

# **OREGON CTE POLICY GUIDEBOOK**

2022-2023

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment.



## FOREWORD

A little over three years ago, Oregon adopted a new CTE State Plan with the vision to reimagine and transform learner experiences to enhance learners' future prospects; empower their communities; and ensure equity in an inclusive, sustainable, innovation-based economy.

There was no way to imagine the changes our education system and society would experience. Oregon's vision for CTE still holds true, but there is a new sense of urgency to integrate Career and Technical Education more seamlessly into our secondary schools and integrate our community college, youth development, and workforce development systems to offer the skills training so vital for economic recovery. Career and Technical Education programs play a big role in getting Oregonians back to work in stable and high paying jobs.

Oregon's vision for CTE can be accomplished only through partnership, collaboration, and coordination among education and workforce community partners. Together, the Oregon Department of Education and the Oregon Higher Education Coordinating Commission are committed to this work.

For the more than 159,000 K-12 learners participating in CTE, and over 8,000 postsecondary students completing CTE programs at Oregon colleges annually, we have an opportunity to remove barriers and ensure high quality learning and access for each learner, regardless of race, gender, or zip code.

The 2020-2024 [Oregon CTE State Plan](#) underlines the importance of collaboration and coordination and the value of engagement of partners across the systems. It provides a strategic plan and broad goals to achieve that plan. In addition, it contains action steps to achieve those goals. Together, they form a foundation for the work ahead.

The commitment to—and focus on—equity continues to be at the forefront as we move forward in achieving our vision, but the call to ensure an antiracist approach to our policies and procedures is even more urgent as there has been a disproportionate impact of COVID on our tribal communities and communities of color. CTE will be truly high quality only when race, gender, and place are not predictors of economic stability and career opportunity. The following essential elements have been identified in partnership with multiple community partners as we strive to transform student experiences:

1. All learners will benefit from High Quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.
2. All learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure to and communication about careers.
3. All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.

4. All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how they best meet learners' needs.

The Oregon Department of Education and the Office of Community Colleges and Workforce Development are committed to advancing equity in these five essential elements through the following practices:

1. Centering on equity in rule making, budgeting, and resource allocation processes by drawing upon data and community partners feedback to identify and interrupt patterns of inequity.
2. Building fluency and comfort with change through continually working to strengthen systems and partnerships to remove barriers.
3. Pursuing meaningful collaboration with communities and students who are affected by decisions about CTE by providing comprehensive outreach and communication about CTE.

If you see areas of inequity or places to improve CTE, please reach out to our state team.

The development of this Policy Guidebook to help implement CTE in the state of Oregon is an important step in ensuring the development of and access to high quality CTE. It creates a one-stop shop of information on how to appropriately manage and implement Programs of Study. This is our third year of revising and disseminating a comprehensive CTE Policy Guidebook, and there may be areas that need further clarification or items that would be useful to add. We want this Guidebook to be a starting place for ongoing dialogue about growing and improving CTE implementation in Oregon. We intend to update this Guidebook on an annual basis. The state will take the lead in gathering updates and reach out to interested parties and community partners to inform the necessary changes. We hope that our guidance continues to improve and change to meet the needs of CTE in Oregon and that this Guidebook will be one way we work together in achieving Oregon's vision for CTE.

Sincerely,



Donna Lewelling, Director  
Office of Community Colleges and Workforce  
Development  
Higher Education Coordinating Commission



Jennell Ives, Director  
Secondary Postsecondary Transitions Team  
Oregon Department of Education

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*Oregon will reimagine and transform learner experiences in order to enhance their future prospects; empower their communities; and ensure equity in an inclusive, sustainable, innovation-based economy.*

*Oregon CTE Plan Vision*

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### ODE Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families, including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Oregon's commitment to equity is reflected in the [Oregon CTE State Plan](#), referenced later in this document and posted on the [Oregon Department of Education website](#).

### What is Career and Technical Education?

Career and Technical Education (CTE) is content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual's development of higher-order reasoning and problem-solving skills; work attitudes; general employability skills; technical skills; occupation-specific skills; and knowledge of all aspects of an industry, including entrepreneurship. Instruction focuses in areas such as Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

### CTE Companion Definition

The following companion definition has been developed and may be useful for those in education as well as those outside of education who must understand CTE in order to be strong partners and effective critical friends:

- Career and Technical Education (CTE) is an educational program for high school and community college students based on individual interest and industry need. CTE comprises programs offered in six career areas: Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems. It includes intentional programs in high-wage, in-demand areas. CTE prepares and supports students in acquiring the technical skills, professional practices, and academic knowledge critical for success in highly skilled careers.



- CTE is good for business because it equips potential employees with certifications as well as the technical, collaboration, and problem-solving skills to succeed in the diverse, increasingly complex workplace of today and tomorrow.
- CTE is good for community colleges because it engages students in relevant learning that increases the completion rate, improves persistence and retention through contextual learning, and is a means to collaborate with high school teachers and business partners to strengthen systems and remove barriers that prevent students from being career and college ready.
- CTE is good for high schools because it engages students in relevant learning that increases the graduation rate, improves student performance through authentic and applied learning experiences, and is a means to collaborate with community college instructors and business partners to build a robust path to success after the high school experience. CTE provides opportunities for meaningful collaboration with historically and currently marginalized communities and students to drive and communicate the best decisions supporting career and college readiness.
- CTE is good for students and parents because the hands-on, meaningful, and engaging learning experiences inspire students to stay in school, participate, and learn. CTE increases marketable skills and thus students' ability to strive for careers that make sense with their goals and aspirations.

The CTE educational experience is practical and affordable, providing the shortest path to a student's first earned dollar.

### Career and Technical Education Contacts

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## 2022-2023 Important Perkins Dates

| Date               | Item   |
|--------------------|--|
| August 25, 2022    | 2022-2023 CTE Program Update opens (closes 1/13/2023)<br><br>2023-2025 Perkins planning allocations available  |
| September 30, 2022 | 2022-2023 Consortia Agreement and updated Consortia Handbook submitted<br><br>2021-2022 Perkins Basic and Reserve funds must be encumbered<br><br>2022-2023 Budget Narrative and Spending Workbook current                                       |
| October 1, 2022    | 2022-2023 Perkins official grant award notifications (GAN) available in EGMS for full allocation (Release remaining 80%)   |
| November 15, 2022  | 2021-2022 Basic and Reserve final claims made in EGMS<br><br>2021-2022 Perkins Annual Fiscal Report due, including inventory and update budget (function/object codes)<br><br>2020-2021 Perkins 90% validation begins (closes November 30, 2022) |
| November 30, 2022  | 2020-2021 Perkins 90% validation closes  |
| December 1, 2022   | 2022-2023 Perkins equipment and inventory items delivered (allocability rule)  |
| January 13, 2023   | 2022-2023 CTE Program Update closes  |
| February 1, 2023   | 2023-2024 Consortium change requests due   |
| March 1-30, 2023   | Direct Secondary Perkins Grant Recipients 2-year Integrated Application for 2023-2025 submission window  |
| April 30, 2023     | 2023-2024 Program of Study Applications - early submission<br><br>Career Clusters due for renewal:<br>Education and Training, Law, Public Safety and Security, Natural Resources and Transportation  |
| May 12, 2023       | CTE Student 22-23 and CTE Course 22-23 Collections open  |
| June 30, 2023      | 2023-2024 All CTE Program of Study Applications due  |

| Date          | Item  |
|---------------|---|
|               | Direct Postsecondary 2-year Perkins Plan and Application due for 2023-2025<br><br>Consortia 2-year Perkins Plan and Application due for 2023-2025<br><br>2022-2023 Close out Report for Perkins Basic and Reserve grant due |
| July 1, 2023  | 2023-2024 Perkins grant funds available in EGMS <ul style="list-style-type: none"> <li>• 20% of preliminary award amount released</li> <li>• Implementation of updated 2023-2025 Perkins Plan</li> </ul>                    |
| July 10, 2023 | CTE Student 22-23 and CTE Course 22-23 Collections close  |

### CTE Collection Cycle in Calendar Year 2022

| Open Date  | Due Date   | CTE Collection  |
|------------|------------|---|
| 5/26/2022  | 07/11/2022 | CTE Student 21-22 open  |
| 5/26/2022  | 07/11/2022 | CTE Course 21-22 open   |
| 08/25/2022 |            | CTE Program Yearly Update opens for 2022/2023 school year updates   |
|            | 10/22/2022 | CTE Program Yearly Updates due for Schools (ALL updates must be completed during the fall update for the current school year)   |
|            | 12/2/2022  | CTE Program Yearly Update reviews due for CTE Regional Coordinators (ALL updates must be completed during the fall update for the current school year)  |
|            | 01/13/2023 | CTE Program Yearly Update approvals due for ODE Content Specialists (ALL updates must be submitted and approved during the fall update for the current school year) and the Program Yearly Update collection closes |

Please refer to the [CTE Data Doc Repository](#) for more information.

## 1 - Introducing the Oregon CTE Policy Guidebook

### 1.1 Purpose of the Guidebook

This Guidebook is a resource for secondary and postsecondary educators who are interested in Career and Technical Education (CTE) or who work directly in CTE programming. The purpose of this Guidebook is to not only provide an understanding of federal and state requirements and guidance developed for CTE programs benefiting from Perkins funding; it also seeks to provide a broader perspective of the system of CTE in Oregon. This Guidebook highlights specific sections of the federal Perkins V Act and the [Oregon CTE State Plan](#) that are critical for understanding the requirements of the Act for implementation in Oregon.

The Oregon CTE Policy Guidebook has been developed and reviewed by a team of secondary and postsecondary CTE leaders and state staff to be the main and trusted source of information for CTE administrators in administering CTE programs in Oregon. This is a living document, and as such it has some sections that will need to be completed over the coming years, some sections that will need to be updated with new dates, and other sections that will need to change with the implementation of the new Perkins V law and as the education landscape changes in the shadow of the COVID-19 pandemic. The intent is to eventually include all state and federal CTE resource information so that it becomes a one-stop shop for high quality CTE programming. The Guidebook is intended to undergo an annual review process to maintain the most updated information. The Oregon Department of Education (ODE) and the Office of Community Colleges and Workforce Development (CCWD) gratefully appreciate any feedback. Please submit comments to [Barb O'Neill](#).

## 1.2 What's New in the 2022-2023 Version

The Oregon CTE Policy Guidebook has been updated for the new school year. Many sections were updated only slightly to reflect date changes or provide clarification of information. CTE/Perkins has become part of the Aligning for Student Success Initiative that is referred to as the Integrated Application or the Integrated Guidance. Some of the nuances of the implementation will continue to evolve throughout the 2022-2023 school year. The substantive changes are noted below:

- Aligning for Student Success: Integrated Guidance has been added to applicable sections throughout.
- Terminology update: Special Populations has been updated to Focal Students.

| New |  | Substantially Revised |  |
|-----|--|-----------------------|--|
| 8.1 | <a href="#">Oregon CTE Comprehensive Local Needs Assessment Guide; Community College Recipient Version</a> | 2                     | CTE Programmatic Supports in Oregon          |
|     | <a href="#">Secondary Career Pathway Funding</a>   | 4.4                   | Updated State Plan Goal Areas                |
|     |  | 6                     | High Quality CTE Programs of Study           |
|     |  | 8                     | Business and Community Partnerships          |
|     |  | 12                    | Perkins Comprehensive Local Needs Assessment |
|     |  | 13                    | Perkins Basic Grant Application              |
|     |  | 14                    | Perkins Reserve Grant Application            |
|     |  | 16                    | Financial Requirements                       |

### 1.3 How to Effectively Navigate This Document

There is a tremendous amount of information contained in this document. To easily jump to the specific topic, follow these steps:

1. Open document to full screen.
2. Click on the view tab.
3. Under the show section, select Navigation Pane.

This will open a navigation tool on the left side of the page that will appear like a table of contents. Users may scroll down through the navigation pane or use the Search Document function at the top.

### 1.4 Errors and Omissions

As users find information that may be erroneous, unclear, or left out of the Guidebook, please notify us through the [Oregon CTE Policy Guidebook Update Request Form](#).

### 1.5 CTE Terms and Common Acronyms

There is a [glossary](#) in the CTE State Plan.

### 1.6 Notice of Nondiscrimination

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact:

[Kate Hildebrandt](#)

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Phone: 503-947-5667



## 2 - CTE Programmatic Supports in Oregon

### 2.1 State and Federal Initiatives in Addition to Perkins V

The Oregon Legislature values Career and Technical Education (CTE) and has been rapidly increasing the state funding available for high quality CTE programs for all students across the state over the last ten years. Federal funds have also been used to supplement state funding available for CTE. Oregon strives to coordinate the use of all funds to ensure equity in access to high quality CTE programs across the state.

| CTE™<br>Learning that works<br>for Oregon<br>July 1, 2021 |                       | Perkins V Priority Areas<br>Funding Sources |                  |                     |                                       |                      | OREGON<br>DEPARTMENT OF<br>EDUCATION |
|---|-----------------------|---|------------------|---------------------|---------------------------------------|----------------------|--------------------------------------|
|   | Career<br>Exploration | Work-Based<br>Learning                      | Data<br>Literacy | High Quality<br>POS | Teacher<br>Recruitment<br>& Retention | Flexible<br>Learning |                                      |
| <b>Federal</b>  |                       |   |                  |                     |                                       |                      |                                      |
| Perkins V   | ✓                     | ✓   | ✓                | ✓                   | ✓                                     | ✓                    |                                      |
| WIOA  | ✓                     | ✓   |                  |                     |                                       |                      |                                      |
| Title IA  | ✓                     | ✓   | ✓                | ✓                   | ✓                                     | ✓                    |                                      |
| Title II  |                       |   | ✓                | ✓                   | ✓                                     |                      |                                      |
| Title III   | ✓                     | ✓   |                  |                     | ✓                                     | ✓                    |                                      |
| Title IV-A  | ✓                     |   |                  | ✓                   |                                       |                      | ✓                                    |
| Title IV-B  | ✓                     | ✓   |                  | ✓                   |                                       |                      | ✓                                    |
| ESSR  | ✓                     | ✓   | ✓                | ✓                   | ✓                                     | ✓                    | ✓                                    |
| IDEA  | ✓                     | ✓   | ✓                | ✓                   | ✓                                     | ✓                    | ✓                                    |
| <b>State</b>  |                       |   |                  |                     |                                       |                      |                                      |
| Student<br>Success Act                                    | ✓                     |   | ✓                | ✓                   | ✓                                     |                      |                                      |
| High School<br>Success Act                                |                       | ✓   | ✓                | ✓                   | ✓                                     | ✓                    | ✓                                    |
| Career<br>Pathways  | ✓                     | ✓   |                  | ✓                   |                                       |                      |                                      |
| CTE<br>Revitalization                                     | ✓                     | ✓   |                  | ✓                   | ✓                                     | ✓                    | ✓                                    |
| STEM Grant  | ✓                     | ✓   |                  |                     |                                       |                      | ✓                                    |
| YDD<br>Reengagement                                       | ✓                     | ✓   |                  | ✓                   |                                       |                      | ✓                                    |

*This chart shows how a variety of funding sources can be utilized for CTE.*

## 2.2 Aligning Student Success Initiative

Through the [Integrated Guidance \(IG\)](#), beginning this school year, CTE/Perkins has been included in the community engagement, prioritization of needs, and application process along with five other state initiatives.

