



**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION IMPROVEMENT ACT OF 2006
5-YEAR PLAN**

District or Eligible Recipient Name, Address and Contact:
North Marion County Consortium

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 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 Improvement Act of 2006.
2. The Fiscal Agent will use federal funds to supplement the eligible recipient's existing programs and will not use federal funds to supplant existing funds or reduced general or other funds.
3. The Fiscal Agent will provide, on request, data as required.
4. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. Note: These assurances can be found on the Oregon Department of Education website at: <http://www.ode.state.or.us/teachlearn/pte/perkinsassurances.pdf>

Authorized Representative:

Name

Signature

Title

Date

DIRECTIONS:

Consider your district's performance on the Perkins Performance Measures and for each of the 5 areas:

- Standards and Content

2008-2013 Perkins Plan

- Alignment and Articulation
- Accountability and Evaluation
- Professional Development
- Student Support Services

Describe planned activities that will assist Career and Technical Education programs within your district to meet the Perkins Benchmarks and/or contribute to MWEC Objectives (listed below). Include Program Markers, which are expected outcomes, deliverables or other evidence of implementation or effectiveness (how will you know that the activity was successfully completed).

MWEC Objectives (C-TEC) examples:

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.*

Submit your plan to the Mid-Willamette Education Consortium at mwec@chemeketa.edu by May 31, 2008

CTE STUDENT PERFORMANCE DATA ANALYSIS

A 3-year analysis of CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment as well as the other performance indicators. The analysis of CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

2008-2013 Perkins Plan

CTE Concentrator Performance Reports with student performance targets are available at <http://www.ode.state.or.us/data/stats/octe/> (Career and technical education Reports, Secondary Performance Measurement Charts.)

CTE Performance Indicator	Current Year CTE Target Performance	Current Year Regional CTE Performance	2006-7 District CTE Performance	2005-6 District CTE Performance	2004-5 District CTE Performance
1S1a—Academic Attainment (<i>Reading</i>)*	*		44.77	41.34	32.94
1S1b—Academic Attainment (<i>Writing</i>)*	*		37.08	40.72	51.27
1S1c—Academic Attainment (<i>Mathematics</i>)*	*		46.49	46.32	32.95
1S2—Technical Skill Attainment			90.58	92.2	99.03
2S1—High School Completion			77.84	72.41	72.53
3S1—Secondary Placement			90.22	88.33	N/A
4S1—Nontraditional Participation			47.64	42.40	36.10
4S2—Nontraditional Completion			78.16	83.91	82.35

* Annual Statewide Academic Targets for All Schools and Districts

School Year	<i>Reading &/or Writing</i>	<i>Mathematics</i>	School Year	<i>Reading &/or Writing</i>	<i>Mathematics</i>
2006- 2007	50%	49%	2010- 2011	70%	70%
2007- 2008	60%	59%	2011- 2012	80%	80%
2008- 2009	60%	59%	2012- 2013	90%	90%
2009- 2010	60%	59%	2013- 2014	100%	100%

2008-2013 Perkins Plan

1. Standards & Content

Standards and content are core elements for Perkins-eligible programs of study and include:

- Relevant, rigorous standards-based content aligned with challenging academic standards;
- Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;
- Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and
- Assure secondary and postsecondary students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employment trends.

Benchmarks *By 2012-2013:*

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

Benchmarks	Activities	Progress Markers	Who is in Charge	Funds
a. Alignment with Oregon Skill Sets or other industry standards	-Agriscience is aligned with Agriculture Skill Set, as well as Science standards -Pre-Engineering is aligned with not only Industrial & Engineering Systems Skill Set, but National Science & Language standards -Business is aligned with Business & Management Skill Set -Health is aligned with Health Services -Extended contract for development of skill set alignment - CTE courses and teachers will integrate with academics through coherent sequence of courses by CTE staff forming Professional Learning Communities (PLC) group with reading, math and writing teachers.	-Pending approval of ODE standardized assessment tools - Each CTE course will have in their syllabus the integration of academic standards, formative assessments for measuring and re-teaching lessons to improve.	Instructors Administration	\$1800 Title Ia School Improvement Fund

