



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

District or Eligible Recipient Name, Address and Contact:

Robert Farrell School / WESD

Eligible Recipient Agency Name

2450 Strong Rd, Salem, OR 97310

Mailing Address, City & ZIP

Bill Conlon, Principal

Representative (Contact Person for questions re: Plan)

503.986.0440

Phone Number

bill.conlon@wesd.org

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:

Bill Conlon
Name

Signature

Principal, Robert Farrell School
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	Align barbering program standards and content with Mt. Hood Community College. Fully develop and articulate approved Marketing program with CCC. Explore technology-based CTE program	Transcripted dual credit program. Career Pathways document Career pathways document Report to SIC, decisions made, pathway developed	Bill Conlon, Cathy McKern Bill Conlon, Wendy Smith, Jen Bunn	
b. Use of relevant technology	Barbering supplies to support program. Photography and Videography equipment, computers and photoshop for CNN class.	Barbering supplies per identified need. Hardware and software purchases aligned with CCC program requirements	BC, CM BC, KS	3,000 4,600
Total:				7,600

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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	Barbering program aligned and articulated with Mt. Hood community college; Marketing program with Chemeketa CC. School improvement committee will explore possibilities for adding additional CTE programs (technology focus)	Completed signed agreements. Meetings as appropriate with respective agencies. Funds purchase substitutes, release time.	Bill Conlon, other staff as appropriate	300
b. Credit articulation agreements for courses (CCN)	Development of career pathways plans for Barbering (Mt. Hood) and Marketing (Chemeketa) Hillcrest staff will work with MWEC to see if any PTE endorsements can be added, and same with CCN	Career pathways documents submitted to MWEC for approval. Meetings with MWEC staff re: PTE endorsements and CCN Funds purchase substitutes, release time.	Bill Conlon, other staff as appropriate	300

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c. Industry recognized credential/degree	Barbering license. Alignment with CCC marketing degree, using career pathway, leading to AA degree.	State cosmetology board approval Articulation agreement with Mt. Hood Articulation agreement with CCC Teachers able to offer dual credit for marketing courses	Bill Conlon, other staff as appropriate	300
Total:				900

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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	Barbering license - content aligned with ODE approved state licensure exam. Marketing - pathways leads directly to degree at Chemeketa.	All students who complete 1300 hours of instruction will pass exams and receive license. Development of technical skill assessments by January - submission to MVEC for approval	Bill Conlon, other staff as appropriate Bill Conlon, other staff as appropriate	360
b. Reduction of remediation	All student schedules to be based on MAPS assessment scores. Core academic content integrated into CTE classes.	Data tracking relative to MAPs assessment scores. School Improvement Program addresses changes to academic program.	Bill Conlon, other staff as appropriate	365
c. Performance levels	Integration of core academic content into CTE classes in an effort to improve CTE performance levels.	CTE staff attend TnT School Improvement program to address curriculum alignment	Bill Conlon, other staff as appropriate	
Total:				725

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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.**

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	Teachers will participate in TnT, literacy in CTE, and Math in CTE professional development opportunities Hire consultants as appropriate	Participation in professional development classes Consultants train and mentor teachers	Bill Conlon, other staff as appropriate Bill Conlon, Bev Johnson, etc	3,600
b. Complete and follow a formal P.D. plan.	All teachers will have a P.D. plan, reviewed annually by building administrator.	Professional Development plans submitted to Bill Conlon in July, reviewed throughout year.	Bill Conlon, other staff as appropriate	
Total:				3,600

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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	Development of Advisory program, to begin Fall 2008, including PEPP, Career-related learning experiences, etc. Transition specialists develop individual case plans for students.	Advisory program appears in master schedule beginning Q2. Lesson plans to include required components Review of student files	Bill Conlon, Wendy Smith, other staff as appropriate Rhiannon Henry	1,000
b. Appropriate accommodation	Case management, transition specialists ensure that all students participate equally with no barriers. Program decisions based on employment forecast.	Review of student files Regular review of market trends	Bill Conlon, other staff as appropriate Bill Conlon Rhiannon Henry	
Total:				1,000