1. High School Success (HSS)
2. Student Investment Account (SIA)
3. Continuous Improvement Planning (CIP)
4. Career Technical Education (CTE/Perkins)
5. Every Day Matters (EDM)
6. Early Indicator and Intervention Systems (EIS)

The guidance creates significant opportunities to improve outcomes and learning conditions for students and educators. The Integrated Guidance offers the opportunity to align efforts and reduce redundancy at the local and regional levels. Much more will be shared about the IG throughout this Guidebook.

## 2.3 Overarching State and Federal Initiatives Supporting CTE

These initiatives are managed largely outside of the CTE team but are part of the overall collaborative efforts to improve outcomes for Oregon students. A brief explanation of some of these programs is provided below.

### Federal Initiatives

#### [Every Student Succeeds Act \(ESSA\):](#)

The Every Student Succeeds Act (ESSA) is a federal school accountability law rooted in supporting all students equitably and building systems that eliminate barriers to student success; it replaced No Child Left Behind in 2015. As part of ESSA, all states developed a plan for improving education, which they submitted to the U.S. Department of Education. The plan Oregon submitted to the U.S. Department of Education centers on four key commitments:

1. Advancing Equity
2. Promoting a Well-Rounded Education
3. Strengthening District Systems
4. Fostering Ongoing Engagement

#### [Workforce Innovation and Opportunity Act \(WIOA\):](#)

WIOA was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA strengthens and improves the nation's public workforce system, helps Americans—including youth and those with significant barriers to employment—obtain high quality jobs and careers, and helps employers hire and retain skilled workers. WIOA's three hallmarks of excellence are:

1. The needs of businesses and workers drive workforce solutions, and local boards are accountable to communities in which they are located.

2. One-Stop Centers provide excellent customer service to job seekers and employers and focus on continuous improvement.
3. The workforce system supports strong regional economies and plays an active role in community and workforce development.

## State Initiatives

### [Student Success Act \(SSA\):](#)

During the 2019 legislative session, Oregon’s leaders made a real commitment to the state and its children, educators, and schools with the passage of the Student Success Act (SSA). When fully implemented, the SSA is expected to invest \$2 billion in Oregon education every two years; that will be a \$1 billion investment in both early learning and K-12 education. Of those funds, \$200 million will go into the State School Fund and the remainder will be distributed into three accounts: the Early Learning Account, the Student Investment Account (SIA), and the Statewide Education Initiatives Account. The SSA is one of the programs included in the integrated application.

### [High School Success \(Measure 98\):](#)

Another program contained within the integrated application is High School Success—a fund initiated by ballot Measure 98 in November 2016. The measure passed with 65% voter support and allowed the Oregon Department of Education (ODE) to disperse \$170 million total during the 2017-19 biennium among districts and charter schools that serve students in grades 9 through 12. During the second biennium (2019-2021), 252 school districts, charters, Youth Corrections Education Programs (YCEPs), and Juvenile Detention Education Programs (JDEPs) throughout the state of Oregon benefited from funds through the creation of 230 High School Success plans. Funding is provided to establish or expand programs in three specific areas (funding as projected for 2021-2022 is listed beside each area):

- Dropout Prevention - \$54.5M
- Career and Technical Education - \$74.1M
- College Level Education Opportunities - \$16.8M

### [Science, Technology, Engineering, and Math \(STEM\) Investment Council:](#)

Oregon’s STEM Investment Council, established and authorized by HB 2636 (2013), functions under the direction and control of the State Board of Education and Higher Education Coordinating Commission (HECC). The Council receives staff support from HECC’s Office of Workforce Investments. The Council has a legislative mandate to assist the State Board of Education and HECC in developing and overseeing a long-term strategy to meet the following statutorily established STEM education goals by 2025:

1. Double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students’ knowledge in mathematics and science.
2. Double the number of students who earn a postsecondary degree requiring proficiency in science, technology, engineering, or mathematics.

### [Workforce and Talent Development Board \(WTDB\):](#)

The WTDB is dedicated to investing in Oregonians to build in-demand skills, matching training and job seekers to opportunities, and accelerating career momentum. From innovative apprenticeships in the healthcare and information technology fields to credentials that certify essential skills for workplace success, there are many opportunities to build skills and training, accelerate career momentum, and advance along career pathways. The WTDB vision states that "a strong state economy and prosperous communities are fueled by skilled workers, quality jobs, and thriving businesses." According to the WTDB, talent development work is focused on identifying in-demand occupations and skills and current and future talent needs and gaps, engaging the voice of business and industry, and including public workforce system community partners.

## 2.4 CTE Specific State and Federal Initiatives

### Federal Initiatives

#### [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\):](#)

The federal investment in vocational or career and technical education has been in place for well over 100 years. In 2018, the legislation governing this grant program—commonly referred to as Perkins V—was reauthorized. The requirements and recommendations of Perkins V are largely contained later in this Guidebook.

### *State Initiatives*

The following initiatives are also funded by the Oregon Legislature and are specifically intended to support CTE. A brief overview is provided below; as the Guidebook evolves, additional information will be included.

| Name   | Amount Funded 2021-2023 Biennium* | Purpose  |
|--|-----------------------------------|--|
| CTE Revitalization                               | \$7.3M                            | CTE Revitalization grants are intended to help rejuvenate existing Programs of Study that have fallen into decline and to foster the creation of new programs where they did not exist prior. Grants emphasize community and business engagement, postsecondary alignment so that learners can progress after completing high school, and alignment with principles of High Quality Programs of Study. |
| <a href="#">Secondary Career Pathway Funding</a> | \$8.1M                            | Secondary Career Pathway grants were initially provided to financially incentivize the development of CTE Programs of Study that encapsulated three credits, earned industry credentials, and provided access to historically underserved students. Funds were provided directly to benefit programs and ranged from \$2,000 to \$45,000.  |
| CTSO Chapter Grant                               | \$800K                            | The purpose of this grant is two-fold: 1) to support the administration and operation of each of the nine student leadership organizations in the state, and 2) to provide for Chapter (mini) Grants for local chapters of the organizations to help cover the costs of operating a local chapter (including travel, fees, uniforms, testing materials, etc.).   |
| FFA Grant  | \$2.1M                            | Funds are provided for FFA programming, including dues, Ag Experience Tracker software, and career development experiences. Teacher stipends for summer work are also included.  |

\*Final amounts will be determined by the Governor’s final biennial budget

### 3 - The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The new act was signed into law July 31, 2018, and went into effect July 1, 2019. For the sake of brevity, the Strengthening Career and Technical Education for the 21st Century Act will be referred to as Perkins V throughout this Guidebook.

There are three Titles in Perkins V:

- Title I – Career and Technical Education Assistance to the States  
This section is most applicable to readers of this Guidebook as it applies largely to all local grant recipients and state level grant requirements.
- Title II – General Provisions  
This section mostly references federal administration requirements.
- Title III – Amendments to Other Laws  
This section aligns other federal initiatives.

Some provisions of Perkins V went into effect for the 2019-2020 school year, which served as a transition year for the new law. Full implementation began for the 2020-2021 school year. The reauthorization process was driven largely by a desire to ensure that students are prepared for 21<sup>st</sup> century careers. This framing led to a workforce development focus throughout Perkins V with an emphasis on encouraging and incentivizing innovation within Career and Technical Education (CTE). Each state is required to develop a state plan to describe the implementation of the new federal law. In Oregon, the planning team decided to develop a plan to guide the entire system of CTE in Oregon. Below is high-level information about Perkins V; additional information about the Oregon CTE State Plan is in [Section 4](#) of this Guidebook.

### 3.1 Purpose of the Act (Section 2)

According to Section 2 of the Perkins V Act, the purpose of the Act is to develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary education students who elect to enroll in CTE programs and Programs of Study by

1. building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions.
2. promoting the development of services and activities that integrate rigorous, challenging academic and career and technical instruction that link to secondary and postsecondary education for participating CTE students.
3. increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE.
4. conducting and disseminating national research and disseminating information on best practices that improve CTE Programs of Study, services, and activities.
5. providing technical assistance that (A) promotes leadership, initial preparation, and professional development at the State and local levels; and (B) improves the quality of CTE teachers, faculty, administrators, and counselors.
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.
8. increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in (or have aged out of) the foster care system, and homeless individuals. (New in Perkins V)

### 3.2 Title I—Career and Technical Education Assistance to the States (the Basic Grant)

The Perkins V Act provides financial support for innovation and program improvement in CTE at both secondary and postsecondary levels.

Title I of the Act outlines the structure and requirements related to the Basic Grant under Perkins V. The Act specifies the formula to be used for the allotment and distribution of funds to states, as well as requirements for how states distribute Perkins V funds to local eligible agencies. In addition, the Act specifies uses of funds by both state and local recipients. The specific allocation process used for allocations to local recipients is included in [Section 10.2](#) of this Guidebook. Perkins V legislation includes several requirements related to reporting and accountability, with many of the state-level requirements having parallel provisions for local recipients. ([Section 14.20](#)) These requirements include submission of applications and performance reports at both the state and local level ([Section 12](#)). There is a requirement that both state and local recipients submit improvement plans if the agreed-upon, state-determined performance measures are not met. (See Table 1)

Table 1: Selected provisions related to the basic grant Title II – General Provisions

#### Perkins V – Title I: Selected Provisions Related to the Basic Grant

|                     |                              |   |
|---------------------|------------------------------|---|
| Financial Provision | <i>Distribution of Funds</i> |   |
|                     | Section 111                  | Reservations and State Allotment  |
|                     | Section 112                  | Within-State Allocation   |
|                     | Section 131                  | Distribution of Funds for Secondary Education Programs  |
|                     | Section 132                  | Distribution of Funds for Postsecondary Education Programs  |
|                     | Section 133                  | Special Rules for Career Technical Education  |
|                     | <i>Use of Funds</i>          |   |
|                     | Section 124                  | State Leadership Activities   |
|                     | Section 135                  | Local Uses of Funds   |
| Plans               | Section 122                  | State Plan  |
|                     | Section 134                  | Local Application for CTE Programs  |
| Accountability      | Section 113                  | Accountability<br>State and Local Levels of Performance<br>State and Local Reports (including disaggregated data) |
| Improvement Plans   | Section 123                  | Improvement Plans   |
|                     |                              | State, Local Program Improvement  |



### 3.3 Title II—General Provisions

Title II of the Perkins V Act refers to federal and state administrative provisions and is not largely of interest to the users of this Guidebook. However, in Section 211, readers will find information about supplement—not supplant and maintenance of effort requirements.

### 3.4 Title III—Amendments to Other Laws

This section points out that the authors of the Perkins V Act were clear that they intended to link Perkins with other federal initiatives. The overlap of Perkins V with the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA) is clearly evident.

### 3.5 Understanding Perkins V Shifts

The Association for Career and Technical Education (ACTE) provides a [full summary of the new law](#) on its website.

## 4 - Oregon Career and Technical Education Program Overview

Oregon's CTE State Plan 2020-2024 serves as the required [Perkins State Plan](#). Using the vision for CTE ([Section 4.3](#) of this Guidebook), the plan was developed to provide a high-level, four-year strategic plan outlining broad goals to guide Oregon's work around CTE. The State Plan was developed with input from more than 1,300 community partners, and was adopted by the State Board of Education in March 2020. This plan also serves as the compliance document for Perkins V.

### 4.1 Definition of CTE

The definition of Career and Technical Education (CTE) is in the introduction, but for ease of use, it is repeated in this section.

#### What is Career and Technical Education?

Career and Technical Education (CTE) is content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual's development of higher-order reasoning and problem solving skills; work attitudes; general employability skills; technical skills; occupation-specific skills; and knowledge of all aspects of an industry, including entrepreneurship. Instruction focuses in areas such as Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

#### Companion Definition

The following companion definition has been developed and may be useful for those in education as well as those outside of education who must understand CTE in order to be strong partners and effective critical friends:

- Career and Technical Education (CTE) is an educational program for high school and community college students based on individual interest and industry need. CTE comprises programs offered in six career areas: Agriculture, Food, and Natural Resources Systems; Arts, Information, and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems. It includes intentional programs in high-skill, high-wage, in-demand areas. CTE prepares and supports students in acquiring the technical skills, professional practices, and academic knowledge critical for success in highly skilled careers.
- CTE is good for businesses because it equips potential employees with certifications as well as the technical, collaboration, and problem-solving skills necessary to succeed in the diverse, increasingly complex workplace of today and tomorrow.
- CTE is good for community colleges because it engages students in relevant learning that increases the completion rates, improves persistence and retention through contextual learning, and is a means to collaborate with high school teachers and business partners to strengthen systems and remove barriers that prevent students from being career and college ready.
- CTE is good for high schools because it engages students in relevant learning that increases the graduation rates, improves student performance through authentic and

applied learning experiences, and is a means to collaborate with community college instructors and business partners to build a robust path to success after the high school experience. CTE provides opportunities for meaningful collaboration with historically and currently marginalized communities and students to drive and communicate the best decisions supporting career and college readiness.

- CTE is good for students and parents because the hands-on, meaningful, and engaging learning experiences inspire students to stay in school, participate, and learn. CTE increases marketable skills and thus students' ability to strive for high-wage, in-demand careers that make sense with their goals and aspirations.

The CTE educational experience is practical and affordable, providing the shortest path to a student's first earned dollar.

#### 4.2 Commitment to Equity

The CTE community is focused on more fully integrating the academic knowledge and technical employability skills for all learners, ensuring that historically and currently marginalized populations have the supports needed to feel welcome and be successful in the CTE program of their choice.

ODE's commitment to equity means continuous examination of policies, practices, and procedures to ensure access to high quality CTE regardless of a learner's zip code or other demographic characteristics. To advance this commitment, the following practices will be emphasized:

1. Center on equity in rule making, budgeting, and resource allocation processes through close examination of data and collaborator feedback to not only identify, but to also interrupt, patterns of inequity.
2. Build fluency and comfort with change by continually strengthening systems and partnerships to remove barriers.
3. Utilize meaningful collaboration with diverse communities and students who are impacted by decisions about CTE through comprehensive outreach and communication.