2008-2013 Perkins Plan

<p>b. Use of relevant technology</p>	<p>-Pre-Engineering students use computers to design machines & then create 3-D models of designs, based on advisory recommendations -Agriscience students use horticultural & veterinary equipment to acquire career-related skills Perkins dollars will purchase supplies necessary to meet goals</p> <p>Initiate, improve, expand and modernize quality CTE programs by purchasing equipment to improve web design and development education program</p>	<p>Students always have access/use to the most advanced technology & tools available. Technology will be continually upgraded to ensure quality of equipment</p> <p>Web Design and Development classes using the equipment</p>	<p>Instructors</p> <p>Instructor</p>	<p>\$26,393.10</p> <p>Perkins \$11,528.90</p>
<p>Total:</p>				<p>\$39,722</p>

2008-2013 Perkins Plan

Alignment & Articulation

Alignment and articulation are core elements for Perkins-eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon’s credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

Benchmarks *By 2012-2013:*

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

Benchmarks	Activities	Progress Markers	Who is in Charge	Funds
a. Signed Institutional Agreements	-Plans are in place to align curriculum with Chemeketa & other Oregon colleges	Articulation with local 2-year colleges & 4-year universities	Site Principals & MWEC	Chemeketa CC & General Fund
b. Credit articulation agreements for courses (CCN)	-Plans are in place to articulate with Chemeketa and other Oregon colleges CCC Horticulture Grant Program	-WEBSS and/or WAAST will have 3 courses articulated Meeting grant goals and integrating new information into curriculum	Site Principals & MWEC/CCN coordinators	Chemeketa CC & General Fund \$725.00
c. Industry recognized credential/degree	-All WSD teachers are required to be Highly Qualified after hire -Teachers are obtaining industry-recognized training, i.e. Project Lead The Way, DowAgroScience, etc. -Funds will be used for substitutes needed to release CTE teachers for career-related training; perhaps	-CTE teachers will have completed or a plan to complete at least one industry-recognized training - Number of students in CTE Courses at postsecondary level.	Human Resources & Site Principals Counselor	General Fund \$1,500

2008-2013 Perkins Plan

	development of internship opportunities for staff			
Total:				\$2,225.00

2008-2013 Perkins Plan

3. Accountability & Evaluation

Benchmarks *By 2012-2013:*

- a. ***[Under Review]* 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;**
- b. **No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;**
- c. **100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].**

Benchmarks	Activities	Progress Markers	Who is in Charge	Funds
a. Technical Skills Assessments aligned to industry-based standards	<p>-Agriscience & Pre-Engineering programs have industry advisory committees to help keep curriculum relevant & current to industry standards</p> <p>-Funds will pay for materials, supplies, and postage for advisory committees</p> <p>-Funds will also be used for teacher's salaries & benefits</p> <p>_ Develop Pre/Post assessment for PTE skills and academic skills</p>	<p>-Until ODE creates standardized assessments, all WSD CTE programs will continue teaching the Oregon Skill Sets & industry standards</p> <p>PTE course syllabi will reflect assessments and expectations for academic and skill levels for each student. Course assessments will be review with Principal each semester.</p>	<p>-Instructors</p> <p>-Advisory Committee Members</p> <p>-Principals</p>	<p>\$41, 626.00</p> <p>General fund</p>
b. Reduction of remediation	<p>-Tutoring outside of school hours is available to all students</p> <p>-WAAST has credit recovery sessions four times per year</p> <p>-Cohort/Advisory sessions allow for close monitoring of student academic progress</p>	<p>-Until ODE creates standardized assessments, all WSD CTE programs will continue teaching the Oregon Skill Sets & industry standards</p>	<p>-Instructors</p> <p>-Advisory Committee Members</p> <p>-Principals</p>	<p>E3-Small Schools Grant & WSD General Fund</p>

