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Carl D. Perkins Career and Technical Education Act of 2006

2012-2013 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 ESD

Eligible Recipient Agency Name

13455 SE 97th Avenue, Clackamas, OR 97015

Mailing Address, City & ZIP

Authorizing Signature (Chief Administrator) 6/12/12 *Date*

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

AUTHORIZED REPRESENTATIVE		FISCAL AGENT	
Name:	Megan Helzerman	Name:	Tim Witcher
Position:	Regional Coordinator for CTE	Position:	Chief Financial Officer
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Type of 2012-2013 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 $ 605.814

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
Direct				
Consortium	✓	✓	✓	✓

Part I: Local or Consortium Basic Grant Plan

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A. PROGRAM DESIGN PERFORMANCE

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

Overview to the Local Plan Update

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)]

Identify major opportunities and challenges that are addressed in this plan

Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued:
C-TEC's plans for 2012-13 continue to leverage and support many ongoing efforts and partnerships while taking additional steps toward our goals by supporting teachers and programs of study. Some highlights include:

- *Academic integration* – We continue to support teachers in their efforts to add academic rigor to their Programs of Study by providing professional development opportunities and tying that directly to performance/assessment data. These professional development opportunities are now closely tied to the Common Core State Standards
- *Developing new opportunities for students* – C-TEC plans to leverage relationships between the high schools and community college to offer new courses to high schools in the health sciences via distance learning. CCC will offer a Medical Terminology course to high school students and is building curriculum for future offerings
- *Teacher Mentoring and Professional Development* – Three CTE teachers that attended the New Teacher Center Mentor Training in 2010-11 used their experience during 2011-12 to offer staff development entitled *Mentor in U* to teachers at Sabin-Schellenberg to share the tools that they learned. This work will be continued 2012-13 as staff development to offer peer observation, technology demonstrations, and coaching.
- *Expanding Dual Credit offerings* – With the implementation of the Achievement Compacts, districts are interested in increasing the opportunities that offer college credit. We will share models and build on existing strong relationships to look at new models of offering CTE courses that bear college credit
- *Student Support Services at the Postsecondary Level* - Changes within Clackamas Community College's advising and counseling department plan to better support students in CTE programs at the Postsecondary level. Increased advising that is dedicated to CTE programs will track cohorts of students and assist in breaking down barriers to program completion in order to increase student retention. In addition, a Career Services position will assist in placement at the completion of CTE programs
- *Manufacturing Program Improvements* – We will build on our strong relationship with the Workforce Investment Council and manufacturing industry partners to work to build a strategic plan and investment strategy for our manufacturing programs, in order to bring them up to industry standard and meet workforce needs

Challenges that will be addressed:
Some the challenges that we continue to face include:

- *Data quality issues at the Postsecondary level* – CCC continues to work to solve data issues identified with the postsecondary Perkins data. This related to who is being considered a "concentrator". These issues directly impacted performance on the 2P1 – Credential, Certificate, Degree Completion performance measure and others. The Institutional Research position at CCC was vacant all year until recently and so little progress has been made to improve that. There is now a plan in place to set up and improve tracking mechanisms in DataTel to capture and track CTE students and their progress.
- *Advocacy for CTE programs* – It has been difficult to maintain robust CTE Programs of Study amongst diminishing education budgets. As of June we are losing an additional 1.5 CTE programs from our local high schools. It should be a priority for us locally and at a state level to working with partners to develop a common voice to advocate for CTE.

Briefly describe the work of your school, district, or consortium in developing, implementing, and maintaining CTE Programs of Study

C-TEC has approved 47 CTE Programs of Study and since their approval have since been focused on improving the quality of all CTE programs. In 2011-12 we finished implementing Technical Skill Assessments for all approved Programs of Study. In 2012-13 we will focus on renewal of the 8 Programs of Study that are due for renewal and ensuring they have a similar level of quality to the most recent POS approvals. In addition, we continue our efforts to increase the amount of academic rigor in programs by integrating the Common Core State Standards and the alignment of the secondary and postsecondary components of the POS.

Plan for CTE Program of Study application, development, implementation, and maintenance

Number of CTE Programs of Study that have been submitted for approval by 4/30/12.	1
Number of CTE Programs of Study that you will submit for approval by 6/29/12.	0
Number of CTE Programs of Study that were implemented during the 2011-12 school year (approved in 2010-2011).	17
Number of your approved CTE POS **scheduled for renewal** by 6/29/2012.	0
Number of your approved CTE POS that **will be submitted for renewal** by 6/29/2012. (If there is a difference between scheduled and actual submissions, please indicate if this represents a change due to program eliminations or to other factors).	0
Estimated number of CTE Programs that will be developed (using the "New POS Application") during the 2012-2013 school year.	0

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1. Standards and Content

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

All activities in this section must address the following goals:

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

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 status on progress toward meeting these goals?

Performance on Goal 1a: 100% Performance on Goal 1b: 90%

Discussion:

1a. Currently all Programs of Study align with Oregon skill Sets or other industry-based standards.

1b. Each year investments are made into programs to ensure that they have an opportunity to access technology or other resources that will maintain pace with industry standards. Perkins has been essential to making sure that the programs use relevant and current technology.

What is your plan for continuous improvement on these goals in 2013-2014?

1a. As we proceed through the Program of Study renewal process, we will be ensuring that all programs remain aligned to industry standards. Additionally, several programs have been reduced in size, we will ensure that they maintain the core of the program so that the skill sets are covered. Our efforts in Standards and Contact are also focused on assisting teachers to embed academic skills and add Credit for Proficiency in Programs of Study

1b. Teachers have multiple opportunities to have obtain access to relevant technology. Opportunities made available to teachers include a mini-grant process, building allocations provided to schools, and special grants (for larger purchases).

Planned Activities for 2012-2013

List each activity in a separate row; copy and paste as many rows as necessary.

Description of Activity	Required Elements Addressed	New Activity	Repeated Activity	Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Success of the activity • How success will be measured • Objective measures and/or data to be used
1. Offer Regional High School CTE programs at the community college to all county school districts in	31, 32		✓	o Increases high school student access to CTE programs o Leverages funding by providing	o Student participation rate o # of credits earned by students in the programs

Automotive, Manufacturing, Welding and Engineering (PLTW) – *Instruction no longer funded by Perkins. Perkins provides improvement through materials and non-consumable supplies*				consolidated program at community college in which students from several high schools participate o Allows students to earn college and high school credit simultaneously o Encourages high school students to experience college campus and begin career pathway	
2. Complete Literacy in CTE and Math in CTE Follow Up from 2011-2012	23, 38		✓	o Continues to build community of practice of CTE teachers integrating academics into CTE programs o Provides chance for teachers to revise Writing Enhanced lesson plans or develop new ones o Goal to increase student performance on statewide assessment	o # of teachers implementing Writing enhanced CTE Lesson plans o CTE student performance on writing statewide assessment
3. Deliver professional development workshop focused on integrating academic skills in CTE programs	23, 38, 36		✓	o Develops community of practice of CTE teachers integrating academics into CTE programs o Allows consortium to determine focus on subject where need is greatest for academic enhancement based on CTE student data – target training to need o Repeating workshop increases # of teachers participating in workshop o - Goal to increase student performance on statewide assessment	o # of teacher participants o # of teachers implementing academic enhanced CTE Lesson plans - CTE student performance on statewide assessment
5. 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	8, 9		✓	o Allows teachers to upgrade technology and equipment as needed to align to standards, provides curriculum development time as needed to enhance programs of study, or allows access to professional development for	o Implementation of new technology in instruction by January 2013 o Student performance on Technical Skill Assessment o Each grant has its own goals and measurements of implementation based on the grant activities. They