To realize this commitment, full engagement with focal student groups and their families is critical. Focal student groups are defined in Oregon as "students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools." The term "focal students" will be used to replace the federal Perkins V (CTE) term, "special populations."

For more information about Oregon's commitment to equity, please visit the ODE [Equity Initiatives Page](#) or the HECC [Equity and Student Success Page](#).

#### 4.3 Essential Components to Achieve the Vision for CTE

Equipped with a vision for CTE in Oregon and with a commitment to equity, the five essential components below have been identified as necessary to transform student experiences and achieve the vision.

1. All learners will benefit from high quality CTE programs leading to meaningful high-skill, high-wage, in-demand careers that provide individuals with a sense of pride and contribution to their communities.
2. All learners will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure to and communication about careers at all age levels.
3. All learners will be able to transition seamlessly between technical and academic learning in education and the workplace through work-based learning opportunities.
4. All learners will learn from a variety of knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how they best meet their needs.

#### 4.4 Oregon CTE State Plan Goal Areas

In order to achieve the vision for CTE in Oregon, action plans have been developed, many of which are discussed later in this Guidebook. Each of these goal areas has teams assigned to implement specific strategies and timelines, as discussed in the next section.

| Goal Area  | Goals to Achieve Vision for CTE in Oregon  |
|--|--|
| High Quality Education Leading to Meaningful Careers | <ol style="list-style-type: none"> <li>1. Continuing to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students (specifically relative to key populations) in programs leading to high-wage, high-skill, and in-demand careers.</li> <li>2. Creating voluntary Statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in the development of CTE programs across the state, and allow for resources to be more efficiently shared.</li> <li>3. Focusing on a continuous improvement model to ensure programs are of sufficient size, scope, and quality.</li> <li>4. Strengthening meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation.</li> <li>5. Creating a multiple-measures indicator of college and career readiness that looks at college credit while in high school, industry recognized credentials, and work-based learning to support well-rounded, equitable approaches to preparing learners for life after secondary education.</li> <li>6. Creating seamless transitions for learners so that they feel supported during the multiple entry and exit points on their career path. Individuals should have opportunities to build academic, technical, and essential employability skills through engagement in career exploration, CTE Programs of Study, and work-based learning that will prepare them for meaningful careers and life-long learning.</li> </ol> |

| Goal Area  | Goals to Achieve Vision for CTE in Oregon  |
|--|--|
| Pathways to Navigate to a Career                 | <ol style="list-style-type: none"> <li>1. Focusing on providing learners with opportunities to experience careers earlier by allowing Perkins funds to be spent in middle school to support activities linked to CTE Programs of Study.</li> <li>2. Developing systems and support for Oregon career education for all learners.</li> <li>3. Building a scope and sequence for career awareness and exploration, mapping resources and assets, and integrating with comprehensive counseling programs and community college guided pathways.</li> <li>4. Providing K-12, postsecondary, and adult learners with career guidance and systems of support to learn about career opportunities and the paths for entering into those careers.</li> <li>5. Providing work-based learning opportunities for students to support seamless transitions.</li> </ol> |
| Seamless Transitions through Work-Based Learning | <ol style="list-style-type: none"> <li>1. Creating an Oregon work-based learning website.</li> <li>2. Adopting a vision for work-based learning in Oregon.</li> <li>3. Implementing a work-based learning data collection system with clear definitions and measurements for Oregon.</li> </ol>  |
| Knowledgeable Experts                            | <ol style="list-style-type: none"> <li>1. Improving the recruitment and retention of CTE educators, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.</li> <li>2. Aligning systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.</li> </ol>   |
| Flexible Learning                                | <ol style="list-style-type: none"> <li>1. Incentivizing innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally.</li> <li>2. Supporting at the state level for the creation of online CTE Programs of Study as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.</li> <li>3. Supporting and sharing practices such as competency-based education, credit for prior learning, and accelerated learning.</li> </ol>   |
| Data Literacy and Accountability                 | <ol style="list-style-type: none"> <li>1. Improving the use of data to inform continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for historically underserved students.</li> <li>2. Improving data reporting systems for various end users of the data.</li> <li>3. Improving data quality.</li> </ol>   |

## 4.5 Partners in Implementation

### Responsibility of State Leadership

The Oregon State Board of Education is the designated eligible agency responsible for the administration of Perkins V, and the Oregon Department of Education (ODE) is the fiscal agent for Perkins funding to the state of Oregon. The Secondary-Postsecondary Transitions (SPST) team housed within ODE is responsible for managing the operations of the grant- and subgrant-supported activities to assure compliance with applicable federal requirements and that performance goals are being achieved.

A Memorandum of Understanding is held between ODE and the Higher Education Coordinating Commission (HECC) to outline the shared responsibility of the Office of Community Colleges and Workforce Development (CCWD) in implementation and compliance.

A list of staff members at both ODE and CCWD is included in the introduction of this Guidebook, providing names, [contact information](#), and the current areas of responsibility for each staff member.

For more than a decade, both ODE and CCWD have worked closely on shared implementation, communication, oversight, and compliance strategies.

The responsibilities of an eligible agency under Perkins V include (Section 121) include

1. coordination of the development, submission, and implementation of the state plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for nontraditional fields;
2. consultation with the governor and appropriate agencies, groups, and individuals including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with state law), employers, representatives of business (including small businesses), labor organizations, eligible recipients, local program administrators, state and local officials, Indian Tribes or Tribal organizations present in the state, parents, students, and community organizations;
3. convening and meeting as an eligible agency (consistent with state law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency's responsibilities under this title, but not less than four times annually; and
4. the adoption of such procedures as the eligible agency considers necessary to
  - a. implement state level coordination with the activities undertaken by the state boards under section 101 of the Workforce Innovation and Opportunity Act; and
  - b. make available to the one-stop delivery system under section 121 of the Workforce Innovation and Opportunity Act within the state a listing of all school dropout, postsecondary education, and adult programs assisted under this title.

### State Plan Implementation Team (SPIT)

As the name implies, the State Plan Implementation Team is a cross-agency team charged with transparent oversight into the implementation of the [Oregon CTE State Plan](#). The team comprises internal and non-agency staff responsible for resource allocation, progress monitoring, and barrier elimination to ensure the plan is enacted with a strong focus toward equity and quality.

### Perkins Action Teams

There are seven action plans in the Oregon CTE State Plan. Each of these action plans has been assigned a lead at ODE. A team consisting of staff from ODE and CCWD has been formed around each of the action plans to implement the goals and strategies. Other non-agency staff may be consulted or brought into the teams as needed. Each action plan lead participates in the State Plan Implementation Team.

### CTE Regional Coordinators – CTE Reserve Grant Coordinators

CTE Regional Coordinators provide primary leadership in the field. Oregon has a long history of leveraging regional leadership structures to ensure teachers and students are afforded consistency in the CTE experience. Each of the 17 CTE Regions in the state has a CTE Regional Coordinator employed by a local college, Education Service District (ESD), or school district to serve on behalf of the region, coordinating CTE activities and administering Perkins consortia grants. The CTE Regional Coordinators are also responsible for monitoring and coordinating CTE needs and targeting improvement through the Perkins Reserve Grant. The CTE Regional Coordinator serves in the interest of both secondary and postsecondary CTE programming in their region. For a list of duties performed by the CTE Regional Coordinator, see [Section 11.3](#) of this Guidebook.

### Community College CTE Leaders

The Oregon Community College Career and Technical Education (CC CTE) Leaders group consists of postsecondary CTE deans, vice presidents, associate deans, directors, and coordinators from all 17 Oregon community colleges. They are part of the Oregon Statewide Network, which remains the foundation of the CTE system in the state. The CC CTE Leaders group plays a key role in the support of community college CTE instruction, fiscal/budget management, and CTE student success. CC CTE Leaders provide ongoing discussion and professional development opportunities to improve CTE programs and services, and provide a multi-faceted communication link statewide.

### Local Education Partners

Perkins V calls for ongoing consultation with CTE instructors and leaders, and specifically calls for consultation with non-CTE teachers, career guidance and academic counselors, instructional support personnel, and paraprofessionals.

### Local Business and Industry Partners

Local business and industry partners are key in the implementation of CTE programs. The legislation clearly includes a broad base of partners, including state and local workforce development board, employers, and industry sector representatives. [Section 8](#) of this

Guidebook provides more information about the vital role of business and industry partners in program development and quality.

### Parents and Students

CTE actively engages students and parents in planning and implementation of education initiatives. At the state and local level, parents and students should feel empowered to be at the table to inform discussion and action in their education.

### Equity Partners

The Oregon CTE State Plan places equity at the front and center of the state's work. Engaging the voices of historically and currently marginalized students, parents and representatives of our Tribes, and community-based organizations serving people who are experiencing homelessness and at-risk populations will help to remove barriers and ensure that access to high quality programming is available to all students.

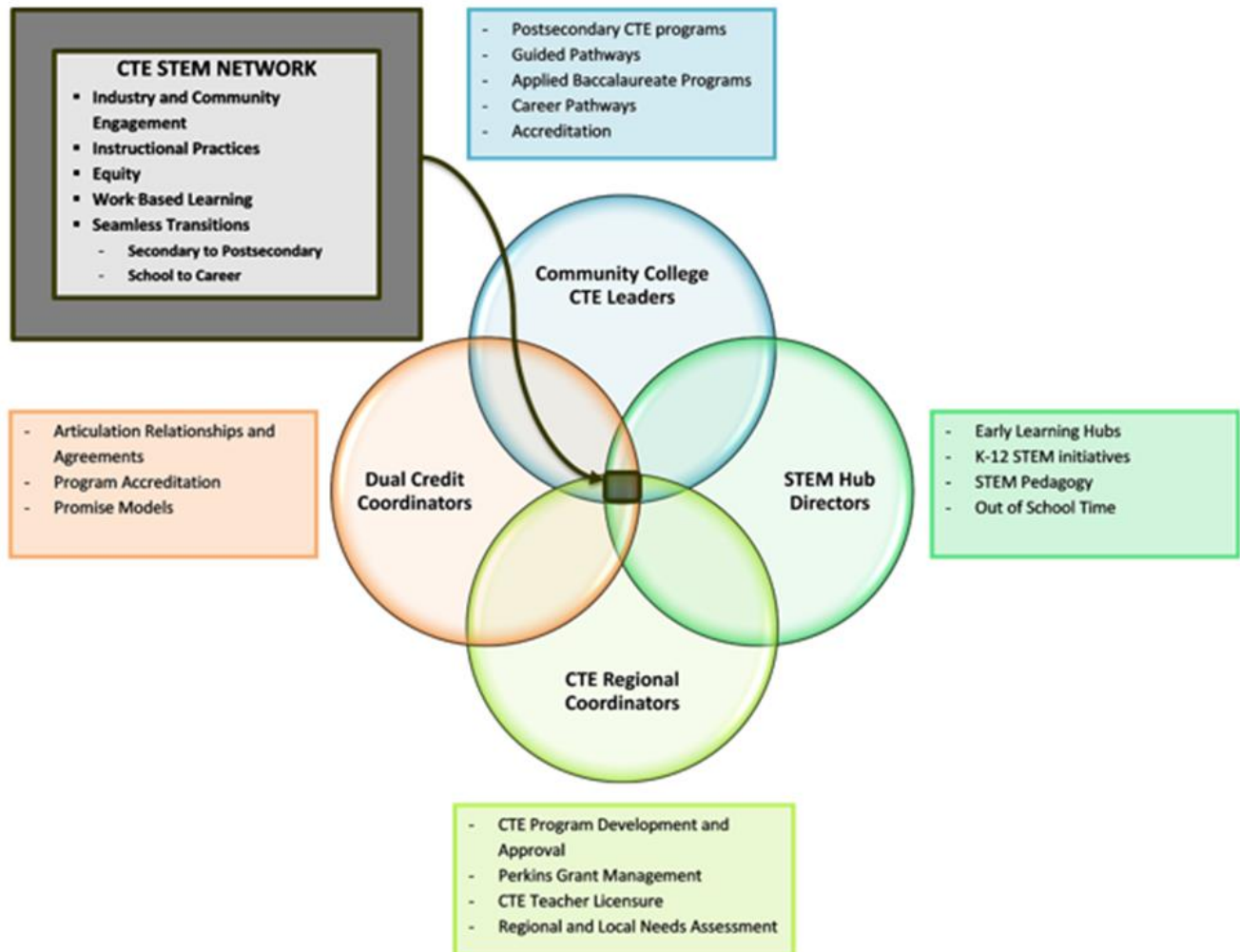


## 4.6 Communication and Engagement

### CTE STEM Network

Historically, secondary and postsecondary CTE leaders have met on a regular basis to enable communication and consistency of program implementation across the state. Dual Credit Coordinators and STEM Hub leaders are part of the Network due to the intersectionality of the work being done by each group. Recognizing that each has a clear purpose, priority, and scope of work, the Network allows for all groups to convene at least twice annually to spend time on shared topics and to attempt to mitigate redundant or duplicative initiatives.

Bringing together four distinct groups can lead to robust conversations and opportunities for collaboration. The Directors—of ODE and CCWD—are committed to providing this opportunity for collaboration as well as whatever guidance and support is needed by this group.



## 2022-2023 CTE and STEM Leadership Groups

There are four subgroups of the CTE STEM Network, plus a Network Planning Committee. Below is the 2022-2023 structure of those leadership groups.

|                                 | Network Planning Committee | CC CTE Leaders Executive Team | STEM Leadership Team       | CTE Regional Coordinator Communication Team                         | Dual Credit Leadership Team  |
|---------------------------------|----------------------------|-------------------------------|----------------------------|---|--|
| P<br>u<br>r<br>p<br>o<br>s<br>e | Under revision in 2022-23  | Plan CC CTE Leader agenda     | Plan Hub Network agenda    | Plan CTE RC agenda<br><br>Provide collaboration time with ODE staff | Plan Dual Credit meetings  |
| C<br>o<br>n<br>t<br>a<br>c<br>t | TBD                        | <a href="#">Luis Juarez</a>   | <a href="#">Deb Bailey</a> | <a href="#">Margaret Mahoney</a>                                    | <a href="#">Kristadel McGregor</a><br><br><a href="#">Eric Juenemann</a> |

### Statewide CTE Advisory Council

The [Oregon CTE State Plan](#) calls for the formation of a Statewide Advisory Council, comprising students, counselors, educators, and administrators from secondary and postsecondary education institutions; workforce development; and business and industry partners. This council will provide ongoing advice, guidance, and feedback on the strategies and corresponding progress being made throughout the implementation of the CTE State Plan and its goals.

