that grant recipients remain familiar with the performance measures, targets, and local performance. It is equally important that you know where to access data and expectations concerning your schools. For each high school in your consortium or in your district (direct recipients), complete the following table. In addition, complete a table as a consortium or, if a direct recipient, for your district. Duplicate as needed. Complete the un-shaded cells for years 1 and 2 local actual performance for each performance measure. If a community college is in your consortium, the Postsecondary Perkins Performance Data table following this one must also be completed.

Information about the Perkins performance measures and targets is available at <http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf>.
Disaggregated local data is available at <http://www.ode.state.or.us/data/stats/opte/>.

Note: Grant recipients are required to meet at least 90% of the statewide and local performance target levels. Grant recipients must submit a performance improvement plan for any performance measure that does not meet the 90% level.

Name of School:	Name of District (Direct Recipient):	Name of Consortium:
		C-TEC

1S1 Academic Attainment: Reading	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	60.00%	60.00%	60.00%	70.00%	80.00% ²	90.00% ²
Statewide Actual Performance	61.05%	70.40%				
90% Threshold	54.00%	54.00%				
Local Actual Performance	66.25%	77.06%				

1S2 Academic Attainment: Mathematics	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	59.00%	59.00%	59.00%	70.00%	80.00% ²	90.00% ²
Statewide Actual Performance	(55.22%) ³	64.50%				
90% Threshold	53.10%	53.10%				
Local Actual Performance	67.74%	75.19%				

1S3 Academic Attainment: Writing (Oregon only)	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	60.00%	60.00%	60.00%	70.00%	80.00% ²	90.00% ²
Statewide Actual Performance	(59.03%) ³	(58.20%) ³				
90% Threshold	54.00%	54.00%				
Local Actual Performance	66.88%	69.06%				

2S1 Technical Skill Attainment⁴	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	95.00%	95.00%	95.00%	TBD ⁴		
Statewide Actual Performance	98.25%	98.54%				
90% Threshold	85.50%	85.50%				
Local Actual Performance	95.34%	97.21%				

3S1 Student High School Completion⁵	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	85.00%	89.25%	92.50%	95.00%		
Statewide Actual Performance	91.90%	93.50%				
90% Threshold	76.50%	80.33%				
Local Actual Performance	96.86%	100%				

4S1 Student High School Graduation	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	68.10%	68.10%	68.10%	68.10%		
Statewide Actual Performance	91.57%	93.18%				
90% Threshold	61.29%	61.29%				
Local Actual Performance	96.78%	98.88%				

5S1 Student Placement	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	75.20%	60.00%	62.00%	63.50%		
Statewide Actual Performance	75.96%	75.64%				
90% Threshold	67.68%	54.00%				
Local Actual Performance	45.19%	81.55%				

6S1 Nontraditional Participation	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	42.85%	45.00%	47.00%	49.00%		
Statewide Actual Performance	44.52%	(43.07%)³				
90% Threshold	%	40.50%				
Local Actual Performance	47.38%	42.51%				

6S2 Nontraditional Completion	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	18.80%	19.74%	21.00%	23.00%		
Statewide Actual Performance	28.45%	30.01%				
90% Threshold	38.57%	17.77%				
Local Actual Performance	47.89%	26.45%				

¹ USDOE-OVAE has not yet requested Oregon to establish performance level targets for years 5 and 6. Except for 1S1, 1S2, and 1S3, these cells are left unfilled. [why are years 5 & 6 in italics?]

² The performance level targets for 1S1, 1S2, and 1S3 for years 5 and 6 will be the same as are used for ESEA AYP calculations. These are the current proposed levels. These have not yet been negotiated with USDOE-OVAE for the Perkins performance level targets.

³ Numbers that appear in parentheses and in red font are below the performance level targets for the respective performance measures.

⁴ In year 3, 2S1 Technical Skill Attainment will be reported based on grades in CTE courses. Beginning in year 4, 2S1 will be reported based on the results of valid and reliable assessments. The performance level target for year 4 will be negotiated with USDOE-OVAE in March 2010.

⁵ The definition of 3S1 High School Completion used for reporting changes slightly in year 3. [each year is different]

Postsecondary Perkins Performance Data

[Back to Introduction](#)

It is essential that grant recipients remain familiar with the performance measures, targets, and local performance. It is equally important that you know where to access data and expectations concerning your community college. Information about the Perkins performance measures and targets is available at <http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf>. Disaggregated individual community college data is available at <http://www.ode.state.or.us/data/stats/opte/>.

If your community college is a direct recipient, complete the following table. If your college is a member of a consortium, the Secondary Perkins Performance Data table above must be completed, as well. Complete the un-shaded cells for years 1 and 2 local actual performance for each performance measure.

Note: Grant recipients are required to meet at least 90% of the statewide and local performance target levels. Grant recipients must submit a performance improvement plan for any performance measure that does not meet the 90% level.