				individual teachers in CTE Programs of Study o Encourages sharing of resources and partnering between schools and programs o Each year the needs are different, so the strategy remains the same but the grants funded vary o Targeted to the priority areas based on the needs of the consortium o Provides students with relevant technology used in industry for improved attainment of technical skills	will be monitored by the C-TEC Steering Committee
6. Support the development of new and improvement of existing programs of study. Support member schools in the development of curriculum, acquisition of equipment, alignments with industry, secondary or post-secondary partners, etc	31		✓	o Support is necessary for emerging programs to meet the "approved" Program of Study o Ensures that quality is in place prior to becoming Perkins eligible o Increases the number of programs of study that students can access	o # of ODE approved CTE Programs of Study
7. Fund release time for teachers to 1) work together to align curriculum with teachers in similar content areas, 2) align with new standards, 3) integrate academic skill into CTE programs and 4) visit industry site	32, 28, 34		✓	o Provides substitute reimbursement for teachers as needed to enhance industry connection, secondary/postsecondary connection, etc. to enhance Program of Study (by application to Regional Coordinator) o The strategy is a repeated activity, but the needs and teachers participating vary year to year o Provides students with updated instruction relevant to industry, or articulation opportunities with postsecondary institutions	o Teacher must identify the goals of the activity prior to approval by Regional Coordinator, goals vary based on the activity o Activities are measured based on the extent to which the identified goals are met
8. Obtain supplies/equipment to enhance program alignment with industry standards and relevant	9		✓	o Keeps programs current with technology used in the industry o Each year the technology and	o Implementation of new technology in instruction by January 2013 o Student performance on Technical

technology used in industry. Including but not limited to: ▪ 2 new iMacs, Creative Suite 5 and Photo Portrait Software – Graphic Arts (DMC) – Molalla High School ▪ New Fire Turnouts (20 Pairs of Boots and 7 Helmets) – Fire Science – Sabin-Schellenberg Center ▪ 6 HP Pro computers in order to run Aplia Software – Accounting - Estacada High School ▪ Vandana Tubeless Seeder – Agriculture – Canby High School ▪ Assorted hand tools for Manufacturing and Construction program plus inventory control system – Manufacturing and Construction – Canby High School ▪ 8 ipads, cases, keyboards and textbook software – Early Childhood Ed – Canby High School ▪ 2 environmentally friendly Parts Washers – Automotive – Estacada High School ▪ Large Format Printer – Marketing and Graphic Design - Canby High School ▪ Purchase CNC Plasma system (Partially funded by Perkins) – Manufacturing – Sabin-Schellenberg Center ▪ Purchase 10 Wacom pressure sensitive drawing tablets – Graphics (DMC) – Gladstone High School ▪ Automated Watering and Fertilizing system – Agriculture – Colton High School ▪ Aplia Software (one-time pilot) –				equipment needs are different as the needs evolve over time based on industry changes and input from advisory committees o Provides students with relevant technology used in industry for improved attainment of technical skills	Skill Assessment

Accounting – Gladstone High School ▪ Table Linens to learn catering/food and beverage service skills – Culinary Arts – Sabin-Schellenberg Center ▪ Barley Fodder System – Agriculture – Sabin-Schellenberg Center ▪ Power Sheet Metal Notcher – Welding - Clackamas Community College ▪ Healthcare supplies and curriculum materials (Reference Materials, Blood Products, Diagnostic Equipment, Patient Care Equipment, Medical Support/Lab Equipment) Allied Health and Nursing – Clackamas Community College					
9. Employ Regional Coordinator to lead regional teacher meetings, professional development activities, participate in statewide CTE network meetings, support development and enhancement of Programs of Study (personnel and mileage)	3, 26, 28, 35		✓	o Improves quality of CTE Programs of study to enhance standards, academic content, industry relevance, secondary/ postsecondary connections, and services available to support student movement along the career pathway	o Deadlines are met for grants, reports, program of study applications, etc o Programs and schools are in compliance with Perkins regulations o Consortium objectives are met o Perkins student performance measures are met
10. Implement Healthcare Career Pathway opportunities for high school students through distance learning – beginning with one class in 2012-13	31, 32	✓		o Increases high school student access to CTE programs o Leverages funding by providing consolidated program at community college in which students from several high schools participate o Allows students to earn college and high school credit simultaneously o Encourages high school students to experience college campus and begin career pathway	o Student participation rate o # of credits earned by students in the programs
11. Develop and implement inventory control system in Canby High School's	5	✓		o Security enclosure built (non Perkins funds)	o All hand tools inventoried and accounted for

Manufacturing and Construction programs to teach students skills to manage hand tools at job sites				o Inventory control system in place o Students utilizing inventory control system	
12. Develop curriculum focus on Social Media in Broadcast and Digital Media program at Sabin-Schellenberg	8, 9	✓		o Curriculum developed o Social Media lesson plans taught	o Students utilizing social media platforms in Technical Skill Assessment projects
13. Offer postsecondary program focused on Renewable Energy Systems at Clackamas Community College *(Maximum of 3 years instruction and program development funded by Perkins)*	31	✓		o Renewable Energy Systems Courses offered	o # of students enrolled o # of degrees completed o Placement rates
14. Improvement to Welding, Automotive and Manufacturing programs at CCC as identified by program advisory committee – e.g. aluminum welding station, automotive curriculum enhancements, etc.	8, 9	✓		o Welding, Manufacturing and Automotive programs have maintained the current level of equipment for many years and are in need of systematic updates to equipment and technology o Advisory committees are providing input into investments	o Program Completion rates o Performance on technical skill assessments o Placement rates

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2. Alignment and Articulation

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

All activities in this section must address the following goals:

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

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

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 status on progress toward meeting these goals?

Performance on Goal 2a: 100% Performance on Goal 2b: 87% Performance on Goal 2c: 100%

Discussion:

All Programs of Study have alignment or articulation in place and lead to a high wage, high demand occupation. 87% of Programs of Study have credit articulations in place. Three programs have articulation agreements pending review and a few programs have significant barriers to offering credit. All new Programs of Study need to demonstrate alignment or articulation to a postsecondary institution. Support is being provided to those programs that are developing articulation in order to meet the requirements. Several specific efforts are underway to increase the credit offered through a few programs. In addition, targeted support for the Graphic Design programs is provided to increase the articulation offered in those programs.

What is your plan for continuous improvement on these goals in 2013-2014?
We continue to maintain a dual credit coordinator that maintains relationships and builds new credit articulations. In addition, we hold annual meetings with secondary/postsecondary teachers to share opportunities for enhancing articulation offerings and support curriculum time for secondary teachers to build courses that articulate with classes at the community college. We continue to explore creative ways to increase college credit bearing offerings in the high school and will explore the crosswalk of dual credit in CTE programs with degree and certificate programs at CCC.

Planned Activities for 2012-2013
(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

List each activity in a separate row; copy and paste as many rows as necessary.

Description of Activity	Required Elements Addressed	New Activity	Repeated Activity	Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Success of the activity • How success will be measured • Objective measures and/or data to be used
1. Employ coordinator to establish new and maintain articulation agreements *(non-Perkins funds)*	32		✓	o Provides more opportunities for high school students to earn college credits and begin on a career pathway o Supports students in registering for credits	o # of articulation agreements o # of students registering for credits
2. Facilitate teacher meetings of high school and community college faculty based on delving deeper into curriculum alignment (beyond the standards), discuss articulation, evaluate skill sets for new alignment/articulation or partnerships *(Reserve)*	10, 32, 3		✓	o Provides an opportunity for secondary and postsecondary teachers to align curriculum, share resources, build stronger pathways, etc o Maintains lines of communication with teachers about Perkins requirements, needs from programs for professional development, etc.	o Each secondary teacher completes curriculum map to community college learning objectives

				o Creates aligned Program of Study while minimizing duplication for students	
3. Identify three teacher leaders to assist in facilitation of teacher meetings *(Reserve)*	26, 28		✓	o Helps develop teacher leaders in CTE to assist in accomplishing activity above	o Teachers identified and assist in development of plan for secondary/postsecondary teacher meetings
4. Release time to support developing articulation agreements with postsecondary institutions – especially Graphic Design programs with CCC, Manufacturing at Colton with CCC. And expand articulation available in existing agreements.	10, 32		✓	o Provides an opportunity for secondary and postsecondary teachers to align curriculum, share resources, build stronger pathways, etc o Creates aligned Program of Study while minimizing duplication for students	o Increase in the number of articulation agreements o Increase in number of students earning college credit in high school
5. Develop Career Pathway Certificate Programs at community college level that help guide articulation efforts at secondary level	10, 13		✓	o Creates certificates that can be earned along a pathway to a degree o Provides guidance to high schools to build packages of articulation that are most relevant to students, industry, and earn the most credits toward a certificate/degree o Allows students opportunity to earn credential more quickly while still working toward a longer term degree	o Increase in the number of career pathway certificates available o Increase in the number of students earning certificates or degrees
6. Develop Early Childhood track in the advanced Early Learning Center courses (currently only Elementary School age offered) at Sabin-Schellenberg Center to add additional college credit opportunities (Reserve)	10, 32, 7	✓		o Provides additional pathways for students in Early Childhood Ed o Provides increased opportunity for articulation o Provides students with greater opportunity to earn college credit and begin certificate or degree program while in high school	o ECE offering in place o Articulation agreement(s) in place for two college credit courses
7. Purchase welding textbooks for Colton High School to allow for articulation agreement with Clackamas Community College's Welding program	10, 7	✓		o Aligns program to industry standards o Provides opportunity to offer dual credit in manufacturing program	o Textbooks purchased and used in classroom o Articulation agreement in place with CCC for welding

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3. Accountability and Assessment

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

All activities in this section must address the following goals:

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 align to industry-based standards

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 status on progress toward meeting these goals?