### Website

The internet has become a critical means of communication with parents and students. ODE and CCWD Career and Technical Education websites are linked to ensure there are multiple options for those seeking information.

Postsecondary: [HECC Career and Technical Education Website](#)

Secondary: [ODE Career and Technical Education Website](#)

## 5 - Methods of Administration

### 5.1 Introduction

The Methods of Administration (MOA) program is responsible for identifying, remedying, and preventing discrimination on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, and disability in all secondary and postsecondary schools that offer Career and Technical Education in Oregon. The program is responsible for ensuring that Oregon complies with the U.S. Department of Education requirement that every state monitor schools and school districts for civil rights compliance. The MOA program's goal is to ensure a robust understanding, implementation, and enforcement of the following civil rights laws in Oregon's secondary schools and community colleges:

- [Title VI of the Civil Rights Act of 1964, 34 CFR Part 100](#)
- [Title IX of the Education Amendments of 1972, 34 CFR Part 106](#)
- [Section 504 of the Rehabilitation Act of 1973, 34 CFR Part 104](#)
- [Title II of the Americans with Disabilities Act of 1990, 28 CFR Part 35](#)
- [Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education, 34 CFR Part 100, Appendix B](#)

The Oregon Department of Education (ODE), in collaboration with the Office of Community Colleges and Workforce Development (CCWD)—an office within the Higher Education Coordinating Commission (HECC)—will provide required oversight of the implementation and enforcement of civil rights laws throughout Oregon secondary and community college school systems by utilizing

- compliance reviews of high schools, community colleges, and other institutions that educate CTE or potential CTE students regarding state and federal civil rights laws.
- issuance of written findings to schools.
- negotiation of a voluntary compliance, monitored and completed in concert with ODE and the Office for Civil Rights.
- analysis of civil rights data.
- technical assistance to schools, districts, and ODE.

The MOA program is part of ODE's effort to bring equity to Oregon's schools by building a foundation that can disrupt the patterns of injustice, as set out in the [Oregon Equity Stance](#). The current [MOA Plan](#) and further information are on [the ODE website](#).

### 5.2 Selection Process - Secondary

#### *Who may be selected?*

Public secondary institutions that receive federal funding and offer courses to inform, orient, or prepare students for careers may be selected. This will include Education Service Districts, all school districts, technical centers and charter schools, Youth Correction Educational Programs (YCEP), alternative schools, and Oregon School for the Deaf.

### *Identification for selection*

Each year, MOA will select ten secondary institutions for review. Schools will first be ranked based on:

1. discrepancies identified through data for race, national origin, gender, and disability in the following areas:
  - CTE enrollment data
  - graduation and completion rates
  - Ninth Grade On-Track students
  - attendance rates
2. the number of civil rights complaints received by ODE

Schools that have been visited in the last six years will be removed from the ranking. Secondary institutions will be categorized by size, and the highest ranking schools in each size grouping will be selected for the review process.

### 5.3 Selection Process – Postsecondary

#### *Who may be selected?*

Any of Oregon's 17 Community Colleges, all of which offer instruction that prepares students for a career certificate or associate degree in Career and Technical Education, may be selected.

### *Identification for selection*

Each year, MOA will select one postsecondary institution for review. Schools will be ranked based on:

1. discrepancies identified through data for race, national origin, gender, and disability in the following areas:
  - CTE enrollment data
  - graduation and completion rates
2. the number of civil rights complaints received by CCWD

Schools that have been visited in the last six years will be removed from the ranking, and the remaining top-ranking school will be selected for the review process.

### 5.4 Conducting the Review

#### *Orientation*

Once an institution has been selected for review, an orientation meeting will be scheduled with the MOA review team. The MOA review team will consist of ODE and/or CCWD personnel, the CTE Regional Coordinator/specialist, and staff from the school, district, ESD, or college. During Orientation, the MOA review team will provide a checklist to guide preparations for the review process and to answer any questions the institution may have.

### *Secondary Institutions*

The [Secondary Checklist](#) provides a list of regulations and evidence the MOA team reviews during the monitoring process; this can include desk monitoring as well as on-site facility reviews.

### *Desk Monitoring*

After an institution has been selected for review, the investigation team will begin the desk monitoring process. Desk monitoring will include the examination of documents requested and collected from the selected institutions, along with review of notices and documents available online. This process will also include the review of additional civil rights data specific to the identified district.

### *On-Site Facility Review*

If the desk monitoring and/or initial data discovery indicates potential discrimination on the basis of disability, an on-site civil rights review of the facility will be conducted. The on-site review will include in-person interviews, additional document reviews, and on-site observations.

The purpose of the on-site review is to ensure that all students have access to CTE programs and activities. To ensure compliance with Section 504 and ADA requirements, the investigating team will examine all sites in the school that are utilized for school programs and activities.

In-person interviews or on-site observations may also be necessary for the investigation on a case specific basis. If this occurs, the school will be notified, and an on-site visit *may* be conducted.

### *Postsecondary Institutions*

The postsecondary monitoring process has a two-year schedule. MOA conducts desk monitoring in year one and the on-site review in year two.

The [Postsecondary Checklist](#) provides a list of regulations and evidence the MOA team reviews during the monitoring process, and helps colleges to know which documentation to collect and provide.

### *Desk Monitoring*

Each selected institution will, in the first year, be part of a desk monitoring process to examine documents requested and collected from the institution, along with review of notices and documents available online. This process will also include the review of additional civil rights data specific to the identified school.

### *On-Site Review*

In the second year of a review cycle for a selected institution, MOA will conduct an on-site visit, which will include in-person staff and student interviews and a full on-site facility review. The purpose of the on-site review is to ensure that all students have access to CTE programs and activities. To ensure compliance with Section 504 and ADA requirements, the investigating team will examine all sites at the college that are utilized for school programs and activities. This rotation will result in two colleges involved each year in the process: one college in desk monitor status and one in on-site visit status for the college that had a desk review the previous year.

### 5.5 Role of the CTE Regional Coordinators/Perkins Grant Managers

When the MOA team selects an institution for review, the Regional Coordinators/Perkins Grant Managers have an important function in assisting the team in the review and serving as a liaison between ODE and the institution's CTE programs.

Regional Coordinators/Perkins Grant Managers can support the review in the following ways:

- Being available for questions during desk audit
- Prior to the site visit, assisting schools in gathering documents and providing data for review
- For the site visit, being part of the reviewing team, including assisting in facility review and the interview process
- Providing valuable insight into the history of CTE programs in the institution
- Reviewing and providing feedback on MOA's findings and proposed corrective actions
- After the site review, assisting institutions as they complete their corrective actions

Prior to the start of the review, Regional Coordinators/Perkins Grant Managers can expect the MOA team to contact them to arrange schedules and provide orientation to explain the review process and expectations in more detail. Additional details about the MOA program and team, including contact information, are available on the [ODE MOA webpage](#).

## 6 – High Quality CTE Programs of Study

### 6.1 Overview

In Oregon, the CTE Program of Study is the cornerstone of CTE programming. In the Perkins V Act, the term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that

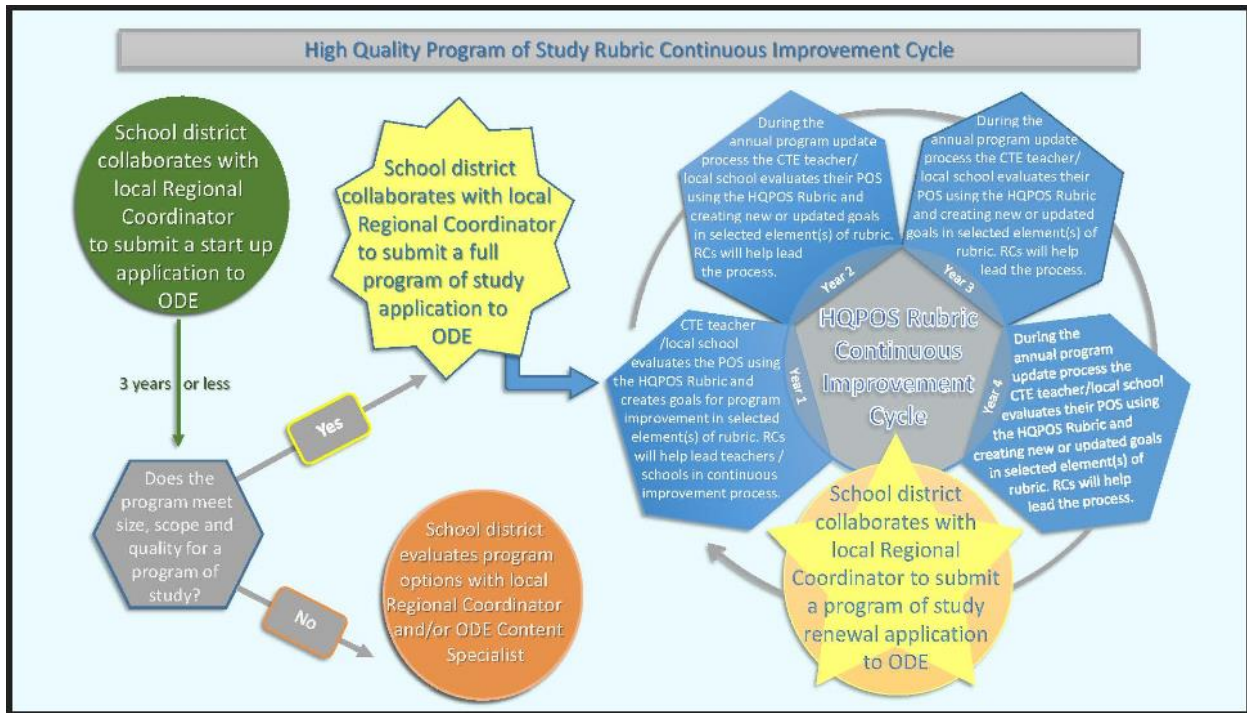
- incorporates challenging state academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, or local area;
- progresses in specificity from a broad overview at the Cluster level, to occupation-specific instruction at the Focus Area level;
- has multiple entry and exit points; and
- culminates in the attainment of a recognized postsecondary credential and/or degree.

### 6.2 Elements of a High Quality Program of Study

Oregon achieves the federal definition of High Quality Program of Study by requiring the following five core elements essential to every state approved CTE Program of Study in the state:

1. Standards and Content
2. Alignment and Articulation
3. Accountability and Evaluation
4. Student Support Services
5. Professional Development

Oregon adopted a [CTE Program of Study Quality Rubric](#) built around these five core elements and aligned them to the national Association for Career and Technical Education’s (ACTE) High Quality CTE Program of Study framework; Oregon Equity Lens; Program Size, Scope, and Quality; and the Work-Based Learning Rubric. This rubric is a tool to help educators and administrators evaluate the health of their CTE programs. The rubric should be used during program renewal to create goals for program improvement and could be used more regularly for continuous improvement. The graphic below demonstrates when the rubric could be beneficial for local program evaluation.



For CTE administrators, it is important to understand the elements of high quality CTE programs to help ensure that an institution’s CTE is meeting the needs of students as well as those of business and industry. All high quality CTE programs are aligned to identified labor market needs based on advisory group recommendations and the local needs assessments. Below is a high-level overview of the five core elements of a High Quality CTE Program of Study.

1. Standards and Content

- a. Rigorous Integrated Content: CTE students have access to rigorous core academic coursework relevant to their career interests and the opportunity to apply academic, technical, and professional skills in both CTE courses and academic courses.
- b. Engaged Learning: Learning is centered on the student’s interests, strengths, and needed areas of growth. Engaged learning involves opportunities to engage in meaningful projects connected to the community and is supported by the school, college, and community. Assessment of learning addresses industry-based standards and provides feedback to students and instructors that drives program improvement.
- c. Coherent Curriculum

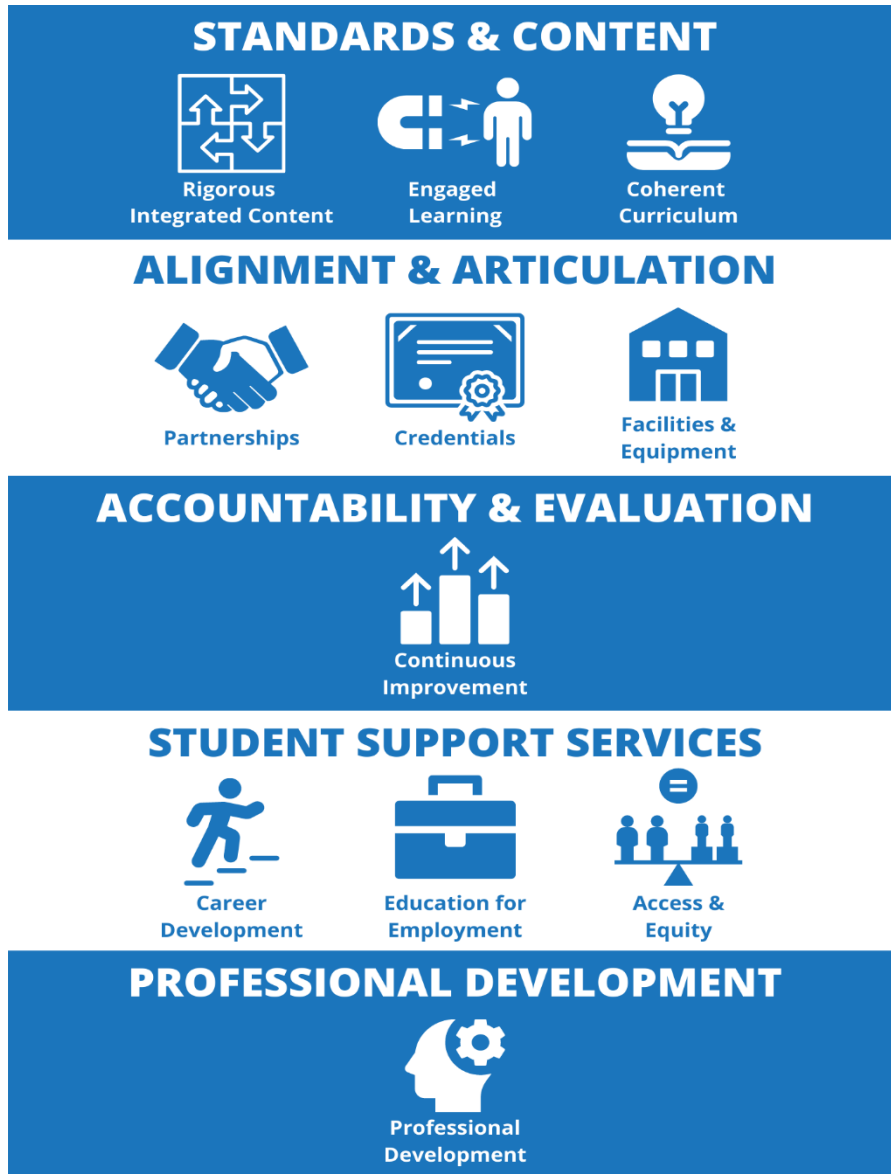
2. Alignment and Articulation

- a. Partnerships: Formalized agreements exist with partners, including secondary and postsecondary education institutions, business and industry, and workforce development, around program development, design, implementation, and evaluation.
- b. Credentials: CTE program concentrators can participate in work-based learning opportunities and earn industry recognized credentials, certificates, and degrees that increase their employability and ability to advance in their career of choice.



