

Plan:

Provide brief bulleted list of planned activities that will move the development of the program to a CTE Program of study over a period of no more than three years. This list should address all core elements of a CTE program: 1) content and standards, 2) alignment and articulation, 3) assessment and evaluation, 4) student support services, and 5) professional development.

1) Content and standards

- Skill sets to align with ODE standards
- Skill sets as developed by advisory committee
- Skill sets in alignment with skills required in the FRC Robotics competition program
- Instructor will investigate possibility of certificates for successful completion

2) Alignment and articulation

- Instructor will communicate with PCC civil, electronic, and/or manufacturing engineering staff to ensure the VHS program is in alignment with the PCC program.
- Instructor will in the future begin to take steps to articulate VHS classes with PCC

3) Assessment and evaluation

- Feedback from students, administration, and the advisory committee
- Percent of students completing the program
- Assessment of the alignment of the program with PCC
- Students will be assessed using tests, projects, and by their performance using their knowledge of engineering concepts as in the ODE CTE skill sets while working as a team in the FRC competition

4) Student support services

- College and Career specialist
- Teacher aids
- SPED manager
- Counseling/Graduation representative
- Recruiting nontraditional students by teaming high school students with elementary students in the elementary robotics program
- Flyers
- Possibility of certificate

5) Professional development

- Continuing education to obtain masters in CTE
- Meet with PCC faculty to ensure alignment
- Attend PACTEC

Strategy/Sustainability

Measure 98 and Perkin funds for professional development and equipment. Funding and/or donations from local businesses. OMIC. Using community members to offer mentoring, job shadow, and internship opportunities.