Name of Community College:	Name of Consortium:
Clackamas Community College	C-TEC

1P1 Technical Skill Attainment ²	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	95.00%	95.00%	95.00%	TBD ²		
Statewide Actual Performance	95.89%	96.14%				
90% Threshold	85.50%	85.50%				
Local Actual Performance	96.74%	98.17%				

1P2 Academic Attainment ³ (OR only)	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	90.62%	92.54%	92.75% ³	92.75% ³	92.75% ³	92.75% ³
Statewide Actual Performance	93.41%	93.43%				
90% Threshold	81.56%	83.29%				
Local Actual Performance	93.33%	94.42%				

2P1 Credential, Certificate, or Degree Completion ⁴	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	57.41%	42.50%	44.00%	46.50%		
Statewide Actual Performance	(47.34%)	46.07%				
90% Threshold	51.67%	38.25%				
Local Actual Performance	35.81%	19.68%				

3P1 Student Retention or Transfer ⁵	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	88.87%	75.44%	77.00%	78.50%		
Statewide Actual Performance	(62.32%)	(67.38%)				
90% Threshold	79.98%	67.90%				
Local Actual Performance	55.81%	61.57%				

4P1 Student Placement ⁶	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	88.55%	75.00%	76.00%	77.00%		
Statewide Actual Performance	(80.44%)	79.08%				
90% Threshold	79.70%	67.50%				
Local Actual Performance	79.68%	83.33%				

5P1 Nontraditional Participation	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	15.68%	17.54%	19.40%	21.26%		
Statewide Actual Performance	19.56%	17.54%				
90% Threshold	14.11%	15.79%				
Local Actual Performance	15.70%	19.36%				

5P2 Nontraditional Completion	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 2012-2013
Statewide & Local Performance Target	18.49%	25.18%				
Statewide Actual Performance	(16.31%)	(14.90%)				
90% Threshold	16.64%	22.66%				
Local Actual Performance	11.99%	19.51%				

¹ USDOE-OVAE has not yet requested Oregon to establish performance level targets for years 5 and 6. Therefore, except for 1P2, these cells are left unfilled.

² In year 3, 1P1 Technical Skill Attainment will be reported based on grades in CTE courses. Beginning in year 4, 1P1 will be reported based on the results of valid and reliable assessments. The performance level target for year 4 will be negotiated with USDOE-OVAE in March 2010.

³ As an indication of Oregon's commitment to strong academics in CTE, 1P2 Academic Attainment is included as one of the Perkins performance measures. The performance level target is not negotiated with USDOE-OVAE and has been capped at 92.75% for the remainder of Perkins IV.

⁴ The definition of 2P1 Credential, Certificate, or Degree Completion used for reporting changes beginning in year 3. [each year is different]

⁵ The definition of 3P1 Student Retention or Transfer used for reporting changes beginning in year 3. [each year is different]

⁶ The definition of 4P1 Student Placement used for reporting changes slightly in year 3.

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	2012-13
Local Performance Target	50%	60%	70%	80%	90%	100%
90% Threshold	45%	54%	63%			
Local Actual Performance	50%	60%	100%			

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	2012-13
Local Performance Target	100%	100%	100%	100%	100%	100%
90% Threshold	90%	90%	90%			
Local Actual Performance	100%	100%	100%			

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	2012-13
Local Performance Target	40%	55%	65%	75%	85%	95%
90% Threshold	36%	49.5%	58.5%			
Local Actual Performance	40%	55%	62%			

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	2012-13
Local Performance Target	60%	70%	100%	100%	100%	100%
90% Threshold	54%	63%	90%			
Local Actual Performance	60%	70%	100%			

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	2012-13
Local Performance Target	80%	85%	90%	95%	95%	95%
90% Threshold	72%	76.5%	81%			
Local Actual Performance	80%	85%	95%			

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 Career and Technical Education Act of 2006.
2. Program Assurances Title 1 Part C – Local Provisions
3. Certifications Regarding Lobbying: Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements
4. 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.
5. The Fiscal Agent will provide, on request, complete and accurate data as required.
6. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds.
7. The Fiscal Agent assures that no more than 5% of the grant award will be used for Indirect Expenditures and Administrative Costs associated with the implementation of these activities. (Administration includes salaries and benefits of personnel).

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):


 Signature: _____ Date: 5/12/10

Authorized Representative:


 Signature: _____ Date: 5/12/10

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

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

Part I: Regional Reserve Fund Plan

[Back to Introduction](#)

R1. Student Support Services (RSS)

All Student Support Services resources must be designated for CTE Programs of Study.

Goal R1a: 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

Overview Narrative

Perkins Budget \$0

Discussion of the regional needs for this goal, including student achievement on academic performance measures:

In reviewing our performance and our planning, we determined that the activities outlined in the Basic Grant adequately address this goal and no additional Reserve Funds will be used on these activities. See Basic Grant application for more details.

Summary of the strategy to increase performance on this goal, including why and how it was chosen:

How you will measure progress toward meeting this goal:

How these activities offer 'value added' beyond the 2010-2011 Local Plan Update:

2010-2011 Action Plan for Regional Reserve Funds Used for Student Support Services

(List each activity in a separate table, and number them. Copy and paste as many tables as necessary.)