- c. Facilities and Equipment: CTE programs maintain equipment that meets industry standards, and facilities follow safety and cleanliness standards of the industry and create a safe, welcoming, and accessible environment so all students may participate.
3. Accountability and Evaluation
- a. Continuous Improvement: The HQPOS Rubric is an additional tool that can be used regularly for program evaluation and continuous improvement goals. Programs are continually revised based on advisory committee/industry partner input, as well as student participation and performance.
  - b. Reporting: Schools and institutions that have CTE programs collect and submit CTE data annually to the state in a two-part data cycle. These data points are used to inform program design and improvement and cumulate the Oregon report for federal requirements.
4. Student Support Services
- a. Career Development: There is a coordinated and sequenced career development system to support students before, during, and after participation in the CTE program. This can be accomplished by using a variety of tools, curriculum, resources, and advising practices. Each CTE student creates a personalized career and education plan to inform and guide their decision-making in the selection of coursework, career, and/or postsecondary goals. In collaboration with educators and parents, CTE students are informed of opportunities for CTE education and training in high school, college, apprenticeships, and other opportunities beyond the secondary classroom experience.
  - b. Education for Employability: Students develop employability skills through classroom and course aligned work-based learning opportunities. Students actively develop leadership skills through student leadership opportunities (e.g., Career and Technical Student Organizations, or CTSOs) tied to the CTE program. This may take the shape of one of the nine State Board recognized Career and Technical Student Organizations; alternatively, this expectation may be accomplished by meeting the [Criteria for Developing Student Leadership](#).
  - c. Access and Equity: CTE programs are a central part of the school's equity strategy, and demographics in CTE should mirror school demographics and positively impact local industry representation of historically and currently marginalized groups. CTE student outcomes contribute to the elimination of opportunity gaps and institutional discrimination.
5. CTE Professional Development
- a. Each CTE educator has a professional development plan in place with goals related to the implementation of the Program of Study. The plan should have connection to the local/regional needs assessment, ensure an equity focus, and be developed with input from the advisory committees. Any professional development plan adjustments reflect the continuous improvement design of the CTE Program of Study.

*Oregon's 5 Core Elements for CTE POS: Aligned with ACTE's POS Framework*



*Oregon's 5 Elements of a CTE Program of Study, and how those Elements align with the High Quality CTE Framework of the National Association for Career and Technical Education (ACTE).*

### 6.3 Continuum of CTE Programs

There is a continuum of CTE programming in Oregon, representing a progression in commitment and intensity. The development of a CTE Program of Study starts with a community need. Educators, employers, and other community partners come together to design a program to meet that community need. CTE Programs of Study are designed and built over time, and usually evolve as industry evolves, continuously meeting more attributes of the High Quality CTE Program of Study. Typically, the progression looks like the following:

#### 1. Exploring Interests and Careers

This could be described as a collection of interest and aptitude-based activities and/or courses offered during class time or outside of class hours. Typically, this type of programming provides interesting and engaging content for students while exploring information about career options and interests based on their aptitude and/or school, family, and life experiences. These opportunities may integrate or be supported by academic content as well as business and industry engagement activities. Some examples might include CTSOs, robotics programs, community-based clubs, maker space, introduction to careers, CTE/career exploratory wheels, coding club, summer programs, etc. Depending on the progress of a student in discovering and selecting a potential career pathway, every effort should be made for students to be able to access these types of activities and programming at any point in their secondary experience (Grades 5-12).

#### 2. Start-Up CTE Program

This could be described as an intentional and phased-in development of a sequence of courses leading to a full CTE Program of Study. It may take up to three years to build the start-up program into a full CTE Program of Study that meets program size, scope, and quality requirements. Some examples might include a new course in entrepreneurship in year one that builds into a marketing program two years later, or a sequence of high school courses that does not initially connect to a college program for the postsecondary component. Perkins federal funding may be used for some of the start-up costs associated with the development of a full CTE Program of Study.

#### 3. CTE Program of Study

This could be described as a progressive, non-duplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, which prepares students to transition seamlessly across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills that could lead to an industry recognized credential. These programs feature contextualized and hands-on courses, with a minimum of two high school credits that will increase to three minimum high school credits by 2024-2025. Educators must align CTE programming with labor market needs; meet state-defined criteria for size, scope, and quality; address all of Oregon's five core elements of a Program of Study; and continuously improve the quality by using the Oregon CTE Program of Study Quality Rubric.

In the CTE Program of Study, students clearly understand the career pathway and have access to career guidance and student supports to ensure they receive the academic and technical

skills to move to employment or next step education and training for a high-skill, high-wage, or in-demand position. Students participating in these programs will likely experience college coursework, internships, and/or work-based learning. Perkins federal funding may be used to support the additional costs associated with the CTE Program of Study.

#### 6.4 Types of Approved CTE Programs of Study:

There are three types of approved full CTE Programs of Study in Oregon.

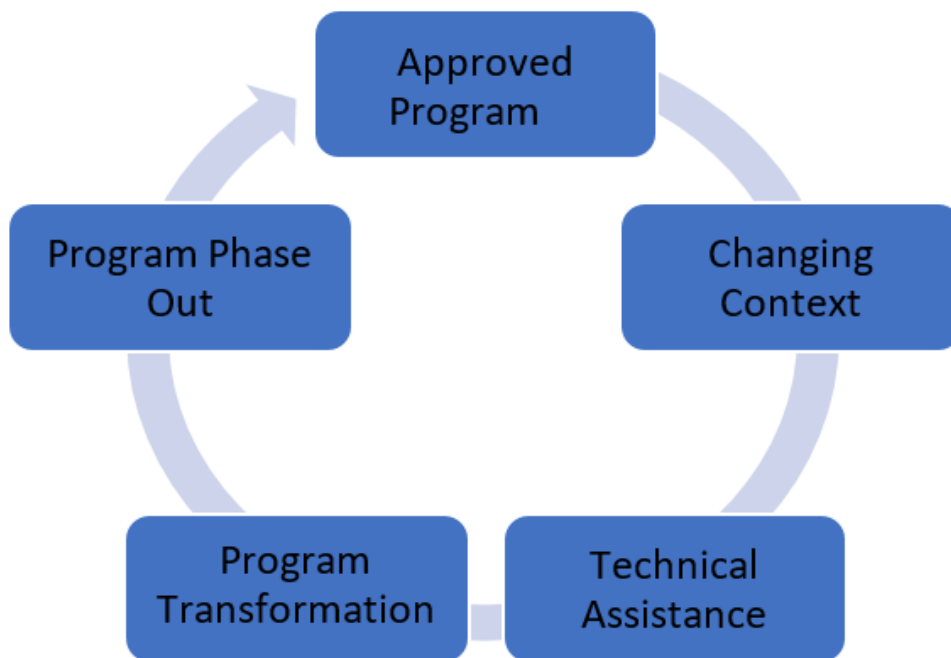
- 1) Local (school or region based) CTE Program of Study:
  - Based on a skill set from the Oregon Skill Sets
  - Meets local industry need and is recognized as a high-wage/high-demand career field
  - Meets all five Elements of a CTE Program of Study (including multiple opportunities for students to learn and demonstrate technical and workplace skills in applied, workplace-like experiences)
  - Includes both secondary and postsecondary components
  - Culminates with the student's opportunity to earn an industry recognized credential
  - CTE Licensure requirement for secondary teachers
- 2) Statewide CTE Program of Study (Statewide POS Framework to be developed through 2025):
  - Based on a skill set from the Oregon Skill Sets
  - Design follows the Statewide CTE POS model
  - Developed by a statewide advisory group of industry and workforce development partners, including community college partners
  - Meets all five Elements of a CTE POS (including multiple opportunities for students to learn and demonstrate technical and workplace skills in applied, workplace-like experiences)
  - Includes both secondary and postsecondary components
  - Culminates with the student's opportunity to earn an industry recognized credential
  - CTE Licensure requirement for secondary teachers
- 3) Virtual CTE Program of Study (Framework to be developed during 2022-2023 school year):
  - 75% or more of students are not residents of virtual school district attendance area
  - Based on a skill set from the Oregon Skill Sets (or recognized industry skill set)
  - Design follows the CTE POS framework
  - Developed by a statewide advisory group of industry and workforce development partners, including community college partners
  - Meets all five Elements of a CTE POS (including multiple opportunities for students to learn and demonstrate technical and workplace skills in applied, workplace-like experiences)
  - Culminates with the student's opportunity to earn an industry recognized credential
  - CTE Licensure requirement for secondary teachers
  - ODE provides support to these programs rather than a CTE Regional Coordinator

## 6.5 Size, Scope, and Quality

The Size, Scope, and Quality definitions create the foundation for a CTE Program of Study. During program approval, the evidence for Program Size, Scope, and Quality listed below will be used jointly by secondary and postsecondary institutions to demonstrate that the CTE Program of Study has the fundamental pieces in place. The expectation is that these will be met at all times and reviewed during the CTE Program of Study renewal process. The evidence of Size, Scope, and Quality will be used in conjunction with the CTE Program of Study Rubric and the CTE Needs Assessment to help create a plan for continuous improvement and a focus for allocation of resources. These terms are used to measure the overall ability of the CTE Program of Study to address all the knowledge and skill statements standards of its identified skill set and to intentionally prepare students for their next step on a complete and robust career pathway, whatever that next step may be. More on Size, Scope, and Quality can be found in [Appendix L](#) of the Oregon CTE State Plan.

## 6.6 CTE Program Quality

While much is changing in the program application process, program quality is still the cornerstone for CTE. Oregon has adopted the [Advance CTE Program Evaluation and Intervention Guide](#) to assist the state, CTE Regional Coordinators, and local CTE Programs of Study.



*ACTE cycle of program review, improvement, transformation, and closure. [Adapted from page 2 of the Guide.]*

The optional use of the Advance CTE Guide provides an opportunity for locals to determine if CTE programs are high quality and aligned with the labor market demand. There are several options once the determination is made.

1. Improve CTE Program Quality Through Technical Assistance

Assuming the CTE program is still aligned to labor market needs, CTE program quality will require examination to determine the cause of poor learner outcomes. Following the examination, a specific action plan should be developed which includes the specific improvements to be made, actionable targets, and needed supports. The plan should then be regularly monitored.

2. Transform CTE Program to Gain Relevance

The relevance of the CTE program may evolve over time. This can be due to changes in the labor market or declining interest and lack of student enrollment. CTE program transformation is often hard work and can take multiple years. It takes commitment on the part of local administration and industry. Again, an action plan would be used for the transformation.

3. Phase out CTE programs that are Low Quality and No Longer Relevant

CTE Programs of Study, by definition, are highly responsive and able to adjust to student interest, industry demand, and community desires. Some CTE programs, as part of their natural life cycle, may need to close. CTE program closure decisions may be made locally, or in consultation with the ODE/HECC staff, during the CTE Program Renewal process. When such a decision is made, there must be a high level of sensitivity to the staff, the students currently enrolled, and the connected industry. When preparing to phase out a CTE program, please work closely with your CTE Regional Coordinator and state agency staff to gain the necessary buy-in and support for the closure.

There are specific administrative steps that must be taken regarding any Perkins funded CTE programs that are closed. This guidance is in the [fiscal section](#).

## 6.7 CTE Program Development and Approval

Beginning in the fall of 2022, the CTE program development and approval process will be completely redesigned to meet the new Perkins V requirements and to update the systems that have served well over the past decade but need to become more automated.

### New CTE Program of Study Database Development—Secondary

The CTE Information System (CTE IS) went live during the 2021-2022 school year. It is an application accessible through the central login of the ODE District website and it combines several processes traditionally used to initiate, update, and report on CTE Programs of Study. CTE program applications is one of the processes built into the CTE IS. All new and renewal applications need to be initiated by Regional Coordinators within the CTE IS. There is only one application form, regardless of whether it is for a renewal, start-up, or full program; however,

there is a slight variation of the application requirements based on what is selected for the Application Type (Full, Start-Up, or Renewal).

See [Section 13](#) of this Guidebook for more information on data submission and reporting.

### Statewide CTE Program of Study Framework Development Process

During the 2020-2021 school year, [Education Northwest](#) (Ed NW) was hired to develop statewide frameworks for Architecture and Construction, Information and Communication Technology, Manufacturing, and Business Management and Administration by the spring of 2022. The process for creating the first round of statewide framework templates created by Ed NW will be emulated to develop all Statewide CTE Programs of Study by 2025.

#### Phase One: Complete

Ed NW shall facilitate Career Cluster-based business and industry partner groups for the purposes of revising/validating the skill sets specific to the identified CTE Career Clusters. These four career clusters were updated during 2021-2022 and will continue in the cycle identified in the chart below.

#### Phase Two: Complete

Ed NW shall engage college and other postsecondary partners in conjunction with business and industry partners for each of the four Career Clusters to create Statewide CTE Program of Study Templates.

#### Phase Three: Complete

Ed NW will facilitate calibration sessions with ODE, CCWD, and Regional Coordinators. They will then facilitate secondary/postsecondary stakeholder discussions for the Statewide CTE Program of Study Templates.

#### Phase Four: Complete

Ed NW will facilitate the development and approval of Statewide CTE Programs of Study with school personnel and Regional Coordinators that follows the guidance of each of the four Statewide POS Templates.

#### Phase Five: Complete

Ed NW will meet with ODE/CCWD and Regional Coordinators to recap the project and outcomes. They will facilitate a discussion to identify wins, hurdles, and opportunities for the next Clusters.

### Individual CTE Program Development and Application

Any state approved CTE program may participate in the Statewide CTE Program of Study Model, but local, regional, and virtual CTE Programs of Study may instead choose to participate in a more individual program design. CTE Program of Study applications will go through the new online data system starting in the spring of 2022.

### CTE Program Development and Approval Cycle

All CTE Programs of Study will be on the same program development and approval cycle based on Career Cluster. Therefore, all current CTE Programs of Study and start-up programs will remain approved until their Career Cluster goes through the new development and approval process.