Performance on Goal 3a:	60%	Performance on Goal 3b:	Unable to track%

Discussion:

We have made progress on developing valid, reliable technical skill assessments. 100% of secondary and postsecondary programs have developed, or are nearly finished developing technical skill assessments. Most will have implemented them for the first time in 2011-12, so data will begin to inform instruction in 2012-13. Many of our locally developed assessments have resulted in valuable discussions with advisory committees and result in curriculum changes based on feedback from the advisory about student performance. We will continue to evaluate and inform teachers of student performance on assessments.

Goal 3b continues to be nearly impossible to track. However, we continue to address this goal by increasing the emphasis on essential skills, integrating academics, and the number of articulation agreements. Our preliminary assessment of secondary students that completed courses with community college articulation showed that they earned a certificate or degree more quickly and more consistently than students who did not earn dual credit.

What is your plan for continuous improvement on these goals in 2013-2014?

3a – While 100% of the programs has technical skill assessments approved or selected, several programs did not understand or were not equipped to actually conduct the assessment in 2011-12. Therefore we will continue to work with programs in 2012-13 to implement assessments and in 2013-14 evaluate performance and revise the assessment process as necessary based on feedback from the Advisory committees.

3b – We plan to continue efforts to embed rigorous academic skills in CTE programs through professional development. CCC has increased its communication of the minimum academic skills needed in programs by creating a crosswalk of the CTE programs and the required reading/math levels on a variety of different

assessments. We plan to share this with the high schools for advising purposes.

Planned Activities for 2012-2013

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

List each activity in a separate row; copy and paste as many rows as necessary.

Description of Activity	Required Elements Addressed	New Activity	Repeated Activity	Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Success of the activity • How success will be measured • Objective measures and/or data to be used
1. Review data with consortium members and direct resources or develop strategies to enhance areas identified as needing improving	24		✓	o This is an repeated annual activity that ensures that programs are meeting the expected performance measures and assists in the targeting of resources to the area with the most need for improvement o Ensures students are receiving the instruction and support necessary to perform well on assessments and transition successfully	o Perkins performance measures will be analyzed and compared to regional and statewide performance
2. Purchase assessment materials in order to complete Technical Skill Assessments	33	✓		o Technical Skill assessments are a required component of Perkins Eligible Programs of Study so the assessment materials are an essential resource	o Technical Skill Assessment data submitted for all CTE Programs of Study
3. Facilitate strategic planning process for Manufacturing programs to elevate their ability to prepare students for college or careers (Reserve)	34, 28	✓		o A strategic plan will inform resource allocation and curriculum development that needs to occur to ensure that students are learning relevant manufacturing technology and learning all aspects of industry	o Strategic plan and 3 year implementation plan in place that is individualized to each program o One strategy has implemented from the process that impacted student performance during 2012-13
4. Develop and pilot follow-up survey or data collection method for CTE Programs of Study with a few	18	✓		o Data collection process implemented in at least one program to collect follow-up data for	o Additional data available to supplement ODE data collection method regarding Placement Rate

programs				high school completers	

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Student Performance/Local Improvement Plan

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(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

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)]

All Action Plan activities must address a specific Performance Measure.

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 are available on the ODE website at http://www.ode.state.or.us/search/page/?id=1623. An Action Plan/Local Improvement Plan is also required for any recipient that did not report technical skill assessment data (2S1 or 1P1).
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 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.

2012-2013 Action Plans:

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, and number each Action Plan. Delete any tables not needed)

Action Plan #1	
Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Description of Activity (include if this is a new or repeated activity)	Continue work with Institutional Researcher and Registrar to evaluate data quality related to tracking for Perkins. 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 (Repeated Activity) One action step taken for 2011-12 to clean up the tracking is that all students will be required to redeclare their major every time they register for classes. This ensures that students are regularly

	updating any changes in their plan for seeking a degree/credential (New Activity) 2012-13 – New Institutional Research in place and implementing new CTE program data tracking
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	This activity relates to data quality and is important when considering the reporting structure of Perkins The data for this measure is still of questionable quality. The system was analyzed and problems were identified in 2010-11, but the Institutional Research position was vacant for most of 2011-12, therefore new changes that occur will be implemented in 2012-13.
Required Element(s) addressed	18, 24
Person Responsible	Dean of Technology, Health Sciences and Workforce AND Dean of Academic Foundations and Connections
Timeline for the Activity	Technology changes in place by winter term 2013
Perkins and/or Local Investment (amount and source)	$20,000 estimated Local investment
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Regularly scheduled check-in points throughout the year with Institutional Researcher o Performance on measure 2P1

Annual Report: Goal 3C

Action Plan #2	
Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Description of Activity (include if this is a new or repeated activity)	Develop additional less than one year certificates in CTE programs (Repeated activity)
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	In the last 2 years, CCC has developed 11 new certificates and plans to develop more in different programs. This activity will increase the opportunities for students to obtain a Credential, Certificate or Degree.
Required Element(s) addressed	31
Person Responsible	Division Deans
Timeline for the Activity	June 2013
Perkins and/or Local Investment (amount and source)	$20,000 estimated local investment
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o # of Certificates available o # of students earning certificates o Performance on 2P1

Annual Report: Goal 3C

Action Plan #3

Performance Measure (Number and title)	2P1 Credential, Certificate, Degree Completion
Description of Activity (include if this is a new or repeated activity)	Provide outreach to students who are near credential, certificate or degree completion to offer assistance to complete (New activity)
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	This activity will identify students who are within a few credits of earning a degree or certificate to offer additional support to complete it
Required Element(s) addressed	30,31, 13
Person Responsible	Phillip King, Division Dean (Advising and Counseling) and Melissa Pirie (Director of Student and Academic Support Services)
Timeline for the Activity	Reporting twice per year
Perkins and/or Local Investment (amount and source)	$29,025 perkins basic
Activity's impact on students will be measured by (include objective measures and/or data to be used)	# of students completing degrees or certificates

Action Plan #4	
Performance Measure (Number and title)	3P1 Student Retention or Transfer
Description of Activity (include if this is a new or repeated activity)	Assign Advisor specific to CTE Division to support students with a focus on retention (new)
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Advisor will track cohorts of students to support needs and facilitate students moving toward degree or certificate. The counselor will assist students in overcoming any individual or collective barriers to program completion.
Required Element(s) addressed	18, 13
Person Responsible	Dean of Academic Foundations and Connections and Director of Student and Academic Support Services
Timeline for the Activity	Advisor in place and providing support by Fall term 2012
Perkins and/or Local Investment (amount and source)	$39,514 Perkins Basic
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Student retention rates o Performance on 3P1

Action Plan #5	
Performance Measure (Number and title)	4P1 Student Placement
Description of Activity	Employ ½ time Career Services Personnel to connect education programs to employers, particularly in