1.	Specific Activity	
	Person Responsible	
	Timeline for the Activity	
	How the Implementation of the Activity Will Be Monitored	
	What You Will Monitor for Evidence of Success of the Activity (Include criteria for "success")	
	Required Elements (see Part II) addressed by this activity	

Goal R1b: 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

Overview Narrative

Perkins Budget **\$69,451**

Discussion of the regional needs for this goal, including student achievement on academic performance measures:
 In reviewing the performance measures for our region, the post-secondary measure of degree/certificate completion is our area of largest need for improvement.

Summary of the strategy to increase performance on this goal, including why and how it was chosen:
 The consortium agreed to direct funding toward improving support for students in postsecondary CTE programs to increase their likelihood for success in postsecondary programs and likelihood to persist to certificate or degree.

How you will measure progress toward meeting this goal:
 Tracking the utilization of tutoring services by CTE students throughout the year

How these activities offer ‘value added’ beyond the 2010-2011 Local Plan Update:
 These activities are primarily funded by the Reserve fund and therefore would not occur without the Reserve fund.

2010-2011 Action Plan for Regional Reserve Funds Used for Student Support Services

(List each activity in a separate table, and number them. Copy and paste as many tables as necessary.)

1.	Specific Activity	Free Tutoring Services offered to students in postsecondary CTE programs
	Person Responsible	Dean of Technical Career and Workforce Division
	Timeline for the Activity	Through June 2011
	How the Implementation of the Activity Will Be Monitored	Oversight of service provision by Department Chairs and Division Dean
	What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	Quarterly reports of utilization of services by CTE students provided by the department and ultimately the Perkins performance measure of academic performance and degree completion
	Required Elements (see Part II) addressed by this activity	15, 16, 18, 35

R2. Professional Development (PD)

All Professional Development must be focused on the Student Support Services designated for Programs of Study, as identified in R1

Goal R2a: By 2012-2013, 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction

Overview Narrative

Perkins Budget **\$25,000**

Discussion of the regional needs for this goal:

In reviewing the Perkins performance data for our region, the academic measure that had the lowest performance was writing. We met the target performance, but there is still room for improvement.

Summary of the strategy to increase performance on this goal, including why and how it was chosen:

Professional development modeled after the Math in CTE model, but focused on writing. It will pair CTE teachers and writing teachers for a week-long workshop to develop writing enhanced CTE lessons, and at least one follow-up session throughout the year.

How you will measure progress toward meeting this goal:

The workshop is scheduled, teacher teams sign up, and lesson plans are developed.

How these activities offer ‘value added’ beyond the 2010-2011 Local Plan Update:

While the Writing in CTE workshop is mentioned in the Local Plan update, the workshop is funded with the Regional Reserve Fund. Including facilitators, teacher stipends, materials, and food. Only the follow-up sessions are funded by the Basic Grant

2010-2011 Action Plan for Regional Reserve Funds Used for Student Support Services

(List each activity in a separate table, and number them. Copy and paste as many tables as necessary.)

1.	Specific Activity	Weeklong workshop focused on Writing In CTE
	Person Responsible	Regional Coordinator
	Timeline for the Activity	June 2011
	How the Implementation of the Activity Will Be Monitored	Timelines set for key functions of the professional development
	What You Will Monitor for Evidence of Success of the Activity (Include criteria for “success”)	All participants develop Writing enhanced lesson plans
	Required Elements (see Part II) addressed by this activity	7, 12, 22, 40

Goal R2b: By 2012-2013, 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction

Overview Narrative

Perkins Budget \$

Discussion of the regional needs for this goal:

In reviewing our performance and through our planning, we determined that the activities outlined in the Basic Grant adequately address this goal and no additional Reserve Funds will be used on these activities. See Basic Grant application for more details.

Summary of the strategy to increase performance on this goal, including why and how it was chosen:

How you will measure progress toward meeting this goal:

How these activities offer 'value added' beyond the 2010-2011 Local Plan Update:

2010-2011 Action Plan for Regional Reserve Funds Used for Student Support Services

(List each activity in a separate table, and number them. Copy and paste as many tables as necessary.)

1.	Specific Activity	
	Person Responsible	
	Timeline for the Activity	
How the Implementation of the Activity Will Be Monitored		
What You Will Monitor for Evidence of Success of the Activity (Include criteria for "success")		
Required Elements (see Part II) addressed by this activity		

Goal R2c: By 2012-2013, 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction

Overview Narrative

Perkins Budget | \$0

Discussion of the regional needs for this goal:

In reviewing our performance and through our planning, we determined that the activities outlined in the Basic Grant adequately address this goal and no additional Reserve Funds will be used on these activities. See Basic Grant application for more details.

Summary of the strategy to increase performance on this goal, including why and how it was chosen:

How you will measure progress toward meeting this goal:

How these activities offer 'value added' beyond the 2010-2011 Local Plan Update:

2010-2011 Action Plan for Regional Reserve Funds Used for Student Support Services

(List each activity in a separate table, and number them. Copy and paste as many tables as necessary.)