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#### Beginning Fall 2021

| Career Clusters   | New Expiration Date | CTE Program Development Process | Application Due | Begin Newly Approved CTE Program of Study |
|---|---------------------|---------------------------------|-----------------|---|
| <ul style="list-style-type: none"><li>● Architecture &amp; Construction</li><li>● Business Management &amp; Administration</li><li>● Information &amp; Communications</li><li>● Manufacturing</li></ul> | June 2022           | 2021-2022                       | June 2022       | Fall 2022                                 |

During the 2021-2022 school year, regardless of previous renewal dates, all active CTE Programs of Study in the four Career Clusters listed above submitted applications using the new online application process. The programs in the above four clusters will all be due for renewal again in 2026.

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#### Beginning Fall 2022

| Career Clusters   | New Expiration Date | CTE Program Development Process | Application Due | Begin Newly Approved CTE Program of Study |
|---|---------------------|---------------------------------|-----------------|---|
| <ul style="list-style-type: none"><li>● Automotive &amp; Heavy Equipment Possible Transportation, Aviation &amp; Aeronautics</li><li>● Education</li><li>● Law, Public Safety &amp; Security</li><li>● Natural Resource Systems</li></ul> | June 2023           | 2022-2023                       | June 2023       | Fall 2023                                 |

During the 2022-2023 school year, regardless of previous renewal dates, all CTE Programs of Study in the four Career Clusters listed above will either submit a new Statewide CTE Program of Study application using the new templates, or a local renewal application using the new online application process. The process will be complete, and applications submitted, by June 30, 2023.



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### Beginning Fall 2023

| Career Clusters   | New Expiration Date | CTE Program Development Process | Application Due | Begin Newly Approved CTE Program of Study |
|---|---------------------|---------------------------------|-----------------|---|
| <ul style="list-style-type: none"><li>• Hospitality, Tourism &amp; Culinary</li><li>• Arts, A/V &amp; Communications</li><li>• Marketing</li><li>• Engineering Technology</li></ul> | June 2024           | 2023-2024                       | June 2024       | Fall 2024                                 |

During the 2023-2024 school year, regardless of previous renewal dates, all CTE Programs of Study in the four Career Clusters listed above will either submit a new Statewide CTE Program of Study application using the new templates, or a local renewal application using the new online application process. The process will be complete, and applications submitted, by June 30, 2024.

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### Beginning Fall 2024

| Career Clusters   | New Expiration Date | CTE Program Development Process | Application Due | Begin Newly Approved CTE Program of Study |
|---|---------------------|---------------------------------|-----------------|---|
| <ul style="list-style-type: none"><li>• Human Services</li><li>• Government &amp; Public Administration</li><li>• Finance</li><li>• Health &amp; Biomedical Sciences</li><li>• Agriculture &amp; Food Systems</li></ul> | June 2025           | 2024-2025                       | June 2025       | Fall 2025                                 |

During the 2024-2025 school year, regardless of previous renewal dates, all CTE Programs of Study in the five Career Clusters listed above will either submit a new Statewide CTE Program of Study application using the new templates, or a local renewal application using the new online application process. The process will be complete, and applications submitted, by June 30, 2025.

### New CTE Program Development

[Section 6.3](#) described the importance of a Start-Up CTE Program in the program continuum process. Schools or institutions wishing to begin development of a CTE Program of Study should use the Start-Up CTE process. The first step is to contact the local CTE Regional Coordinator to begin developing program readiness.

After the online application is submitted and approved, the Start-up CTE Program will be included in the list of approved programs for the school year following application submission

in the CTE Information System, which may trigger eligibility for Perkins fund support (subject to local/regional policies) as well as involvement in student leadership organizations described in [Section 7.5](#). Students accumulating credits in a start-up program may also expedite program eligibility for [Secondary Career Pathway funding](#) when the program reaches full status.

## 6.8 CTE During the COVID-Impacted School Years

During the COVID-impacted school years, we have been anticipating some exceedingly difficult decisions regarding CTE offerings in schools and colleges. While some CTE Programs of Study may continue to be offered, some may be scaled back, while others may be put on hold or eliminated completely. This section provides guidance on handling CTE program changes during those school years.

|                          | <b>CTE Program of Study</b>  | <b>Dormant CTE Program of Study</b>  | <b>Closed CTE Program of Study</b>   |
|--------------------------|--|--|--|
| Characteristics          | <p>Courses designed to meet full skill set – some or all those courses continue to be offered</p> <p>Licensed CTE Instructor</p> <p>Program update used to reflect current offerings</p> <p>Data collected</p> | <p>No plan at this time to offer a previously approved CTE Program of Study</p> <p>AND</p> <p>Plan to re-establish CTE Program</p> <p>Data collected</p> | <p>No plan to offer or re-establish previously approved CTE Program of Study</p> |
| Response to move forward | Continue established Perkins benefits and requirements   | Follow CTE Program Dormancy Guidance Below   | Follow CTE Program Closure Guidance Below  |

### CTE Program Dormancy

This is a CTE Program of Study where a decision has been made to stop offering the CTE program at the present time, although no decision has been made to permanently shutter the CTE program. There are many reasons a school or college may decide to stop offering a CTE program, including the following:

- Inability to offer courses as planned in a particular semester
- Inability to decide about future offerings at the present time
- Loss of a licensed instructor
- Decision to use outside vendor to offer CTE-like courses but content not matched to the skill set

### CTE Program Dormancy and Renewals

Programs may be declared “dormant” due to several factors, such as loss of key faculty, funding issues, COVID-19 interruptions, and the impact of natural disasters such as fires. Dormant programs CANNOT be renewed if dormant at the end of the academic year. The expiration date for such a program will be extended by one year, assuming that the program is in operation (not “dormant”) at the end of the one-year extension. Once operating and off of dormant status, the program will need to renew again at the next scheduled year for that particular cluster area.

When discussions occur regarding CTE program dormancy, the following guidance is offered:

|  |   |
|--|---|
| <i>Teaching Skill Set for Approved CTE Program</i> | Not required to teach skill set   |
| <i>CTSO</i>  | Not required – important to check with state organization for student opportunities to continue |
| <i>Licensed Teacher</i>                            | Not required to have CTE licensed instructor for secondary CTE Program                          |
| <i>CTE Program Update</i>                          | No CTE Program Update (secondary) – data from prior year will remain in the ODE database        |
| <i>Use of Perkins Funds</i>                        | Available for Perkins approved professional development and career exploration activities       |
| <i>Perkins Inventory</i>                           | Controls in place to prevent loss – annual inventory required                                   |
| <i>Career Pathway Funding</i>                      | Not eligible (secondary)  |

In the event a decision is made for a secondary or postsecondary CTE program to enter dormancy, ODE must be notified as soon as possible, but not later than the third week of the current grading term, using the [Dormant CTE Program Notification](#). Direct grant recipients will directly notify ODE. Consortia members must work with the CTE Regional Coordinator when considering CTE program dormancy and the CTE Regional Coordinator will provide the notification to ODE. Additional guidance is available regarding postsecondary CTE program closure in the [Community College Handbook](#).

## 6.9 CTE Program Closure Guidance

During difficult times, schools and colleges may decide to permanently discontinue CTE Programs of Study. The staff at ODE and HECC should be included as partners in discussions around the CTE Program of Study closure as they may have ideas to assist with the decision making. Program closure is a serious step with difficult impacts on student learning opportunities, and should be carefully considered. Partners that should be included in this decision include secondary and postsecondary instructors, CTE Regional Coordinators, administrators, business and industry partners, advisory committees, parents, students, and CTSOs.

Program closure will also impact financial resources available. For example, the Perkins Basic and Reserve Grant—and in secondary schools, CTSO Chapter Grants, Secondary Career Pathway funding, and other sources—will not be available for programming.

Program closure should not be used as a temporary step—it should be considered permanent. Occasionally, after a program has closed, the economic circumstances or industry needs will change and a new program may need to be started. To start a program similar to the program that had been closed, the institution will need to begin the application process from scratch, by considering needs identified in the Perkins required local and/or regional needs assessment, and determining readiness. It may take three or more years to gain approval as a CTE Program of Study.

In the event CTE Programs of Study are closed, the following must take place:

### Perkins Eligible Recipient:

The Perkins Act requires any eligible recipient to have at least one CTE Program of Study to receive any Perkins funding. If a school reduces their staffing and/or CTE program offerings to the point where it no longer meets the definition of an Oregon approved CTE Program of Study, the institution is no longer eligible to receive any Perkins allocation. (Perkins Act Section 134)

### Perkins Eligible Investments:

In Oregon, the State Perkins Plan requires that Perkins funds may be invested only in an approved CTE Program of Study. By definition, a CTE Program of Study involves a partnership between an Oregon public high school and an Oregon public community college. If this partnership is dissolved due to one entity no longer offering the sequence of courses to complete the CTE Program of Study, then Perkins funds can no longer be used to fund any part of the CTE program. (Perkins Act Sec. 122(c))

It is understood that staffing and course offerings are still under consideration into the early fall. At this time, Perkins recipients are encouraged to plan their Perkins grant activities and budgets with the best information available. As always, if school opens and the scope of the CTE program changes, the budget and plan must be changed to reflect the actual activities and investments. (EDGAR 80.30)

### Notification:

The following guidance should be used when a state approved CTE program is being eliminated and will no longer qualify as an approved CTE Program of Study.

### *Notification of Partners:*

If a CTE program is eliminated at the secondary or postsecondary level, the approved CTE Program of Study dissolves and is no longer eligible for Perkins funding. When this happens, it is crucial to notify partners in the CTE Program of Study immediately. As a courtesy, notification should take place when the reduction is being seriously considered, and then immediately following the decision to eliminate the CTE program(s). This allows the partners to make alternative plans for staffing and course offerings.

### *Notification of CTE Regional Coordinator:*

Please follow the guidance above to notify the CTE Regional Coordinator of impending CTE program closure. Regional Coordinators may be able to assist with advocacy issues.

### *Notification of Oregon Department of Education (ODE):*

ODE is the state agency responsible for the Perkins grant and reporting, and it is therefore crucial to maintain contact with ODE during this time. Please provide a written notification to ODE when a CTE program is reduced and no longer qualifies as a Perkins CTE Program of Study.

### Distribution of Assets:

#### *Definition of Assets:*

Assets purchased with Carl D. Perkins funds are under the control and responsibility of the fiscal agent that purchased those assets and can be used only for the intents and purposes of the Act. In the case of a consortium acting as fiscal agent for a group of schools, the consortium fiscal agents have the management, decision making, and property control responsibility for purchases made on behalf of any component school or institution.

As referenced in this CTE Program of Study closure guidance, assets are defined as any item (equipment, supplies, inventory, etc.) purchased with Carl D. Perkins funds that has an initial usefulness of greater than a single year and an initial cost of more than \$200.

*According to the [Oregon Accounting Manual](#), capital assets are all tangible or intangible property used in an agency's operations that have initial estimated useful lives beyond a single year and have an initial cost of at least \$5,000. Non-capital assets are all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of less than \$5,000. (OAM 10.50.00PR)*

*Prior guidance from the Oregon Department of Education further defined assets to include all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of more than \$200.*

### *Use of Assets and Distribution:*

Assets shall be used in the CTE program for which they were acquired as long as needed, whether or not the CTE program continues to be supported by federal funds. When no longer needed for the original CTE program, the asset may be used in other activities currently or previously supported by Carl D. Perkins funds or other federal funds. (EDGAR 80.32 (c)(1))

### *Direct Grant Recipients:*

If the CTE Program of Study no longer meets the HQ Program of Study level but continues as an Elective CTE Program, the assets could remain in use by that program. If the CTE program dissolves entirely, the assets could be relocated to another current or previously funded federal program for use. Examples may include other Perkins Programs of Study, 21<sup>st</sup> Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients.

### *Consortium:*

In a consortium, the asset is under the control and responsibility of the consortium fiscal agent. Therefore, the consortium project manager must determine if the asset can be used in other state approved CTE Programs of Study within the consortium. This means the asset may be relocated to another school or district. If no state approved CTE Program of Study needs the asset, the consortium may shift the use to other past or current federally funded programs. The consortium fiscal department should have a policy in place to regulate this distribution process.

### *Management of Assets:*

Regardless of the status of CTE programs, the fiscal agent must have property management policies in place. At a minimum, until disposition takes place, a fiscal agent is required to meet the following requirements:

- Maintain a property record including description, serial number, funding source, acquisition date, cost of asset, location, use, and condition—and any ultimate disposition data, including date and method of disposal.
- Maintain a physical inventory that is reconciled with the property record at least once every two years.
- Maintain a control system to ensure safeguards to prevent loss, damage, or theft. Any loss, damage, or theft shall be investigated, and records of investigation kept with property record.
- Maintain property in good condition.
- If the asset is sold, records of proper sales procedures must be maintained. Contact ODE staff for guidance. (EDGAR 80.32(d))

### *Recordkeeping*

Federal grant programs require that all financial records, including inventory records, be maintained for three years from the starting date specified in the grant award letter. (EDGAR 80.42(b)) Additionally, the Department of Administrative Services requires financial records be kept for a minimum of seven years. Therefore, it is recommended that records be retained for seven years from the initial award date.

## Data Submission

Data will need to be submitted for the final year of CTE Program of Study operation.

## Secondary Teacher Licensure

When CTE programs close, teacher licensure can be impacted. The Restricted CTE teaching license is issued to a teacher and the co-applicant district; it is connected to a specific CTE program within a specific school district. If the CTE program is cut, and the teacher moves to a new district with an approved CTE program in the appropriate career area, the new district may become a co-applicant with the teacher to continue with that Restricted CTE license. A teacher is eligible for annual renewal of the Restricted CTE license with completion of the Professional Development Plan (PDP) requirements. The teacher may continue with the remaining three-year requirements of the PDP, working toward a Preliminary CTE license; ODE may provide verification of completion for purposes of the renewal if the former employing district is unable to do so. In addition to completing other requirements of the PDP for a Preliminary CTE license application, the applicant needs to have only one year or the equivalent of teaching in an approved CTE program. (OAR 584-042-0031; OAR 584-042-0090) The Preliminary CTE and CTE Professional licenses are not tied to a specific district CTE program. Therefore, a teacher may fill a position in any district teaching in an appropriate CTE program for the license. (OAR 584-042-0036)



## 7 - Student Support Services

### 7.1 Career Connected Learning Overview

*Oregon defines the stages of career development through a continuum of Career Connected Learning, which provides a framework for career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.*

Experiences and activities within the career domains may include:

Career Awareness (Learning about Work) – The learner experiences may include job shadows, career fairs, classroom speakers, and interactions with industry, business, and community partners at networking and introductory levels with low frequency of interpersonal contact which may or may not align with learner interests.