(include if this is a new or repeated activity)	Cooperative Work Experiences
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Degree audit in Spring 2012 discovered dozens of students who completed degree programs except the CWE component. This position will provide outreach to those students and connect them with work experience opportunities.
Required Element(s) addressed	13
Person Responsible	Dean of Academic Foundations and Connections and Director of Student and Academic Support Services
Timeline for the Activity	Career Services position in place and providing support by Fall term 2012
Perkins and/or Local Investment (amount and source)	$39,514 Perkins Basic
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Performance on 4P1

Action Plan #6	
Performance Measure (Number and title)	5P1, 6S1 Non-traditional Participation
Description of Activity (include if this is a new or repeated activity)	Develop marketing materials specifically providing outreach for programs that are nontraditional for gender
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	The additional outreach will assist in increasing the number of students that participate in programs that are nontraditional for gender
Required Element(s) addressed	7
Person Responsible	Dean, Student Outreach
Timeline for the Activity	Materials developed by Spring term 2012
Perkins and/or Local Investment (amount and source)	$5,000 local investment
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Tracking of marketing plan, including social media usage, etc o Performance on 2P1 and 2S1

Action Plan #7	
Performance Measure (Number and title)	5P2 Non-Traditional Completion
Description of Activity (include if this is a new or repeated activity)	Assign counselor to focus on supporting students and issues of diversity and special populations
Justification for Activity • How the activity will impact student performance	The additional support will assist in supporting students in programs that are nontraditional for genders and focusing on issues that are specific to that population. The counselor will have unique

• Reasons why activities are being repeated • Describe enhancements to repeated activities	understanding of issues that face this population and assist students in overcoming barriers to completing programs
Required Element(s) addressed	15, 17, 18, 16
Person Responsible	Dean, Student Outreach
Timeline for the Activity	Counselor in place Fall term 2012
Perkins and/or Local Investment (amount and source)	$75,000 local investment
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Student retention rates o Performance on 5P2

Action Plan #8	
Performance Measure (Number and title)	5P2 Non-Traditional Completion
Description of Activity (include if this is a new or repeated activity)	Assign Advisor to support students transitioning out of basic skills programs and track to provide additional supports throughout their CTE program
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	The additional support will assist all students in progressing through CTE programs, but especially students who are nontraditional or facing barriers to completion
Required Element(s) addressed	15, 17, 18, 16
Person Responsible	Dean, Student Outreach
Timeline for the Activity	Advisor in place Fall term 2012
Perkins and/or Local Investment (amount and source)	$39,514 Perkins Basic
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Student retention rates o Performance on 5P2

Action Plan #9	
Performance Measure (Number and title)	1S3 Secondary Academic Attainment – Writing
Description of Activity (include if this is a new or repeated activity)	Conduct Literacy in CTE workshop and follow-up session
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Literacy in CTE will continue to provide an opportunity to teachers to implement Literacy enhanced lesson plans with their CTE students
Required Element(s) addressed	6
Person Responsible	Regional Coordinator for CTE

Timeline for the Activity	Conduct workshop June 2013
Perkins and/or Local Investment (amount and source)	$31,000 Perkins Reserve
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o Student performance on 1S3 performance measure

Action Plan #10	
Performance Measure (Number and title)	2S1 Technical Skill Attainment
Description of Activity (include if this is a new or repeated activity)	Implement Technical Skill Assessments in CTE Programs of Study
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	During 2011-12 all CTE Programs of Study identified or developed Technical Skill Assessments and most implemented them. During 2012-13 we will analyze the data and identify any trends or curriculum changes that need to occur based on the results
Required Element(s) addressed	33
Person Responsible	Regional Coordinator for CTE, Administrators and CTE Teachers
Timeline for the Activity	Assessments given and data collected by June 30, 2013
Perkins and/or Local Investment (amount and source)	$2,500 Perkins Basic for assessment materials
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o # of programs issuing technical skill assessment o Student performance on 2S1 performance measure

Action Plan #11	
Performance Measure (Number and title)	5S1 Placement
Description of Activity (include if this is a new or repeated activity)	1 – Inform all secondary CTE students of the survey they will receive after completing high school and the purpose of it in order to increase survey return rate 2- Implement pilot follow-up data collection plan in a few voluntary Programs of Study in order to gather placement data upon leaving high school 3 – Evaluate any potential data coordination opportunities between secondary CTE programs and CCC data
Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	No Placement data was available for 2010-11 based on elimination of SSN as a data collection method. Efforts will increase ability to report follow-up data for students
Required Element(s) addressed	2

Person Responsible	Regional Coordinator for CTE, volunteer Administrators and CTE Teachers
Timeline for the Activity	Follow-up surveys conducted by March 15, 2013
Perkins and/or Local Investment (amount and source)	$5,000 Perkins Basic
Activity's impact on students will be measured by (include objective measures and/or data to be used)	o # of students responding to follow-up survey o Student performance on 5S1 performance measure

Plan for continuous improvement on these Performance Measures in 2013-2014:

Our biggest concentration of Perkins performance issues fall at the postsecondary level. Clackamas Community college is in the process of implementing significant campus-wide changes to improve these issues for all populations and will impact CTE concentrators as well. CCC hired a Director of Student and Academic Support who is leading the charge to make these improvements. The CTE Regional Coordinator and Director of Student and Academic Support have been meeting regularly and have directed Perkins investments to implement the planned changes to improve overall student recruitment into CTE programs, retention, and completion. We will continue to monitor these investments and the return on investment to ensure they are making a significant impact on student performance.

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4. Student Support Services (for designated CTE Programs of Study)

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

All activities in this section must address the following goals:

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

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 status on progress toward meeting these goals?

Performance on Goal 4a: 100% Performance on Goal 4b: 50%

Discussion:
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. Many programs continue to expand the internship offerings. However, not all programs offer the full range of career development options and these can always be expanded and enhanced. In addition, we continue to struggle to meet postsecondary retention, completion and nontraditional participation and completion goals. As a result, we have redirected Perkins investments to increase outreach, tracking, advising and career placement services for CTE students at Clackamas Community College.

What is your plan for continuous improvement on these goals in 2013-2014?
We continue to expand offerings to students to increase the partnership between the secondary and postsecondary levels. The CTE Regional Coordinator and CCC Director of Student and Academic Supports will continue to evaluate performance and adjust offerings based on Perkins measures and all other available data from CCC.

Planned Activities for 2012-2013

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

List each activity in a separate row; copy and paste as many rows as necessary.

Description of Activity	Required Elements Addressed	New Activity	Repeated Activity	Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Success of the activity • How success will be measured • Objective measures and/or data to be used

1. Implement National Career Readiness Certificate in community college CTE programs, explore implementation in secondary programs as measurement of essential skills	31, 30, 13		✓	o Ties CTE programs to certification of basic employability used in industry o Was in developmental implementation stages in 2010-11 plan to expand its use in 2011-12 o Offers students an opportunity to earn certificate that verifies level of skills in reading for information, locating information and applied mathematics	o # of CTE programs using the NCRC o # of NCRC's earned at CCC
2. Continue expansion of SMART internship within secondary CTE programs (high school internships for college credit)	21		✓	o Raises the quality of high school internships in CTE programs so that students earn college credit, requires the inclusion of career development seminar for students o Provides students with opportunity to earn credit while gaining experience in the work world	o # of credits earned through SMART internships
3. Promote and provide access to the Women in Trades career fair and other non-traditional career exploration activities tied to CTE programs	15		✓	o Introduces students to careers that are non-traditional for their gender	o # of students attending Women in Trades or other related events
3. Offer Career Road Trip for teachers, counselors, and students to expose them to the work environment in a variety of industries and tied to career pathways (Perkins pays for substitutes only)	27		✓	o Partnership with workforce providers, community college, and other partners to expose teachers and students to current work environments through industry tours o Increases awareness of career pathways for teachers, counselors and students o Provides students with relevant career guidance	o # of participants in Career Road Trip tours o Feedback from satisfaction survey
4. Coordinate and support leadership activities including regional skills competitions, student leadership organizations, and leadership activities for special populations	7, 35		✓	o Provides students an opportunity to demonstrate leadership skills outside the classroom environment based to CTE curriculum content	o # of participants in regional skills competition o Participation rates in student leadership organizations