1.	Specific Activity	
	Person Responsible	
	Timeline for the Activity	
How the Implementation of the Activity Will Be Monitored		
What You Will Monitor for Evidence of Success of the Activity (Include criteria for "success")		
Required Elements (see Part II) addressed by this activity		

Part II: Required Elements

[Back to Introduction](#)

The Required Elements are taken directly from the Carl D. Perkins Career and Technical Act of 2006. Following each element are the sections of the Act in which it is mentioned.

Use the numbers of each Required Element to identify which elements are addressed in your activities

1. Improve the recruitment and retention of CTE teachers, faculty, administrators, and counselors [Sections 134(b)(12), 124(c)(16)(A)]
2. Involve stakeholders in the development, implementation, and evaluation of CTE programs [Section 134(b)(5)]
3. Inform stakeholders about, and assist them in understanding, the Perkins law and Programs of Study [Section 134(b)(5)]
4. Improve the transition to teaching from business and industry [Section 134(b)(12)(B)]
5. Provide students experiences in all aspects of an industry [Sections 134(b)(3)(C), 135(b)(3), 124(c)(6)]
6. Ensure that CTE students are taught to the same content aligned with academic students as are taught to all students [Section 134(b)(3)(D)]
7. Strengthen the academic and CTE skills of students [Section 135(b)(1)]
8. Develop, improve, or expand the use of technology in CTE [Sections 135(b)(4), 124(b)(2)]
9. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology [Section 135(b)(7)]
10. Link CTE at the secondary and postsecondary levels [Sections 135(b)(2), 124(c)(2), 124(c)(3)(A, B, D), 124(c)(3)(A, B, D)]
11. Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance [Section 134(b)(2)]
12. Provide programs designed to enable the special populations to meet the local adjusted levels of performance [Section 134(b)(8)(B)]
13. Provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities [Section 34(b)(11)]
14. Encourage secondary CTE students to enroll in rigorous and challenging courses in core academic subjects [Section 134(b)(3)(E)]
15. Provide preparation for non-traditional fields in current and emerging professions [Sections 134(b)(10), 124(b)(5)]
16. Prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency [Sections 134(b)(8)(C), 135(b)(9), 124(b)(5), 124(b)(8)]
17. Ensure that individuals who are members of special populations will not be discriminated against [Section 134(b)(9)]
18. Review and assess CTE programs, identify and adopt strategies to overcome barriers for special populations [Sections 134(b)(8)(A), 135(b)(6), 124(b)(1)]
19. Provide in-service and pre-service training on effective teaching skills based on research that includes promising practices [Sections 135(b)(5)(A)(ii), 124(b)(3)(A)(ii)]
20. Provide in-service and pre-service training on effective practices to improve parental and community involvement [Sections 135(b)(5)(A)(iii), 124(b)(3)(A)(iii)]
21. Provide internship programs that provide relevant business experience [Section 135(b)(5)(C)]
22. Improve the academic and technical skills of students through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs [Section 134(b)(3)(B)]
23. Provide in-service and pre-service training on effective integration and use of challenging academic and CTE [Sections 135(b)(5)(A)(i), 124(b)(3)(A)(i)]
24. Provide in-service and pre-service training on effective use of scientifically based research and data to improve instruction [Sections 135(b)(5)(A)(iv), 124(b)(3)(A)(iv)]

25. Provide programs to train teachers specifically in the effective use and application of technology to improve instruction [Section 135(b)(5)(D)]
26. Provide comprehensive professional development for CTE teachers, faculty, career guidance and academic counselors, and administrators at the secondary and postsecondary levels [Sections 134(b)(4), 135(b)(5), 124(b)(3)]
27. Provide support for education programs that ensure teachers and other personnel stay current with all aspects of an industry [Section 135(b)(5)(B)]
28. Support partnerships among local educational agencies and stakeholders [Section 124(b)(6)]
29. If you serve individuals in State institutions, such as State correctional institutions and institutions that serve disabilities, please describe how you serve them [Section 124(b)(7)]
30. Support CTE programs that improve the academic and CTE skills of students [Section 124(b)(4)]
31. Improve or develop new CTE courses and initiatives that prepare individuals for high skill, high wage, or high demand occupations [Section 124(c)(9)]
32. Develop connections between secondary education and postsecondary education and training [Sections 124(c)(2), 124(c)(3)(A, B, D)]
33. Develop valid and reliable assessments of technical skills [Section 124(c)(14)]
34. Provide professional development programs to ensure that teachers and personnel stay current with the needs, expectations, and methods of industry [Section 124(b)(3)(D)(i)]
35. Support CTE programs that improve the academic and CTE skills of students through the integration of coherent and relevant content aligned with challenging academic standards and relevant CTE [Section 124(b)(4)]
36. Provide professional development programs that are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom [Section 124(b)(3)(B)]
37. Provide professional development programs that will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance [Section 124(b)(3)(C)]
38. Provide professional development programs to ensure that teachers and personnel can effectively develop rigorous and challenging, integrated academic and CTE curricula [Section 124(b)(3)(D)(ii)]
39. Provide professional development programs to ensure that teachers and personnel can develop a higher level of academic and industry knowledge and skills in CTE [Section 124(b)(3)(D)(iii)]
40. Provide professional development programs to ensure that teachers and personnel can effectively use applied learning that contributes to the academic and career and technical knowledge of the student [Section 124(b)(3)(D)(iv)]
41. Provide professional development programs that are coordinated with the teacher certification or licensing and professional development activities that the State carries out [Section 124(b)(3)(E)]