Career Exploration (Learning for Work) – The learner should experience informational interviews and career-focused investigations that deeply engage them in activities that connect the learner with business and industry partners and mentors based upon results from skill, aptitude, and additional interest assessments and surveys. The learner takes an active role in selecting and shaping the experience with their parents/guardians, educators, counselors, advisors, and mentors who serve in a supportive role in order to build personal agency. The learner matches what they have discovered about themselves to potential career paths while engaging in goal-setting and academic and career planning.

Career Preparation (Learning through Work) – The learner experiences may include student-run enterprise with partner involvement, internships connected to curriculum, cooperative work experience, and/or service learning through in-person, virtual exchange, or simulated experiences. Interactions with business, industry, and community professionals should seek to align with classroom instruction to support academic, technical, and professional skills for learners.

Career Training (Learning at Work) – The learner experiences may include capstone internship, clinical experiences, and/or registered pre-apprenticeship/apprenticeship programs. Interactions with business, industry, and community professionals support career training not only for the learner to attain educational credits and credentials while mastering skills, but also to benefit the workplace in developing a future workforce.

### 7.2 Career Exploration in CTE – Emerging Work

Career Exploration is called out in the [Oregon CTE State Plan](#) to focus on providing all students with clear and concise information about the careers available in the state and expanding opportunities for learners to see themselves in a variety of career fields, including ones that may be unfamiliar. The goals in the CTE State Plan will address the development of a cohesive system of support for learners in career exploration that will be ongoing across critical transition periods of the learner’s development.

The goals in the State Plan include

1. allowing Perkins funds to be spent in middle school so that learners can experience careers earlier by participating in activities linked to Career and Technical Education (CTE) Programs of Study.
2. developing aligned systems and supports for learners, counselors, advisors, employers, and others/community partners to support career connected learning.
3. building a scope and sequence for career exploration and development, supporting implementation of the scope and sequence by regional and local entities, mapping resources and assets, and integrating the scope and sequence with comprehensive school counseling programs and community college guided pathways.
4. providing K-12, postsecondary, and adult learners with systems of support and professional learning about career opportunities and the paths for entering those careers in Oregon.
5. providing work-based learning opportunities for educators and learners to support seamless transitions and career connected learning across the learning spectrum, from middle school through career.
6. working with Adult Basic Skills providers to strengthen the connections to CTE.

### 7.3 Work-Based Learning

Work-based learning is a focal point of Perkins V legislation and receives widespread mention in the [Oregon CTE State Plan](#). Work-based learning is a strategy in reaching goals on equity and access, career exploration, and High Quality CTE Programs of Study, and helps educators and counselors better understand the opportunities available in the workplace. Additionally, Oregon chose to measure and report the implementation of work-based learning in secondary schools as one of the state's federal quality performance measures. Work-based learning is an important part of reaching Oregon's vision and preparing students for meaningful careers and life-long learning.

The Perkins Action team, in collaboration with partners in the field, developed a [Work-Based Learning Handbook](#) and Rubric that can be found on ODE's [Work-Based Learning web page](#).

#### Oregon's Perkins V Work-Based Learning Definition

Work-based learning is defined as structured learning in the workplace or simulated work environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, first-hand experience of the expectations and application of knowledge and skills that are required in a given career field.

There are four criteria to meet the above definition:

1. Aligned with a CTE POS curriculum and instruction
2. Sustained interaction with industry, business, or community professionals
3. Experience takes place in a real or simulated workplace setting
4. Earning of credit or outcome verification

Oregon’s CTE State Plan has identified the following six measurable work-based learning experiences for Perkins V:

1. Clinical | Practicum | Internship

A structured work experience involving specific occupational skills and development goals, the awarding of school credit/outcome verification, and the expectation that the student will demonstrate the skills necessary for entry-level employment and have the knowledge to make informed decisions about next steps in training or employee advancement.

2. Cooperative Work Experience (CWE)

Cooperative work experience (CWE) means the placement of students by the high school and/or college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the high school and/or college. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience. (HECC-CCWD OAR 589-007-0100)

3. Pre-Apprenticeship (PATP)

An Oregon State Apprenticeship and Training Council (OSATC) approved program designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. Pre-apprenticeship is a program designed to prepare historically and currently marginalized individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship committee(s). (OAR 839-011-0335)

4. School-Based Enterprise Experience (SBE)

Hands-on and virtual learning laboratories that provide practical learning experiences to reinforce classroom instruction. SBEs are managed and operated by students as simulated work experiences. SBEs can take place in or out of school and must align with labor market demand and/or have business and industry mentorship.

5. Service-Learning (SL)

Structured, sustained learning experiences in organized community service projects that meet actual community needs while also being linked to classroom learning outcomes and career related knowledge and skills through a cycle of service and reflection. Students design service-learning projects collaboratively with community partners.

6. Workplace Simulation (WPS)

Hands-on and virtual learning laboratories that provide practical learning experiences to reinforce classroom instruction. Opportunities are provided to participate in a variety of real-world, worksite activities and engage with business and industry to assist in understanding what it’s like to work in a business. These experiences use a variety of technological tools and can take place in or out of school; they must align with labor market demand and have business and industry mentorship.

### Perkins Program Quality Indicator: Participation in Work-Based Learning

Oregon adopted work-based learning as the Program Quality Indicator for Perkins accountability. This metric is measuring the number of CTE Concentrators who participated in work-based learning during high school and who graduated from high school during the reporting year. It is important to note the following:

1. This is over the course of the entire high school career of the student.
2. CTE Concentrators are students who have taken two or more credits in a single CTE Program of Study.
3. At least one of those credits must be in intermediate or advanced level coursework.
4. The student must have graduated high school.

Beginning with the 2020-2021 school year, student participation in work-based learning experiences must be measured and reported in the Perkins Consolidated Annual Report (CAR). The measurement and collection processes are discussed in the data and accountability section of this Guidebook.

Efforts at the state and local level will be made to ensure CTE Regional Coordinators, school personnel, and employers design effective experiences for students.

Oregon Perkins V: [Work-Based Learning Handbook](#)

### 7.4 Flexible Learning

In Oregon's CTE State Plan, the vision for Flexible Learning is described as follows:

*All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.*

As educators in Oregon have experienced during the COVID-19 pandemic, education, learning systems, and conceptions of what it means to engage in learning all have shifted dramatically or been essentially rewritten. Collectively, we have been nudged or shoved into learning, thinking, and collaborating differently.

Often, the two terms—flexible learning and personalized learning—are used interchangeably.

The concept of flexible learning in Oregon is being reimagined. Educators around the state and policy leaders at ODE are actively engaged in assessing how learning needs to change in order to address emergent conditions and change. Typically, flexible learning refers to the ability to customize pace, place, and mode of learning. Some examples include credit for prior learning, proficiency-based credit, competency-based education, and accelerated learning programs. Flexible learning often deals with reimagining policy and removing barriers for students to access learning from wherever they may be.

Personalized learning refers to customized learning for each student's strengths, needs, skills, and interests. Typically, students will have a learning plan based on prior knowledge and

learning style. Personalized learning represents varied instructional strategies that attend to pace and manner of learning.

The [Oregon CTE State Plan](#) focuses on providing the best opportunities for all students to access high quality CTE programming, however and wherever it best meets their needs. The following three goals focus on the development of a cohesive system of flexible learning for Oregon’s students:

1. Incentivizing innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally
2. Supporting at the state level creation of online CTE Programs of Study in collaboration with Oregon virtual charter schools, rural schools, and others as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE
3. Supporting and sharing practices such as competency-based education, credit for prior learning, and accelerated learning

Ongoing work will be dedicated to building a system that provides learners with opportunities in an environment that ensures equity, access, and respect.

#### 7.5 Career and Technical Student Organizations (CTSOs) – Student Leadership

Student leadership opportunities are one of the 12 components of a High Quality CTE Program of Study. All CTE Programs of Study must provide student leadership opportunities for students, but for some career areas there is not a formal Career and Technical Student Organization (CTSO) with which to affiliate. In Oregon, there are eight State Board recognized chartered student leadership organizations—commonly referred to as CTSOs.

To become a State Board of Education chartered CTSO, the organization must solicit approval from the Oregon State Board of Education, providing evidence that the organization meets the criteria to be recognized in the state.

#### Criteria for Becoming a Chartered Student Leadership Organization

1. Instruction, Career Development, and Assessment
  - a. Integrates CTE curriculum and academics with leadership development activities and provides documented evidence of that integration
  - b. Engages students in a learning environment through a process that extends individual student interests beyond the traditional classroom and goes beyond a single event
  - c. Uses student leadership activities as holistic student learning assessments
  - d. Provides opportunities for students to network with other students having similar career interests beyond their local school site
  - e. Provides a student reward and incentive system to recognize and document student achievement related to career related learning projects and experiences, academic proficiency, and technical skill proficiency

- f. Provides the context and multiple opportunities for students to address the personal learning requirements of Oregon’s Diploma requirements:
  - i. Education Plan and Profile
  - ii. Extended Application
  - iii. Career Related Learning Experiences
  - iv. Career Related Learning Standards/Essential Skills
- 2. Community-Based Activities
  - a. Provides opportunity for and documentation of active community and business partnerships
  - b. Demonstrates activities related to community involvement including service-learning, mentoring, internships, and structured work experiences related to the context of the leadership opportunity
- 3. Organizational Administration/Management Framework
  - a. Engages students in the process of planning, designing, conducting, and evaluating the success of career related activities
  - b. Operates with a planned program of work for the school year
  - c. Is advised and managed by an appropriately licensed professional technical education teacher
  - d. Uses a school or organization supervised accounting system for student funds
  - e. Maintains records of student participation that may be accessed by the state

For the purposes of getting a CTE program approved as a CTE Program of Study without providing opportunities for students through one of the chartered CTSOs, it must be shown that the candidate program will provide student leadership opportunities that meet those same criteria.

The eight-chartered CTSOs in Oregon are shown below:

| Name and Web link                     | Cluster                                | Career Areas   |
|---------------------------------------|--|--|
| <a href="#">DECA</a>                  | Marketing                              | Business Management & Administration, Finance, Hospitality & Tourism, Marketing                  |
| <a href="#">FBLA Educators Rising</a> | Business Management & Administration   | Business Management & Administration, Finance, Information Technology (10 Career Clusters Total) |
| <a href="#">FCCLA</a>                 | Human Services                         | Education & Training, Hospitality & Tourism, Human Services                                      |
| <a href="#">FFA</a>                   | Agriculture                            | Agriculture, Food, & Natural Resources   |
| <a href="#">FNRL</a>                  | Natural Resources                      | Natural Resources/Forestry   |
| <a href="#">HOSA</a>                  | Health Sciences                        | Health Science   |
| <a href="#">SkillsUSA</a>             | Manufacturing, Construction, Culinary  | All 16 Career Clusters   |
| <a href="#">TSA</a>                   | Information & Communication Technology | Science, Technology, Engineering, & Mathematics (STEM)   |

### [Oregon CTE Student Leadership Foundation \(OCTESLF\)](#)

The Oregon CTE Student Leadership Foundation (OCTESLF) was formed to provide cohesion and consistency to the opportunities available for students across Oregon. The foundation board comprises representatives from each of the chartered CTSOs, along with one ex-officio member each from ODE and HECC.

## 8. Business and Community Partnerships

### 8.1 Community Engagement

Communities form the larger education system that supports families and students. Deepening relationships, partnerships, and engagement with communities is critical in order to achieve equitable outcomes and build healthy education systems. Community engagement is advanced by actions that

- address long-standing harm or impact that marginalized communities have experienced.
- respond to community-driven needs and knowledge.
- deepen schools' connections with their communities through intentional, authentic, and frequent engagement of students, families, educators, school and college staff, advocates, tribal partners, community-based organizations, business and industry partners, and elected leaders.
- cultivate and strengthen connections between community organizations, businesses, Education Service Districts, tribal partners, community colleges, professional associations, and support service agencies to create a thriving educational ecosystem.<sup>1</sup>

<sup>1</sup> Adapted from *Aligning for Student Success*, Section 1.

Beginning in fall 2022, the CTE/Perkins community will be utilizing the processes outlined in the *Aligning for Student Success—Integrated Guidance* to assure early and ongoing engagement. The engagement process will begin in the fall and continue throughout the implementation of the locally/regionally developed plans. Engagement is not “one and done”—it should involve opportunities to feed back to the community to check for understanding and opportunities to fine tune plans.

Effective planning of the IG outlines the preparation and process requirements for community engagement for school districts and community colleges within a consortium. The Community Engagement Toolkit and supplemental materials are available to guide your work for more authentic engagement as well.

The [Oregon CTE Comprehensive Local Needs Assessment Guide - Community College Recipient Version](#) will be the guide for postsecondary Perkins direct grant recipients.

## 8.2 Advisory Committee

This section of the Guidebook is scheduled for revision during the 2022-2023 school year. When the guidance below has been updated, it will be available on the ODE [High Quality Programs of Study web page](#) prior to being incorporated into the next scheduled revision of this Guidebook. In the meantime, the information provided here is valuable and should be followed.

One of the most common characteristics associated with quality programs in CTE is the strong relationships they have with their industry partners. Local advisory committees are, in many cases, the most effective way to develop and strengthen such partnerships.

Local partnerships with business, labor, and industry increase the participation of the public in CTE programs and provide greater cooperation with the private sector by

- ensuring CTE students engage with the labor market and business/industry.
- aligning programs.
- promoting quality CTE guidance and counseling.
- preparing individuals for employment and entrepreneurship.

A CTE Program Advisory Committee is a group of individuals whose experience and abilities represent a cross section of an occupational area. The primary purpose of the CTE Program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE programs; this serves the needs of the students, the community, and the business/industry partners and provides expertise and insight about current and future industry and technological changes.

In this ever-changing economy and workforce, students need support and guidance. CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. Advisory committees strengthen collaboration between those responsible for CTE programs and the communities they serve.



The dialogue between advisory committee members and CTE educators provides valuable real-world input into the workplace that students will enter.

Advisory committees are needed to *advise programs* as they:

- Modify curriculum
- Update facilities/budgets/student competencies
- Purchase new instructional materials and equipment
- Adopt policies
- Plan relevant industry professional development opportunities

Advisory committees are needed to *assist programs* as they:

- Evaluate student skills
- Set up scholarship programs or work to identify and arrange meaningful structured learning experiences for students in the program
- Provide feedback and guidance for CTE licensure and professional development plans
- Provide career exploration and work-based learning opportunities

Advisory committees are needed to *advocate* to:

- Build improved relationships between CTE educators, business/industry partners, and the community
- Promote or market CTE programs by talking to legislators, speaking for CTE at board meetings, writing articles for local newspapers, or obtaining media coverage for special events

Successful CTE programs are the result of cooperative efforts by key partners and community partners. For an effective advisory committee, members should include representatives from relevant businesses and industries that reflect the occupations. Ideally, representation on the committee should reflect the diverse populations within a local community, including people from all genders as well as racial and ethnic minorities.