5. Employ part time advisor at Clackamas Community College to help with transition from Basic Skills program to CTE programs and track students as they progress through CTE programs to reduce barriers to completion	13	✓		o Improves guidance and course selection for students o Reduces barriers to completion for Degrees and Certificates	o # of students transitioning from Basic Skills programs to CTE programs at CCC o Retention rate in CTE programs
8. Identify specific counselor at CCC assigned to CTE division to monitor and support CTE student progress through degree/credential programs	18, 13	✓		o The counseling support functions at CCC will be decentralized so that there is a specific counselor assigned to CTE programs and students within them o Allows counselor to gain knowledge and implement strategies for student support that are specific to CTE programs and unique needs of CTE students o Improves support for students in CTE programs	o Cohort persistence rates in CTE programs at postsecondary level o Performance on the postsecondary Degree/Credential Perkins Performance measure
9. Identify Outreach/Advising Specialist to be a CTE Program specialist and to attend all outreach activities to better connect secondary CTE programs to postsecondary CTE programs at CCC - Implement tracking mechanism in Datatel to track enrollment rates from these activities	13, 10	✓		o Currently at outreach sessions, students who identify an interest in CTE programs are no given any additional support to enroll and register in appropriate courses, etc o Outreach specialist will make connections with CTE teachers and students interested in CTE programs	o CTE program enrollment rates o 5S1 performance
10. Identify Career Services Personnel to increase connection between employers and Clackamas Community College especially to offer Cooperative Work Experience (CWE)	13, 21	✓		o A recent degree audit found significant numbers of students who have completed all the requirements of a degree or certificate, except the CWE component o Improves completion rates for students o Better connects CTE program to the workforce	o Increase in # of CWE offerings o 4P1 performance

Annual Report: Student Support Services

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5. Professional Development

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

All activities in this section must address the following goals:

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

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

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 status on progress toward meeting these goals?

Performance on Goal 5a: 100% Performance on Goal 5b.1: 100% Performance on Goal 5b.2: 100%

Discussion:

All secondary and postsecondary CTE teachers follow a professional development plan focused on instruction. Additionally, they are provided opportunities to connect to professional development opportunities, provided professional development that encourages them to reinforce naturally occurring, embedded academic content within their technical instruction. However, improvement in all these areas are needed to continue to improve programs and meet ever increasing performance targets.

What is your plan for continuous improvement on these goals in 2013-2014?

We will continue to evaluate our performance based on Perkins performance measures and other data available to us (attendance, failure rates, etc). Advisory committee meetings provide input about relevant professional development opportunities. Additional professional development needs are identified by the regional teacher groups that meet, teacher feedback during other professional development and based on needs identified by the CTEC Steering Committee.

Planned Activities for 2012-2013

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

List each activity in a separate row; copy and paste as many rows as necessary.

Description of Activity	Required Elements Addressed	New Activity	Repeated Activity	Justification for Activity • How the activity will impact student performance • Reasons why activities are being repeated • Describe enhancements to repeated activities	Success of the activity • How success will be measured • Objective measures and/or data to be used
1. Complete Math in CTE and Literacy in CTE follow up session from 2011-12	23, 38		✓	o Continues to build community of practice of CTE teachers integrating academics into CTE programs	o # of teachers implementing Math or Literacy enhanced CTE Lesson plans o CTE student performance on Math

				o Provides chance for teachers to revise Writing Enhanced lesson plans or develop new ones o Goal to increase student performance on statewide assessment	and Reading statewide assessment
2. Conduct weeklong workshop enhancing academics in CTE (academic focus will be determined based on data)	23, 38, 36		✓	o Develops community of practice of CTE teachers integrating academics into CTE programs o Allows consortium to determine focus on subject where need is greatest for academic enhancement based on CTE student data – target training to need o Repeating workshop increases # of teachers participating in workshop o Goal to increase student performance on statewide assessment	o # of teacher participants o # of teachers implementing academic enhanced CTE Lesson plans o CTE student performance on statewide assessment
3. Compile and make lessons developed through professional development available to all teachers	7, 30		✓	o Develops community of practice of CTE teachers integrating academics into CTE programs and share resources o Provides teachers with classroom materials that integrate academics into CTE content o Goal to increase student performance on statewide assessment	o # of teachers implementing academic enhanced CTE Lesson plans o CTE student performance on statewide assessment
4. Offer trainings, peer observation and coaching based on tools learned during Mentor Training through New Teacher Center consolidated in modules and delivered at staff meeting to CTE teachers	1, 4		✓	o The three teacher who attended the New Center TEacher Mentoring program last year will develop training modules and deliver at Sabin-Schellenberg staff meetings for all CTE teachers. We will offer alternative method to access the training, for teachers that are unable	o Feedback from workshops/meetings

				to make the training in person o Training modules were presented in 2011-12, however the goal of repeating the activity is to better integrate the tools into teaching via peer observation and coaching o Teachers have additional tools to keep students engaged in coursework and moving along a career pathway	
5. Provide access to Mentor Training for CTE teachers (substitutes and registration costs)	4		✓	o All new CTE teachers need a trained mentor in order to gain licensure, this training increases the number of teacher mentors available o New CTE teachers are better supported in their first years of teaching and have more tools to keep students engaged in coursework	o # of participants in mentor training o Feedback from mentor training
6. Support attendance at OACTE conference (registration and lodging)	26		✓	o Offer 8 slots for administrators or teachers from schools to attend the OACTE conference o Keeps personnel informed of trends, best practices and resources available for CTE programs	o Feedback from participants attending OACTE about how materials and resources will be used to impact instruction
7. Support teacher participation in workshops specific to CTE program area or CTE programs	27, 34		✓	o Keeps teachers up to date in the use of technology, materials, etc utilized in their specific industry o This strategy is repeated annually, but the trainings and the participants vary year to year based on need o Allows students to learn up to date skills for the industry	o Feedback from participants about how materials and resources will be used to impact instruction o Student performance on Technical Skill Assessment
8. Support teacher attendance at <u>Advanced</u> Briggs & Stratton VoEd Instructor's school – Canby Agriculture Program	34	✓		o Level 1 training was valuable in 2011-12, so teacher is returning for advanced level of training o Enhances teacher skills in teaching small engine repair o Also provides new engines to	o Feedback from participant about how materials and resources will be used to impact instruction o Student performance on Technical Skill Assessment

				program o Provides students with up to date skills and new equipment	
9. Implement new professional development model in two programs at Sabin-Schellenberg Center utilizing Industry based instructor coaches/mentors for teachers at the upper levels of CAD and Graphic Design to team teach and model advanced skills in these two programs	8, 34	✓		o Enhances teachers' skills in teaching advanced level skills o Provides students with up to date technology skills o Increases partnership between industry and education	o Feedback from teachers and industry mentors o Student performance on Technical Skill Assessment

Annual Report: Professional Development

B. LOCAL IMPROVEMENT PLANNING PROCESS

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(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

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 & Associate 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 for this Local Plan Update, 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.

Data Analysis and Planning

Each grantee is responsible for generating their own data and reports concerning the goals used to manage the grant, determine student achievement, and evaluate improvement; including data for the Perkins Performance Measures. Tools that help you analyze data should allow you to provide a summary of your progress toward the fundamental goals of Perkins IV implementation as identified in The Oregon State Plan (http://www.ode.state.or.us/teachlearn/pte/stateplan2008-2013.pdf).

Goal 3c data is reported to USDOE in compliance with Perkins IV requirements. This data must be part of local student information systems and provided to the state using the primary computerized reporting systems. Perkins performance measures data for each school and community college may be viewed at http://www.ode.state.or.us/data/stats/opte/.

Goals 1a - 3b and 4a - 5b use locally defined, locally generated, and locally reported data. The ability to provide this data and monitor progress must be incorporated in the planning and development of CTE POS secondary and postsecondary partners. The data concerning these goals is not included in the state reports to USDOE-OVAE and may not be an existing part of your computerized local student information systems or systems for reporting data to the state.

It is expected that Local Improvement Planning include an examination of data. Data Analysis Worksheets are available on the ODE website at http://www.ode.state.or.us/search/page/?id=1625, but recipients may use other tools. Please identify what data tools you use by placing an 'x' in the appropriate box. If the ODE Data Analysis Worksheets were not used, briefly describe the tools that were used.