Part III: Consortium Regional Investment Planning

[Back to Introduction](#)

[Required for Consortium Basic and Reserve Grant Plans]

A signed copy of the 2010-2011 consortium operational agreement, and copies of job descriptions of staff persons funded by the consortium must be attached to the application (for more information, see the 2010-2011 Guide to the Perkins IV Regional Reserve Fund Application, available on the ODE website). If a single fiscal agent is submitting both a Basic Grant plan and a Reserve Fund plan, only one consortium agreement, job descriptions are required. In addition, a Consortium Member Roster (see below) must be completed.

Consortium Member Roster

CONSORTIUM: Clackamas Career and Technical Education Consortium (C-TEC)

Please expand as needed.

Name	Organization & Position	Level of Participation [planning, implementing or evaluating]
------	-------------------------	--

School Districts

Pat Johnson Kimie Carroll	Principal Vice Principal Canby School District	Active Consortium Member – planning, implementing, evaluating
Diane Parham	School to Careers Coordinator Colton School District	Active Consortium Member
Cheryl Renton Scott Sullivan	Special Services Principal Estacada School District	Active Consortium Member
Stu Evans	Principal Gladstone School District	Active Consortium Member
Therese Gerlits	Dean of Students Molalla River School District	Active Consortium Member
Cinda Morrison Chris Statham Karen Phillips	Principal Vice Principal Coach/School to Careers Coordinator North Clackamas School District	Active Consortium Member
Ginger Redlinger	Planning Principal Oregon City School District	Active Consortium Member
Lou Bailey Judy Morris-Green	Principal Teacher	Active Consortium Member

	West Linn/Wilsonville School District	
Megan Helzerman	Regional Coordinator for CTE Clackamas Education Service District	Active Consortium Member

Postsecondary Partners (Community College, Private Career College, Apprenticeship, University, etc.)

Scott Giltz	Dean Clackamas Community College	Active Consortium Member – Planning, implementing, evaluating
Dual Credit	Portland Community College	Implementing
Dual Credit	Mt Hood Community College	Implementing
Lita Colligan, Bob Bass	Oregon Institute of Technology	Implementing
Dual Credit	Linn Benton Community College	Implementing
Dual Credit	Chemeketa Community College	Implementing
-	Cosmetology <ul style="list-style-type: none"> ▪ Phagan’s School of Hair Design ▪ Beau Monde School of Beauty ▪ Aveda Institute 	Attend Program Advisory Meetings Implementing
-	Culinary Arts <ul style="list-style-type: none"> ▪ Western Culinary Institute ▪ Oregon Culinary Institute 	Attend Program Advisory Meetings Implementing

Business or Industry

Kim Parker	Workforce Investment Council of Clackamas County (WICCO)	Provide input on planning
Burton Weast	Clackamas County Business Alliance	Provide input on planning
Coalition	Manufacturing 21 Coalition	Provide input on planning
Cindy Hagen	Clackamas County Business and Economic Development	Provide input on planning

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 one member of the consortium. [PL 109-270, Sec. 131 (f)] No more 5% of consortium funds may be used for Indirect Costs and Administration including salaries and benefits. {Section 135(d)}

Part IV: Trend Data Worksheets

[Back to Introduction](#)

R1. Student Support Services (RSS)

All Student Support Services must be designated for CTE Programs of Study.

(The Carl D. Perkins Career and Technical Education Act of 2006 requires that student/program performance be addressed)

Use the Trend Data Worksheets to effectively plan your distribution of Perkins funds

Goal R1a:

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	2012-13
Local Performance Target	50%	60%	70%	80%	90%	100%
90% Threshold	45%	54%	63%			
Local Actual Performance	50%	60%	100%			

Goal R1b:

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	2012-13
Local Performance Target	100%	100%	100%	100%	100%	100%
90% Threshold	90%	90%	90%			
Local Actual Performance	100%	100%	100%			

R2. Professional Development (PD)

All Professional Development must be focused on the Student Support Services designated for CTE Programs of Study, as identified in R1

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	2012-13
Local Performance Target	40%	55%	65%	75%	85%	95%
90% Threshold	36%	49.5%	58.5%			
Local Actual Performance	40%	55%	62%			

Goal R2b:

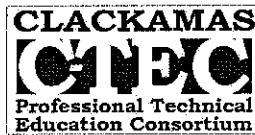
By 2012-2013, 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Local Performance Target	60%	70%	100%	100%	100%	100%
90% Threshold	54%	63%	90%			
Local Actual Performance	60%	70%	100%			

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	2012-13
Local Performance Target	80%	85%	90%	95%	95%	95%
90% Threshold	72%	76.5%	81%			
Local Actual Performance	80%	85%	95%			



2010-2011 Consortium Agreement

Clackamas Career and Technical Education Consortium (C-TEC)

The Clackamas Career and Technical Education Consortium (C-TEC) works together to provide support for schools in the implementation and improvement of quality Career and Technical Education programs. This voluntary Consortium of 8 school districts in Clackamas County, Clackamas Education Service District and Clackamas Community College has been in place for over 25 years. Each school district Superintendent elects to maintain membership in the Consortium through its annual Consolidated Improvement Plan, which requires each district to identify how supplemental federal funds will be spent to support the attainment of the districts improvement goals. This agreement outlines the goals and the working relationship of the consortium.

