



Carl D. Perkins Career and Technical Education Improvement Act of 2006 5-year Plan

District or Eligible Recipient Name, Address and Contact:

Oregon School for the Deaf
Eligible Recipient Agency Name

999 Locust Street NE
Salem, Oregon 97301
Mailing Address, City & ZIP

Matthew Boyd
Representative (Contact Person for questions re: Plan)

503-378-8170
Phone Number
Matthew.boyd@osd.k12.or.us
Email address

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:

_Matthew Boyd
Name

Signature

HS Supervising Teacher
Title

Date

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DIRECTIONS:

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

- § Standards and Content
- § 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

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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.

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>)*	*				
1S1b—Academic Attainment (<i>Writing</i>)*	*				
1S1c—Academic Attainment (<i>Mathematics</i>)*	*				
1S2—Technical Skill Attainment					
2S1—High School Completion					
3S1—Secondary Placement					
4S1—Nontraditional Participation					
4S2—Nontraditional Completion					

* 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%

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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	<ul style="list-style-type: none"> - video production - video editing - woodshop and metalshop 	<ul style="list-style-type: none"> - demonstrate use of video camera - demonstrate how to use video editing software - documentation of stages cumulating into a final completed project 	<p>Bill Cruscial</p> <p>Greg Perrine</p>	<p>\$500</p>
b. Use of relevant technology	<ul style="list-style-type: none"> - use Final Cut Pro Software - use high end camcorders - use of all associated woodshop and metalshop tools/equipment 	<ul style="list-style-type: none"> - apply knowledge of basic editing - demonstrate use of high end camcorder - apply knowledge of all associated tools (parts, safety, function) and demonstrate use of associated tools 	<p>Bill Cruscial</p> <p>Greg Perrine</p>	<p>\$1,603 \$3,998</p> <p>\$1500</p>
Total:				\$7601

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2. 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	- continue relationship with CCC in Visual Communications - develop career pathway in video, aligned with CCC - establish relationship with CCC in woodshop/metalshop	- biannual meetings - finalized career pathway aligned with CCC	Bill Cruscial Greg Perrine	
b. Credit articulation agreements for courses (CCN)	- develop CCN course in Video Production	- acceptance of Video Production course for CCN	Bill Cruscial	\$1,000
c. Industry recognized credential/degree	- endorsement in video production (video and video editing) - begin foundation for endorsement in woodshop/metalshop	- 2 credits in video from CTE certified teacher - framework established on paper for 3 credit pathway in woodshop/metalshop	Bill Cruscial Greg Perrine	
Total:				\$1000

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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	- Create VLOG of weekly announcements - Visit CCTV - Visit video production studios	-VLOG shared with other schools Identify CCTV activities that match with class activities	Bill Cruscial	
b. Appropriate accommodation	- Use of visual media - Use of video for communication	- Demonstrate use of video communication via the computer	Bill Cruscial	
Total:				