The ODE Data Analysis Worksheets (Goal 3c Data)		The ODE Data Analysis Worksheets (Goal 1a - 3b and 4a – 5b Data)	
Other Data Tools	X	Other Data Tools	X

Brief description of data tools used:

Consortium planning and review of the performance on Perkins measures used the ODE Trend Data Worksheets. The regional coordinator also compiled these into graph form and trended the data over three year period. They were shared in regional form (comparing the region to performance targets and state performance) and individual school form (comparing individual school performance to regional performance, performance targets and state performance). Some of the graphs may be found here http://www.clackamascareers.com/perkins-performance/

Additionally, we utilized specific data sets to accomplish targeted activities, including information compiled by ODE, CCWD and Oregon Employment Department. These include strand level data in writing for the Writing in CTE workshop, Top 20 Skills Requested by Employers in Oregon, Prioritization for Training, etc. for program planning.

C. CONSORTIUM REGIONAL INVESTMENT PLANNING

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[Required for Consortium Basic and Reserve Grant Plans]

(For guidance in completing this section refer to **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

In addition to the Consortium Member Roster below, a signed copy of a 2012-2013 consortium operational agreement, and copies of job descriptions of staff persons funded by the consortium **must be** attached to this application. (For more information, see **the Guide**, at http://www.ode.state.or.us/search/page/?id=1625.)

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
Heather Fix	Counselor Molalla River School District	Active Consortium Member
Karen Phillips	Principal North Clackamas School District	Active Consortium Member
Melanie Marrone	Assistant Principal Oregon City School District	Active Consortium Member
Rob Holstrom Judy Morris-Green	Assistant Principal Teacher West Linn/Wilsonville School District	Active Consortium Member
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
Dual Credit	Linn Benton Community College	Implementing
Dual Credit	Chemeketa Community College	Implementing
-	Cosmetology ▪ Phagan's School of Hair Design ▪ Paul Mitchell School ▪ Aveda Institute ▪ Northwest college of Hair Design	Attend Program Advisory Meetings Implementing
-	Culinary Arts ▪ Western Culinary Institute ▪ Oregon Culinary Institute	Attend Program Advisory Meetings Implementing

Business or Industry

Kim Parker	Workforce Investment Council of Clackamas County (WICCO) Clackamas County Business Alliance	Provide input on planning
Cindy Hagen	Clackamas County Business and Economic Development	Provide input on planning
Advisory Committee Members		Provide input to program content

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 than 5% of consortium funds may be used for Indirect Costs and Administration including salaries and benefits. [Section 135(d)]

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. Coordinates program functions in compliance with state and federal regulations including use of confidential and personally identifiable information related to CTE student and program data.
4. 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
5. Coordinates CTE Program of Study development, review, and evaluation
6. Facilitates instructor appraisal committee process for CTE licensure
7. Develops and facilitates professional development activities pertaining to CTE
8. Researches and provides technical assistance to the community college and high schools related to CTE
9. Collaborates with the Department of Labor Regional Workforce Investment Act Youth Services Program grant personnel
10. 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:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Climb:	□ Continuously	□ Frequently	□ Occasionally	■ Not At All
Crawl:	□ Continuously	□ Frequently	□ Occasionally	■ Not At All
Drive:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Kneel:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Lift:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Reach: (above shoulder)	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Sit:	□ Continuously	■ Frequently	□ Occasionally	□ Not At All
Squat:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Stand:	□ Continuously	■ Frequently	□ Occasionally	□ Not At All
Twist:	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Walk:	□ Continuously	■ Frequently	□ Occasionally	□ Not At All

2. Employee may use hands for:

Single Grasping	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Pushing & Pulling	□ Continuously	□ Frequently	■ Occasionally	□ Not At All
Fine Manipulation	□ Continuously	■ Frequently	□ Occasionally	□ Not At All

3. Employee may use wrists for:

Twisting/turning	□ Continuously	□ Frequently	■ Occasionally	□ Not At All

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

□ Continuously □ Frequently □ Occasionally ■ 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 _____

ORGANIZATION: Clackamas Community College **LOCATION:** Oregon City, OR
DEPARTMENT: Varies **DATE:** February 2010, revised July 2011

JOB TITLE: Advising and Outreach Specialist
Grade VII

PURPOSE OF POSITION:

Inform and advise current and potential students, school counselors, college staff, external agencies, and businesses regarding academic programs, degree and career options, registration processes, college policies, and transfer procedures. Coordinate leadership programs, High School supplementary course programs, college and employer visitations, and orientation sessions. Represent the college in local high school and employer recruitment programs and support training development for local business partnerships.

ESSENTIAL JOB FUNCTIONS:

Inform and advise students, staff, businesses, government, faculty advisors, and community partners regarding educational offerings, degree requirements, career information, and community resources. Recommend program policies and coursework to meet student and community needs.

Plan and coordinate visits to and from 4-year universities and employers. Develop and deliver public presentations for the college, industry, and community.

Conduct assessments to determine training, educational, career, and personal needs, including reviewing placement exams, reviewing employer assessments, work history, and college transcripts, and referring students with emotional problems to appropriate resources. Plan, design, and present educational/career/job search/training programs and workshops.

Input confidential data, and maintain and update department website pages. Install, maintain, and troubleshoot software. Generate correspondence, reports, forms, tables, presentations, and student records.

Provide veterans with information on education benefits and act as a college certifying official. (specific requirement depending upon area of emphasis for specific positions).

Maintain and develop a broad base of knowledge relevant to college programs, career development, policies, services, and personnel.

Serve as advisor to student cohorts; train members; support budget development; supervise student travel; and, develop opportunities for students to develop leadership skills.

Develop and implement marketing strategies and materials to advertise programs. Prepare, edit, and proof quarterly schedule, registration forms, and promotional materials.

Coordinate work schedules for various advising functions. Delegate work assignments to work-study and leadership students.

Develop, coordinate, facilitate, and advertise multiple large events (300+ attendees), and respond to feedback for improvements.

Maintain safeguards around confidential and/or sensitive files and documents.

Maintain cooperative working relationship with College staff, other organizations, and the public. Serve on college committees that determine college policy and hire employees.

Follow all safety rules and procedures for work areas.

AUXILIARY JOB FUNCTIONS:

May provide assistance to other department personnel as workload and staffing levels dictate.

Maintain proficiency by attending training and meetings, reading materials, and meeting with others in areas of responsibility.

Maintain work areas in a clean and orderly manner.

JOB QUALIFICATION REQUIREMENTS:

MANDATORY REQUIREMENTS: Thorough knowledge of college academic programs and procedure, career development principles and practices, registration processes, and relationships between various levels of education and business. Knowledge of education partners and services available and college policies and procedures. Knowledge of word processing, spreadsheet, database, presentation, internet, and e-mail applications. Interpersonal skills with the ability to communicate, verbally and in writing, with proper grammar in the English language. Ability to communicate with non-English speakers. Honorably discharged Veteran (specific requirement depending upon area of emphasis for specific positions). Equivalent to Bachelor's Degree in psychology, sociology, business or public administration, or related field AND two years' relevant experience, OR any satisfactory combination of education, training, and experience which demonstrates the required knowledge, skills, and abilities to perform the above duties.

SPECIAL REQUIREMENTS/LICENSES: Valid motor vehicle drivers' license and Global Career Development Facilitator Certificate may be required depending upon area of emphasis for specific positions.

DESIRABLE REQUIREMENTS: Knowledge of FERPA requirements. Master's Degree. Knowledge of Veteran's education benefits (desirable for positions working with veteran population) and all requirements of a college certifying official.

PHYSICAL DEMANDS OF POSITION:

While performing the duties of this position, the employee is frequently required to sit, stand, bend, kneel, stoop, communicate, reach and manipulate objects. The position requires mobility including the ability to move materials weighing up to 5 pounds on a regular basis such as files, books, office equipment, etc., and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required over 50% of the work period while operating equipment such as computer keyboard, calculator, standard office equipment, and automobiles.

Regular travel is required between campus locations, other educational institutions, agencies, and businesses, up to several times per week.