1. Membership

The partners in the C-TEC Consortium, will be :

- Canby School District, Canby High School
- Clackamas Community College
- Clackamas Education Service District (ESD)
- Colton School District, Colton High School
- Estacada School District, Estacada High School
- Gladstone School District, Gladstone High School
- Molalla River School District, Molalla High School
- North Clackamas School District, Sabin-Schellenberg Professional Technical Center
- Oregon City School District, Oregon City High School
- West Linn-Wilsonville School District, West Linn High School and Wilsonville High School

Membership in this Consortium is voluntary. Member may withdraw from the Consortium by submitting a written request to the Fiscal Agent prior to February 1st for the following academic year providing the individual Member follows all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with the Oregon Department of Education, Office of Educational Innovation & Improvement.

- a. **Consortium Membership:** Any and all representatives from the member schools are encouraged to attend Consortium meetings and provide input when appropriate. Voting only occurs at Steering Committee meetings.
- b. **Steering Committee (Voting) Membership:** Member schools will appoint one person per school (administrator, teacher, or staff member) to represent and vote for them on the C-TEC Steering Committee (herein after referred to as "Steering Committee Member"). Clackamas Community College is allowed two voting members. Member schools are allowed to vote when they have an approved CTE Program of Study. Other school and interested parties may attend steering committee meetings. However, when a vote is necessary, the Members will be limited to the number of votes allocated to them. Votes will be limited to those present.
- c. **Consortium Chairperson:** Clackamas Community College's Dean of the Technical Career Division will be the ex-officio head of the Consortium
- d. **Consortium Coordinator (Manager):** Clackamas ESD's Regional Coordinator or his/her representative will establish a meeting schedule and provide a venue for sharing information
- e. **Quorum:** In order to have a quorum necessary to make decisions, at least 50% of the Consortium's voting members must be present.
- f. **Majority Vote:** Decisions will be based on finding a mutually acceptable solution/group consensus whenever possible; however, it is agreed that if an issue must be determined by a

division of the house, a simple majority of the votes possible for the number of members/proxies present will be binding on all parties.

- g. **Removal/Changes in Governance:** Any planned removal of a Member for failure to follow Perkins assurances and/or any planned change in the rules of governance of this Consortium must be presented in writing for a first reading and discussion at a regular Steering Committee meeting or a special one called in compliance with the procedure outlined in this document. The Regional Coordinator will present the written copy of this plan/change to all Steering Committee Members at least one week before the next meeting, at which time action may be taken on the measure. A simple majority of members/proxies of the quorum will be required to pass a removal or change in governance.
- h. **Assurances Requirement:** All decisions must be in conformance with the assurances, standards, and or/mandated guidelines set forth by the Federal Government pertaining to Carl D. Perkins Career & Technical Education Act of 2006, No Child Left Behind of 2002, the Oregon Department of Education and/or state and federal laws.
- i. **Meeting Dates:** Meeting dates will be prescheduled and Members will be reminded of the meeting by e-mail at least one week prior to the date. Should an emergency situation arise, a special meeting may be called by the Regional Coordinator.
- j. **Renewal:** This document must be reviewed and renewed by each member annually.
- k. **New Members:** New Members will be added to this Consortium only when the Steering Committee reaches an agreement to allow another school/district to become a Member.
- l. **Administrative Costs and Services:** C-TEC manages the Perkins resources that are received by the eligible institutions within the consortium at the direction of the C-TEC Steering Committee. There are no additional membership fees or costs

2. Purpose of this Agreement

The purpose of the Consortium Agreement is to:

- a. Give an updated, legal structure to the Clackamas Career and Technical Education Consortium (C-TEC).
- b. Confirm each Members' willingness to continue the Consortium model of Carl Perkins funding using this document as a structural, governance guideline.
- c. Communicate structure, roles and responsibilities to member schools

3. Purpose of the Consortium

The Consortium is formed to:

- a. Provide professional development, curriculum, licensure support and researched-based program improvement for CTE teachers and CTE Programs of Study
- b. Leverage resources and knowledge of the collective whole to best improve Career and Technical Education for Member schools
- c. Provide a collective voice of schools to:
 - 1) Advocate for Career and Technical Education
 - 2) Represent the education community to business and industry
 - 3) Pursue additional funding and resources that support Consortium goals
- d. Consolidate the administration of funds and annual reports by having Clackamas Education Service District act as the fiscal agent and working together to establish and approve a yearly Consortium budget
- e. Provide a forum where all Members can have access to the latest change(s) in program guidelines and/or requirements from the State and Federal levels
- f. Use data driven decision making and to evaluate and consider student performance data when establishing consortium goals, strategies and activities.