2008-2013 Perkins Plan

	<p>Provide activities and/or support for special populations, who are enrolled in CTE programs, which will lead to self-sufficiency for the students by working closely with special population staff for modification, accommodation or translating</p> <p>Instructional Supplies and Materials for Agriculture Science and Technology classes. I.e. Lab supplies, dissection materials, welders, heater, etc.</p>	<p>Student who are in CTE classes will pass CTE classes</p> <p>Students completing industry relevant academic and project based work.</p>	<p>Special Education and ELL staff</p> <p>CTE program teachers</p>	<p>IDEA</p> <p>\$1,500.00</p>
c. Performance levels	-Until ODE creates standardized assessments, all WSD CTE programs will continue teaching the Oregon Skill Sets & industry standards	-Until ODE creates standardized assessments, all WSD CTE programs will continue teaching the Oregon Skill Sets & industry standards	-Instructors -Advisory Committee Members -Principals	
Total:				\$43,126.00

4. Professional Development

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

Benchmarks *By 2012-2013:*

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

2008-2013 Perkins Plan

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

Benchmarks	Activities	Progress Markers	Who is in Charge	Funds
a. Integration of academics and CTE curriculum	<ul style="list-style-type: none"> -All CTE course curricula integrate ELL & literacy development strategies (a district-wide priority) -Agriscience program offers equivalent credit for biology & physics -Agriscience includes FFA leadership, public speaking, career exploration, recordkeeping skills -Pre-Engineering integrates physics & math -Health combines science & social studies -Business classes plan to involve management of campus/student businesses -Funds will go towards professional development conferences (OVATA, OACTE, FFA, OTE) 	<ul style="list-style-type: none"> -Work with Teaching & Learning Facilitator to ensure appropriate strategies are in place and being utilized -15% increase in number of students participating in intra-curricular activities (FFA, DECA, FBLA, FHA-HERO, etc.) 	<ul style="list-style-type: none"> -Instructors -Teaching & Learning Facilitator -Principals 	General Fund & \$8,565.40
b. Complete and follow a formal P.D. plan.	<ul style="list-style-type: none"> -All WSD teachers work with their site principals to develop professional development plans 	<ul style="list-style-type: none"> Keep personnel file accurate and up-to-date with: <ul style="list-style-type: none"> --Professional goals --Reflections 	<ul style="list-style-type: none"> Instructors Principals 	General Fund
Total:				\$8,565.40

2008-2013 Perkins Plan

5. Student Support Services

Student support services are a core element for Perkins-eligible programs of study and include:

- All CTE students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicative manner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

Benchmarks *By 2012-2013:*

- a. 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;**
- b. 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

Benchmarks	Activities	Progress Markers	Who is in Charge	Funds
a. Relevant career-related learning experiences	<p>-Agriscience students are eligible for FFA involvement FFA program is growing due to nontraditional offerings of classes & activities -All CTE classes have access to College & Career Center -All students have access to Oregon CIS -All CTE classes have a career exploration component -WEBSS students may intern with local medical facilities</p> <p>Opportunities are available for students to understand all aspects of an industry by exploration trips to manufacturing, accounting/finance agricultural firms</p>	<p>-15% increase in number of students participating in intra-curricular activities (FFA, DECA, FBLA, FHA-HERO, etc.)</p> <p>Four trips total during the 08-09 school year</p> <p>All students will review the CIS System</p>	<p>Instructors</p> <p>Principals</p>	<p>\$1,560.60</p> <p>\$7,485.00</p>

2008-2013 Perkins Plan

	Career Information System (CIS) for students to explore various interests / careers			
b. Appropriate accommodation	-Teachers are well-informed of IEP & 504 needs -Differentiated instruction training is offered to all staff	All students receive reinforcement and modifications necessary to ensure success	Special Education Teacher/Coordinator Instructors Principals	WSD General Fund
Total:				\$9,045.60