This description covers the most significant essential and auxiliary duties performed by the position, but does not include other occasional work, which may be similar, related to, or a logical assignment for the position.

Equal Opportunity Employer: **Clackamas Community College does not discriminate on the basis of race, color, religion, gender, sexual orientation, marital status, age, national origin/ancestry, disability, family relationship or any other protected status in accordance with applicable law. The College's commitment to nondiscrimination applies to curriculum activity and all aspects of operation of the College. Candidates with disabilities requiring accommodations and/or assistance during the hiring process may contact the Human Resources Office at 503-594-3301. Clackamas Community College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). Additional information is available in the Human Resources Office.**

WORKING CONDITIONS:

Most of work period occurs under usual office working conditions where the noise level is typical of most office environments. Telephones, personal interruptions, and background noise are common. Some nights and weekends required.

SUPERVISORY RESPONSIBILITIES:

Supervision of others is not a typical function assigned to this position. May provide training and orientation to newly assigned personnel, and may assign work to student workers.

SUPERVISION RECEIVED:

Work under the direction of the appropriate Director or Department Chair, who provides general guidelines regarding department and college policy. Established college policies and procedures, State and Federal rules/regulations, and departmental protocols, guidelines, and standard operating procedures dictate actions.

SIGNATURES:

This document has been reviewed between the Supervisor and the Incumbent. I understand that this document is intended to describe the most significant essential and auxiliary duties performed by the job/position for illustration purposes, but does not include other occasional work, which may be similar, related to, or a logical assignment for the position. This job/position description does NOT constitute an employment agreement between the employer and employee, and is subject to change by the employer as the organizational needs and requirements of the job change.

Incumbent Name	Incumbent Signature	Date
Supervisor Name	Supervisor Signature	Date

Date Revised: April 2008, July 2011

This description covers the most significant essential and auxiliary duties performed by the position, but does not include other occasional work, which may be similar, related to, or a logical assignment for the position.

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ORGANIZATION: Clackamas Community College **LOCATION:** Oregon City, OR
DEPARTMENT: Student and Academic Support Services **DATE:** April 2012

JOB TITLE: Career Services and Cooperative Work Experience Coordinator
GRADE: VII

PURPOSE OF POSITION:

Provide cooperative work experience services to students. Provide staffing solutions to regional businesses and organizations. Provide for centralized college Career Services.

ESSENTIAL JOB FUNCTIONS:

Responsible for the administrative operation of the Cooperative Work Experience program and serves as liaison between students, training sites, and college staff regarding all aspects of the department.

Communicate with members of professional organizations, chambers of commerce, job/career fairs and community events to promote job seekers and college programs and to develop employment and on-the-job training opportunities.

Establish and maintain relationships with hiring managers to stay abreast of current and future staffing needs. Screen and refer applicants to hiring managers.

Deliver presentations on labor market information, employment issues, and college programs to employers and organizations.

Interview student applicants to obtain information about their work history, training, education, job skills and career path. Identify and present employment options and skill gaps. Write education and employment plans.

Search for job openings and training sites according to applicant qualifications, using computer databases, networking, internet resources, cold calls, media, and staffing firms.

Advise applicants regarding their employment and training possibilities, consideration, and selection. Maintain contact with individuals placed and provide retention resources when necessary.

Serve as information resource in response to inquiries from students, businesses, the public and college personnel regarding activities and programs. Develop, revise and update program marketing materials and forms for program.

Provide job search information and job search strategies to students and community members. Assist users in the utilization of job search resources. Plan and coordinate career fairs for students and the public.

Function as an active career center coordinator and centralized scheduling for the use of the center.

Research, identify, and work with IT and system support specialists to oversee installation of career based software in the career center lab in keeping with current career practices.

Prepare materials and curriculum to run quarterly workshops for students and/or faculty regarding resume writing and interviewing skills. Provide appointment based support to students on resume writing and

interviewing skills.

Track and maintain accurate records on students served and job/community partnerships using campus supported software systems. Present quarterly reports of student use and employer contacts.

Maintain complete confidentiality and use utmost discretion in dealing with individuals' personal circumstances. Professional ethics must be employed at all times.

Maintain proficiency by attending training and meetings, reading materials, and meeting with others in areas of responsibility.

Maintain cooperative working relationship with college staff, other organizations, and the public.

Follow all safety rules and procedures for work areas. Maintain work areas in a clean and orderly manner.

Maintain current knowledge of Equal Employment Opportunity (EEO) and affirmative action guidelines and laws, such as the Americans with Disabilities Act and the Workforce Investment Act.

AUXILIARY JOB FUNCTIONS: Provide assistance to other department personnel as workload and staffing levels dictate.

JOB QUALIFICATION REQUIREMENTS:

MANDATORY REQUIREMENTS: Broad knowledge of job and career development principles and techniques. Knowledge of workforce trends and business operations. Knowledge of workforce related federal, state and county policies, procedures and regulations, and college programs. At least one year experience in career development/counseling, job coaching/placement, or case management experience in meeting grant outcomes or job placement.

Equivalent to a four year university education in business, psychology, sociology, education or related field, or any satisfactory combination of experience and training which demonstrates the knowledge, skills and abilities to perform the above duties.

SPECIAL REQUIREMENTS/LICENSES: Possession of valid driver's license.

DESIRABLE REQUIREMENTS: Career Development Facilitator certification. Prior experience with large and small–scale information system based communication tracks. Knowledge of social media, proficiency in presentations, and public speaking.

THIS DESCRIPTION COVERS THE MOST SIGNIFICANT ESSENTIAL AND AUXILIARY DUTIES PERFORMED BY THE POSITION, BUT DOES NOT INCLUDE OTHER OCCASIONAL WORK, WHICH MAY BE SIMILAR, RELATED TO, OR A LOGICAL ASSIGNMENT FOR THE POSITION.

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PHYSICAL DEMANDS OF POSITION: While performing the duties of this position, the employee is frequently required to sit, stand, bend, kneel, stoop, communicate, reach and manipulate objects. The position requires mobility. Duties involve moving materials weighing up to 5 pounds on a regular basis such as files, books, office equipment, etc., and may infrequently require moving materials weighing up to 15 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment. Contacts with area businesses may occasionally require additional physical demands.

WORKING CONDITIONS: Usual office working conditions. The noise level in the work area is typical of most office environments with telephones, personal interruptions, and background noises. Travel is required.

SUPERVISORY RESPONSIBILITIES: Supervision of others is not a typical function assigned to this position. May provide training and orientation to newly assigned personnel, and may assign work to student workers.

SUPERVISION RECEIVED: Works under the direction of the Director of Student Academic and Support Services.

SIGNATURES:

This document has been reviewed between the Supervisor and the Incumbent. I understand that this document is intended to describe the most significant essential and auxiliary duties performed by the job/position for illustration purposes, but does not include other occasional work, which may be similar, related to, or a logical assignment for the position. This job/position description does NOT constitute an employment agreement between the employer and employee, and is subject to change by the employer as the organizational needs and requirements of the job change.

Incumbent Name	Incumbent Signature	Date
Supervisor Name	Supervisor Signature	Date

THIS DESCRIPTION COVERS THE MOST SIGNIFICANT ESSENTIAL AND AUXILIARY DUTIES PERFORMED BY THE POSITION, BUT DOES NOT INCLUDE OTHER OCCASIONAL WORK, WHICH MAY BE SIMILAR, RELATED TO, OR A LOGICAL ASSIGNMENT FOR THE POSITION.

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CLACKAMAS COMMUNITY COLLEGE

Career Opportunities

Address: 19600 S. Molalla Avenue, Oregon City, OR 97045 Human Resources: 503-657-6958 ext. 2318
Internet Site: www.clackamas.edu Job Line: 503-650-6655 FAX: 503-650-7348 TDD: 503-650-6649

Job Title: **Renewable Energy Technology INSTRUCTOR**	**Length Of Employment:** • Full time, 9 months per year • 175-day annual contract
Salary: Salary: Faculty Salary Schedule plus fringe benefit package. Current salary of $42,984 **or** $47,508. Initial placement based on background and experience.	**Starting Date:** September, 2010

STAFF ONLY: Includes PT Faculty on Step 2 and above (HR intranet website)

Minimum Selection Criteria:

- Experience in teaching technical courses at the college or secondary level that include or are related to: photo-voltaic and solar-thermal systems, energy efficiency, power electronics, electro-mechanical systems and industrial controls/instrumentation.
- 5 years recent industry experience in a technical or training capacity.
- Associate degree or equivalent experience in energy technology, electronic systems, industrial maintenance, engineering technology or related field.
- Experience in curriculum development and assessment for adult learners.
- Ability and willingness to establish working relationships with industry and high school partners.
- Basic computer skills including use of word processors and spreadsheets.