4. Roles & Responsibilities

A. Fiscal Agent

The Fiscal Agent for 2010-2011 is identified as the Clackamas Education Service District (ESD)

1. Develop and submit all Perkins required planning and reporting documents to Oregon Department of Education on behalf of Member schools
2. Develop Consortium budget at the direction of the C-TEC Steering Committee
3. Maintain inventory of Consortium equipment
4. Provide leadership to connect systems and strategies that align CTE programs with the Oregon Department of Education requirements and best practices in instruction
5. Assist in development and approval of Programs of Study by aligning secondary and postsecondary instruction, curriculum, and assessment
6. Provide leadership for the Instructor Appraisal Committee process to obtain CTE licensure or endorsements for teachers
7. Research and communicate program performance based on the student performance data from Perkins Performance measures both at the aggregated consortium and individual school levels.
8. Provide technical assistance to CTE programs and teachers
9. Support teachers in development and improvement of CTE Programs of Study
10. Create and sustain ongoing relationships to support CTE Programs of Study
11. Plan and conduct professional and curriculum development events that improve CTE instruction and delivery
12. Pursue additional resources and projects as directed by the C-TEC Steering Committee
13. Ensure that Clackamas ESD does not exceed the 5% administrative or indirect cap allowed for Perkins funding

B. School Administrators

1. Serve as the Steering Committee Member or designate representative in your building to perform that function.
2. Oversee the professional development of CTE Instructors in your building and ensure that they are meeting the requirements of the Act before expending funds on the programs.
3. Work with your designated Steering Committee Member to approve Perkins Requests. Ensure that funds are being allocated strategically according to your local Five Year Perkins plan and within the guidelines provided in the Act.
4. Comply with the federal, state and local assurances. Certificate of Assurances must be signed annually before Perkins funds can be spent.

C. Steering Committee Members

1. Serve as the primary point of contact for your school in the Consortium.
2. Attend Steering Committee Meetings and other pertinent meetings related to CTE programs.
3. Communicate information received at Consortium and Steering Committee meetings to administrative and CTE staff.
4. Provide guidance to CTE teachers in your schools that will help them understand what is developing within our region and around the state.
5. Coordinate and administer the appropriate expenditure of Carl Perkins funds and the tracking of equipment purchased with such funds, including
 - a. Prepare Five Year Plan updates for local Perkins dollars
 - b. Submit Annual Perkins Expenditure Report
 - c. Review Requests for Purchase Orders and Professional Development to insure they comply with Perkins requirements
 - d. Ensure a Carl Perkins equipment inventory is maintained
6. Complete and submit CTE required reports in a timely and accurate manner, including:
 - a. Complete Annual Program Review
 - b. Collect and submit year-end CTE data or assist designated staff person at your school.

7. Promote CTE regional activities to students and teachers in your schools, including dual credit, professional development and student events.
8. Assist with CTE Program Approval and CTE Teacher Certification issues within your school.
9. Provide the C-TEC Consortium with ideas that will improve CTE opportunities throughout the region.

D. CTE Instructors

1. Familiarize yourself with Perkins requirements and the changes in the Carl D. Perkins Career and Technical Education Act of 2006
2. Follow Perkins Fiscal Guidelines when requesting purchases or professional development funding
3. Participate in the professional development offered by the Consortium or otherwise beneficial to improving your program
4. Seek Perkins Eligible CTE Program of Study Approval for your program
5. Self-evaluate your program for the purpose of continuous improvement
6. Pay attention to your licensure requirements
7. Ask for help! Perkins requirements can be confusing. Steering Committee Members and the Regional Coordinator are available to assist.
8. Pursue opportunities for your students that will help them achieve their next steps: Dual Credit, Student Leadership Organizations, Career Pathways, Career-Related Learning, and the offering of Credit For Proficiency or Applied Academics in your program's coursework.

I agree to participate as a Member in the C-TEC Consortium as outlined in this Consortium Agreement:



 Milt Dennison, Superintendent
 Clackamas Education Service District

5/12/10

 Date

_____ Date
 Bob Stewart, Superintendent
 Gladstone School District



 Joanne Truesdell, President
 Clackamas Community College

4/12/10

 Date

_____ Date
 Wayne Kostur, Superintendent
 Molalla River School District

_____ Date
 Jeff Rose, Superintendent
 Canby School District

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 Roger Rada, Superintendent
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 Howard Fetz, Superintendent
 Estacada School District

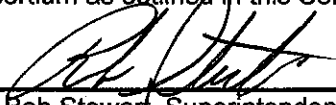
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Jeff Rose, Superintendent Canby School District	Date	Tim Mills, Superintendent North Clackamas School District	Date
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Linda Johnson, Superintendent Colton School District	Date	Roger Rada, Superintendent Oregon City School District	Date
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Howard Fetz, Superintendent Estacada School District	Date	Roger Woehli, Superintendent West Linn/Wilsonville School District	Date
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Wayne Kostur 4-12-10

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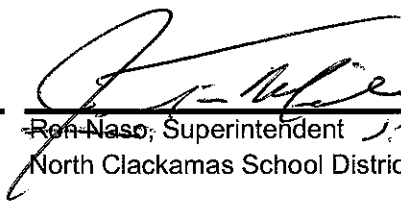
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3. Participate in the professional development offered by the Consortium or otherwise beneficial to improving your program
4. Evolve your existing approved program into a Perkins Eligible Program of Study.
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Jeff Rose, Superintendent Canby School District	Date	 Ron Naso , Superintendent North Clackamas School District	Date
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4/16/2018

J. Tim Hill

Linda Johnson, Superintendent Colton School District	Date	Roger Rada, Superintendent Oregon City School District	Date
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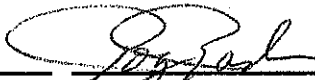
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Howard Fetz, Superintendent
Estacada School District

Date 
Roger Woehl, Superintendent
West Linn/Wilsonville School District

5/12/2010
Date

JOB DESCRIPTION
Clackamas ESD

POSITION TITLE: Regional Coordinator of Career and Technical Education

DEPARTMENT: Curriculum, Instruction & Evaluation Services

WORK YEAR: 240 Days

SUPERVISED BY: Curriculum, Instruction and Evaluation Services Director

ASSOCIATION: Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Regional Coordinator of Career and Technical Education (CTE) works with local high schools and the community college to develop and coordinate the regional career and technical education plan including curriculum design, staff development, and resource allocation.

ESSENTIAL FUNCTIONS:

1. Coordinates regional career and technical education consortium activities
2. Prepares and submits grant proposals, monitors grant expenditures and oversees data reporting processes for CTE funds
3. Builds and coordinates strong partnerships with Oregon Department of Education and business and industry representatives to provide current information and opportunities for staff and students
4. Coordinates CTE Program of Study development, review, and evaluation
5. Facilitates instructor appraisal committee process for CTE licensure
6. Develops and facilitates professional development activities pertaining to CTE
7. Researches and provides technical assistance to the community college and high schools related to CTE
8. Collaborates with the Department of Labor Regional Workforce Investment Act Youth Services Program grant personnel
9. Coordinates student leadership activities, e.g. skills competitions

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Master's degree in public administration, education, or business or vocational supervisor endorsement
2. Recent successful experience working with professional/technical education programs
3. Working knowledge of effective practices in professional technical education
4. Demonstrated ability to compose and produce clear, coherent professional documents
5. Demonstrated ability to facilitate groups in meetings and workshop settings
6. Demonstrated ability to work with a team toward common goals
7. Ability to make decisions independently and to use initiative and judgment in accomplishing tasks following overall policies and objectives
8. Physical and mental attributes sufficient to perform essential functions

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|----------------------------|---------------------------------------|--|--|--|
| Bend: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|--|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|---------------------------------------|--|

5. Lifting:

- Light Work: Lifting 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

Employee _____ Date _____

Supervisor _____ Date _____

JOB DESCRIPTION
Clackamas ESD

POSITION TITLE: CIE Secretary
DEPARTMENT: Curriculum, Instruction, and Evaluation
WORK YEAR: 12 Months
SUPERVISED BY: Director of Curriculum, Instruction and Evaluation
EMPLOYEE ASSOCIATION: Classified

GENERAL DESCRIPTION OF THE POSITION:

The Curriculum, Instruction and Evaluation Services Secretary performs secretarial, clerical and administrative support functions for the Curriculum, Instruction and Evaluation Services staff. The Secretary assists program staff in the performance of their service functions by completing assigned responsibilities within established guidelines.

ESSENTIAL FUNCTIONS:

1. Responds to inquiries which require extensive knowledge of Curriculum, Instruction and Evaluation program services
2. Transcribes and produces correspondence, including workshop flyers and newsletters
3. Transcribes and produces documents, including curriculum and assessment documents, tables, graphs, and other visual organizers
4. Assists in the preparation of weekly, monthly, quarterly and annual calendars and reports
5. Organizes department sponsored meetings, workshops and other events, including preparation of materials
6. Prepares requisitions, billings and other accounting records and reports for all required funds
7. Develops and maintains electronic and manual recordkeeping systems
8. Maintains and updates inventories of materials

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Successful experience with general office practices and procedures requiring progressively greater skills
2. Computer proficient in word processing, data base, and spreadsheet applications
3. Demonstrated ability keyboard accurately with a minimum speed of 60 words per minute
4. Skill in use of various office machines

5. Demonstrated ability to work independently and use initiative and judgment in accomplishing tasks with general instruction and guidance
6. Demonstrated ability to organize time and other resources to handle multiple tasks simultaneously
7. Demonstrated ability to work accurately with attention to details
8. Written and oral communication skills sufficient to perform essential functions
9. Physical and mental attributes sufficient to perform essential duties

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|----------------------------|--|-------------------------------------|--|--|
| Bend: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input checked="" type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|--|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|---------------------------------------|--|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|---------------------------------------|--|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|---------------------------------------|--|

5. Lifting:

- Sedentary Work: Lifting 10 pounds maximum and occasionally lifting and/or carrying articles as docket, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
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- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
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- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

Employee _____

Date _____

Supervisor _____

Date _____