Desirable Qualification:

- Bachelor's/Master's degree in engineering, engineering technology or closely related field.
- Ability to teach a wide variety of industrial courses in disciplines including computer applications, industrial mechanics, industrial controls/electronics, engineering technology and fluid power.
- Certification to teach at least one Project Lead the Way course and the ability to continue development of PLTW within the district.
- Secondary teaching license.
- Bilingual.
- Experience with Windows XP and MS Office suite.

Essential Functions:

Teach classes related to renewable energy technology and electro-mechanical systems to college students, the public and potentially to high school students. Develop curricula, assessments and teaching materials for technical courses. Research and implement industry/government certifications related to energy systems and develop curricula to meet those requirements. Work any shift as is required to meet student demand. This might include mornings, afternoons and evenings with the possibility of some weekends. Act as a liaison to industry and to local high schools. Be involved with the college community and committee service.

Application Procedure and Deadline:

Applicants are required to submit: 1) Completed Clackamas Community College certified application form 2) Cover letter 3) Resume 4) Three current letters of reference 5) Copy of transcripts as related in the minimum requirements 6) A placement file (if available)

Interested staff should contact the Human Resource Office and sign a personnel file release form no later than

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Career Opportunities

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Internet Site: www.clackamas.edu Job Line: 503-650-6655 FAX: 503-650-7348 TDD: 503-650-6649

5:00 p.m. May??, 2010

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Consortium Chair
Scott Giltz
Dean of Technology, Health Occupations and Workforce
Clackamas Community College

CLACKAMAS C-TEC Professional Technical Education Consortium

Consortium Contact
Megan Helzerman
Regional Coordinator
Clackamas Education Service District
13455 SE 97th Avenue
Clackamas, Oregon 97015
503-675-4017

2012-2013 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 and Community College president 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 Technology, Health Occupations and Workforce 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

m. **Access to Data** – Consortium Member schools grant the fiscal agent access to confidential and personally identifiable student data relating to the implementation of career and technical education programs

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 2011-2012 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.

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.

5. Asset Management

A. Fiscal Agent - The Consortium Fiscal Agent will:

1. Develop and follow an Asset Accounting Procedure for assets purchased with Carl D. Perkins funds
2. Maintain an inventory of current assets in compliance with the Carl D Perkins Act
3. Provide technical assistance in matters related to Asset Accounting

B. Consortium Members - Consortium members will:

1. Follow the Asset Accounting Procedure
2. Report inventory in accordance with Carl D Perkins requirements
3. Follow the order of steps when an asset is no longer needed for the program for which it was acquired:
    i. Transfer asset to another Approved CTE Program of Study within the same school or institution in which it was acquired. If no other CTE Program of Study at the school or institution can utilize the asset;
    ii. Transfer asset to another Approved CTE Program of Study within another school or institution in the consortium and notify Consortium Fiscal Agent of the transfer. If no other school or institution can utilize the asset;
    iii. Notify the Consortium Fiscal Agent who will work with the school or institution to a) transfer the asset to another federally funded program (e.g. 21st Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients) or b) sell or dispose of the asset
    iv. Any financial revenue resulting from the sale of the asset will be re-invested in the original CTE Program of Study in which the asset was acquired or other CTE Programs of Study within the consortium

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	5/21/12 Date	Bob Stewart, Superintendent Gladstone School District	Date
Joanne Truesdell, President Clackamas Community College	Date	Wayne Kostur, Superintendent Molalla River School District	Date
John Steach, Superintendent Canby School District	Date	Tim Mills, Superintendent North Clackamas School District	Date
Linda Johnson, Superintendent Colton School District	Date	Larry Didway, Superintendent Oregon City School District	Date
Howard Fetz, Superintendent Estacada School District	Date	William Rhoades, Superintendent West Linn/Wilsonville School District	Date

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 — Date	Bob Stewart, Superintendent Gladstone School District — Date
Joanne Truesdell, President Clackamas Community College — Date 5/31/17	Wayne Kostur, Superintendent Molalla River School District — Date
John Steach, Superintendent Canby School District — Date	Tim Mills, Superintendent North Clackamas School District — Date
Linda Johnson, Superintendent Colton School District — Date	Larry Didway, Superintendent Oregon City School District — Date
Howard Fetz, Superintendent Estacada School District — Date	William Rhoades, Superintendent West Linn/Wilsonville School District — Date

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Clackamas Community College

Wayne Kostur, Superintendent — Date
Molalla River School District

John Steach, Superintendent — Date
Canby School District

Tim Mills, Superintendent — Date
North Clackamas School District

Linda Johnson 5/21/12
Linda Johnson, Superintendent — Date
Colton School District

Larry Didway, Superintendent — Date
Oregon City School District

Howard Fetz, Superintendent — Date
Estacada School District

William Rhoades, Superintendent — Date
West Linn/Wilsonville School District

iv. Any financial revenue resulting from the sale of the asset will be re-invested in the original CTE Program of Study in which the asset was acquired or other CTE Programs of Study within the consortium

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

Milt Dennison, Superintendent — Date Clackamas Education Service District	Bob Stewart, Superintendent — Date Gladstone School District
Joanne Truesdell, President — Date Clackamas Community College	Wayne Kostur, Superintendent — Date Molalla River School District
John Steach, Superintendent — Date Canby School District	Tim Mills, Superintendent — Date North Clackamas School District
Linda Johnson, Superintendent — Date Colton School District	Larry Didway, Superintendent — Date Oregon City School District
Howard Fetz 5/18/12 Howard Fetz, Superintendent — Date Estacada School District	William Rhoades, Superintendent — Date West Linn/Wilsonville School District

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Milt Dennison, Superintendent Clackamas Education Service District — Date	Bob Stewart, Superintendent Gladstone School District — Date 5/21/12
Joanne Truesdell, President Clackamas Community College — Date	Wayne Kostur, Superintendent Molalla River School District — Date
John Steach, Superintendent Canby School District — Date	Tim Mills, Superintendent North Clackamas School District — Date
Linda Johnson, Superintendent Colton School District — Date	Larry Didway, Superintendent Oregon City School District — Date
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Joanne Truesdell, President Clackamas Community College — Date	Wayne Kostur, Superintendent Molalla River School District — Date Wayne K Kostur 5-17-12
John Steach, Superintendent Canby School District — Date	Tim Mills, Superintendent North Clackamas School District — Date
Linda Johnson, Superintendent Colton School District — Date	Larry Didway, Superintendent Oregon City School District — Date
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John Steach, Superintendent Canby School District	Date	Tim Mills, Superintendent North Clackamas School District	5/31/12 Date
Linda Johnson, Superintendent Colton School District	Date	Larry Didway, Superintendent Oregon City School District	Date
Howard Fetz, Superintendent Estacada School District	Date	William Rhoades, Superintendent West Linn/Wilsonville School District	Date

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John Steach, Superintendent Canby School District	Date	Tim Mills, Superintendent North Clackamas School District	Date
Linda Johnson, Superintendent Colton School District	Date	Larry Didway, Superintendent Oregon City School District	5/16/12 Date
Howard Fetz, Superintendent Estacada School District	Date	William Rhoades, Superintendent West Linn/Wilsonville School District	Date

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Canby School District

Tim Mills, Superintendent — Date
North Clackamas School District

Linda Johnson, Superintendent — Date
Colton School District

Larry Didway, Superintendent — Date
Oregon City School District

Howard Fetz, Superintendent — Date
Estacada School District

5/10/12
William Rhoades, Superintendent — Date
West Linn/Wilsonville School District