### [Developing an Effective Advisory Committee](#)

#### *Establish the Purpose*

To build the membership of an advisory committee, first develop or clarify its purpose and scope. The following questions may also help define the group's purpose and structure:

- Will the purpose of the advisory committee be to advocate for programs and increase visibility, both internally and externally?
- Will the committee serve as a work team to take on specific tasks to support activities, or an advisory group that can provide informed input in planning new activities or developing policies and procedures, or both?
- What decisions can this group make?
- Who will staff the advisory committee? Are any funds available to provide such basics as refreshments at meetings? (federal Perkins funds cannot pay for refreshments)

Other criteria for membership may include diversity of opinions and experience, and a balance of cultural, racial, age, and gender representation.

### *Size of the Advisory Committee*

Effective advisory committees are large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with more than fifteen members can become difficult to facilitate in accomplishing committee goals. At a minimum, CTE Program Advisory Committees should have eight members.

### *Membership Terms of Service*

Most advisory committees set term limits for CTE Program Advisory Committee members. This procedure promotes a continuous flow of new ideas that helps keep the committee's advice current and relevant. The most common term of service is two to three years. Organizing terms in this way offers the following advantages:

- Terms are long enough for members to become thoroughly familiar with the committee's purpose.
- Members in the second or third year of their terms have the benefit of experience, while newly appointed members add fresh perspective.
- Members are more likely to give their time freely when the term of service is predetermined.

A sample letter of invitation is provided following [Section 8.2](#), for use when potential committee members have been identified and membership terms determined.

### *Getting Started*

The agenda for the first meeting will be crucial in setting the tone for an effective relationship—whether the committee is new or continuing, or a new staff member is taking over the program.

The first meeting agenda might include the following:

- Welcome and remarks by the chief school administrative officer
- Introduction of members
- Purpose and role of the committee
- Basic school/institution information
- Explanation of CTE philosophy and objectives
- Selection of one or more topics/goals to be discussed at the next meeting
- Organization of the committee
  - Select a chairperson, vice-chairperson, and secretary
  - Select time, dates, and locations for meetings
  - Determine procedures to develop bylaws
- Tour of facilities
- Adjournment

### *Responsibilities and Roles of Committee Members*

An effective committee is one that knows in advance that something positive will occur as a result of its work, which means the committee must be goal-directed. One of the best ways to encourage attendance and participation is to give the committee real situations to discuss.

### *Committee Chairperson*

The chair's leadership is key to the success of the advisory committee. It is suggested that a member other than a school representative assume this role. The chair should possess skills and characteristics such as

- experience in business/industry in the community served;
- ability to manage meetings, plan and adhere to schedules, involve members in ongoing activities, and reach closure or consensus on issues;
- skill in oral and written communications as well as willingness to make appearances before school and community representatives;
- experience as a committee member;
- ability to delegate responsibility as well as willingness to accept responsibility for the committee's actions;
- preparation of agendas and providing assistance to the instructor in handling details regarding meetings;
- keeping group efforts focused and all members involved in tasks;
- representing the committee at official meetings and functions; and
- following up on committee recommendations or actions.

### *Secretary*

This person should act as the liaison between the school and the community and maintain a close working relationship with members of the committee. The secretary may also assist the chairperson in setting the tone of the committee activities. The responsibilities of the secretary include

- keeping records of attendance of members at meetings;
- keeping a record of discussion and recommendations;
- creating and distributing meeting agendas and materials;
- maintaining a permanent record file of advisory committee activities;
- distributing minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned, with the assistance of the school's staff and the use of the school facilities;
- sending copies of minutes and reminders to the chief administrative officer;
- arranging for meeting space;
- notifying members and guests of meeting time/location;
- providing statistical information about the school and preparing progress reports; and
- accompanying the committee chairperson to visit school personnel and explaining committee actions.

### *Committee Vice-Chairperson*

The vice-chairperson may be elected to serve as the next chairperson following a set time as vice-chairperson. This person will work closely with the chairperson on all tasks, serve as the leader for many of the committee's activities, and perform specific tasks assigned by the chairperson.

### *Teachers/Instructors*

One vital key to a successful program advisory committee is the teacher/instructor. This person is the promoter who will do most of the detailed work if a program advisory committee is to be successful. This person should be sensitive to points of view and suggestions from the committee and act as a liaison from committee to administration.

### *Committee Members*

- Are active participants in the group
- Are sensitive to the views of the members
- Are able to listen critically
- Exercise good judgment and fairness
- Serve on special committees as the need arises

### Committee Operations

#### *Orientation for Advisory Committee Members*

It is recommended that new committee members be provided an orientation to their role on the advisory committee. In addition, both new and current members should have current information on the CTE program that is offered in the school. Some recommended ways to provide the CTE program information to the committee members are as follows:

- Interviews with CTE teachers, regional coordinators, superintendent, or board members
- Tours of CTE program facilities
- Reviews of curriculum materials, including textbooks
- Conversations with students and/or parents

#### *Recognition for Members of the Advisory Board*

Most advisory committee members will continue to serve if their experience and talents are utilized and if their recommendations, even if not accepted and implemented, are at least seriously considered by the committee. Committee members serve without pay, but the rewards are substantial for persons who are dedicated to the welfare of their community and their educational institutions. Members can derive satisfaction from assisting young people to successfully enter the workforce by sharing their own experiences, knowledge, and abilities.

Advisory committee members deserve recognition for their participation and contributions of time, knowledge, and energy. They should be recognized by school/college officials as often as possible. Examples of ways this might be accomplished are as follows:

- Give public recognition to members at meetings and school functions, and through press releases, personal letters of appreciation, and special certificates.
- List the members on advisory committee stationery and publications.
- Record minutes to include members' significant comments, along with their names.
- Invite members to school functions and special CTE events.
- Provide members with relevant materials and publications to review for comment and request feedback.
- Take committee recommendations seriously, and listen and respond to suggestions.
- Post the names of committee members prominently within the institution.
- Provide certificates, plaques, or other mementos upon completion of members' terms.

### *Establishing Annual Priorities*

First, decide what the committee wants to accomplish. Advisory committees are usually involved in some or all the following broad areas:

- Community Relations
- Curriculum Review and Updating
- Community Resources
- Career and Technical Student Organizations (CTSOs)
- Job Placement
- Program Review
- Staff Development
- Recruitment

These areas of advisory committee involvement are not meant to be all-inclusive, but rather are starting points for discussion to determine the overall needs of the program. Instructors and/or administrators are excellent resources to help identify the needs of the program.

The number of priorities the committee selects should be kept manageable; the committee should not take on more than it can realistically accomplish.

### *Program of Work/Plan(s) of Action*

The overall purpose of the advisory committee is to help programs and schools improve the quality of instruction in CTE. As they develop a work program, committee members should keep two things in mind: the needs of the program and the requirements of the business community. A common process for developing a clear and concise plan of action is through the development of long-term SMART goals (Specific, Measurable, Attainable, Results-Oriented, Timely).

### *Specifying Committee Activities*

Once the committee has identified its priorities, the discussion will become more specific as the committee determines exactly what it wants to accomplish. Possible activities in each priority area include:

- Community Relations
- Curriculum Community Resource
- Career and Technical Student Organizations (CTSOs)
- Job Placement
- Program Review
- Staff Development
- Student, Board, and Staff Recruitment
- Public Relations
- Legislative Advocacy

### *Developing Planning Tasks*

Once committee activities have been selected, steps should be identified to carry out the activities. Several factors need to be considered, including time, cost, people power, and community/school support. Some of these factors may influence how the committee carries out a given activity.

### *Assigning Responsibilities*

Even if the entire committee will work on the project, someone needs to get the action started, keep the process moving, and keep everyone working toward the goal. Individuals assigned should have a clear understanding of what is expected.

### *Establishing Timelines*

In addition to clearly understanding what is to be accomplished, each person assigned to a specific planning task should know when the task is to be completed. Tasks completed by the entire committee may be performed during regular committee meetings. This will necessitate the setting of future meeting dates well in advance. Tasks assigned to individual members may need to be completed prior to meetings so that a status report can be presented at the committee meeting.

### *Advisory Committee Self-Evaluation*

Once a CTE Program Advisory Committee is up and running, it is important to understand and reflect on how the advisory committee is operating and how it is impacting the CTE program or Program of Study. A periodic review of the CTE Program Advisory Committee, its practices, and work products can help the committee in determining

- the extent to which it is accomplishing its goals.
- the extent to which the recommendations and actions have strengthened the CTE program.
- future direction and activities for the committee.

The review of the advisory committee can be either formal or informal. The goal of the review is to help the committee determine its overall effectiveness. The teacher and others can be a valuable resource in this review process. The committee should use such a review or evaluation to determine which activities have been successful and which activities deserve additional attention. To aid in this self-evaluation, a suggested checklist is provided later in this section. Periodically reassessing the committee organization, activities, and goals will help maintain the vitality of the committee.

### *CTE Program Evaluation*

In addition to evaluating its own effectiveness, the advisory committee should also be evaluating the CTE program. Objective evaluations of the CTE program make it possible to develop evidence-based recommendations for the program being advised. CTE is intended to prepare students for work that leads to high wages and advanced skills and to meet career goals and human resources needs for today's and tomorrow's global high-tech economy, and serves as a link between individuals and employment. ([Section 6](#) of this Guidebook relates to High Quality Programs of Study and Program Evaluation.)

### *In Summary*

Evaluations can be overwhelming, especially for newer advisory committees. Committees should select a limited number of significant items for thorough evaluation rather than try to evaluate all aspects.

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## *General suggestions*

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1. Be very clear in the purpose of the advisory committee and expectations. Be sure to set up a rotation so that members know how long they are expected to be on the committee. Meet at a time and place appropriate for the committee. Select the members and then survey them for the most convenient time, or set a time and place—and when recruiting, ask them if the time would work. If it does not, consider finding other potential members.
2. Do not meet unless there is something to discuss. Most people willing to be on an advisory committee are busy people; this means their time should be used wisely. If only a few items need to be discussed, consider an alternative meeting method such as telephone conference call, email, mailed reports and a follow-up individual call, or individual face-to-face. Eventually, the advisory committee will understand that their time is valued, and when a meeting is called, they will know important items will be discussed.
3. Keep the advisory committee at a manageable size. An overall county advisory committee might be 15-20 members, while a program advisory committee might be six to ten members. The size of the committee should be based on the knowledge needed and the representation required to reflect the community, rather than the number of people. If a committee has 12 people, for example, but information is missing on a target group, another member who has knowledge of these needs should be added to the committee. If a team is getting too large, the use of subcommittees can be considered.
4. Personality issues within the team are likely. Learn about team dynamics and the importance of the different personality types on the committee. Learn to use their strengths and how to neutralize their perceived weaknesses.
5. Make the committee a working committee, not just an advisory group. Some members might be interested in being more actively involved—let them. However, make sure that 1) the assignments are short-term, 2) the assignments make good use of their time, and 3) there are noticeable results.
6. People have reasons for being on committees; identify these reasons and try to make their time personally rewarding. Also, letting them know they are appreciated goes a long way. A simple email saying thanks makes a difference. Giving them a public tribute or a certificate also shows appreciation and lets the committee know they are valued.
7. Plan something fun for the committee once a year. Good food and a chance for everyone to get to know each other and network is a reliable win-win situation.

## Resources for Advisory Committees

### *Tips to Creating an Effective Advisory Board/Committee*

**Determine the Objective of the Advisory Board:** Advisory boards can be general in scope or targeted to specific markets, industries, or issues. They provide timely knowledge about trends and identify upcoming political, legislative, and regulatory developments.

**Choose the Right People:** Formation of a board/committee requires an understanding of its purpose as well as knowledge of which specific skills are being sought. In general, look for diverse skills, expertise, and experience. Members should be problem solvers who are quick studies, have strong communication skills, and are open minded.

**Set Expectations:** When prospective members are invited to join the advisory board, rules should be set forth about what is expected in terms of time, responsibilities, and term of office. If the advisory board/committee is going to discuss issues that include private information, members should be notified that they will be asked to sign a confidentiality agreement.

**Get the Most out of Advisory Meetings:** Prepare for meetings well in advance. Choose a site that is comfortable and free of distractions. Solicit input for the agenda, and distribute important information ahead of time. Run the session as any other professional meeting, *and follow it with an action plan*. The facilitator should know which experts to draw out and how to stimulate a dialogue and should be results-oriented, as ideas without action have diminished efficacy. The minutes should be written up and circulated to top management, and should include recommendations on key issues.

**Consider Alternative Feedback Methods:** Getting the entire board/committee together on a regular basis may not be possible. Instead, meet or have conference calls with specific members about topics relevant to their expertise as needed.

**Respect the Board's Contributions:** Don't abuse or waste their time. Listen to what the board/committee says. Sometimes, business executives are so close to an issue that they can't see the proverbial forest for the trees. This is not a corporate board, so not all of the suggestions need to be accepted. Determine if the suggestion comfortably works for the situation, then make a decision.

**Keep Board/Committee Members Informed:** Once they're on board, keep members excited by giving them updates at times when their advice is not being solicited. The fact that they've agreed to be on the board/committee means they care about the project, so keeping them up-to-date will help them be of greater value to the group.



*Sample Letter of Invitation to Join CTE Program Advisory Committee*

[Letterhead]

[Date]

Mr. Blaise Pascal [Title]

[Affiliation]

[Address]

[City], OR 00000

Dear Mr. Pascal:

[School Name] is in the process of selecting individuals with workplace knowledge and experience to assist in improving the state-approved [CTE Program] program. We are seeking advice and assistance from key partners to keep our state approved programs relevant.

We would like to invite you to become a member of the [CTE Program] advisory committee, which meets a minimum of two (2) times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of career and technical education programs.

I will be contacting you in the near future to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

Administrator Instructor

[School Name]

[CTE Program]

*Sample Letter of Appointment to Join CTE Program Advisory Committee*

[Letterhead]

[Date]

Ms. Miriam Benjamin

[Affiliation]

[Address]

[City], OR 00000

Dear Ms. Benjamin:

Thank you for your willingness to serve on our CTE Program Advisory Committee for [program name].

This letter is to inform you that your appointment to the Program Advisory Committee is effective beginning [date] and ending [date].

The [first/next] meeting of the committee will be held at [place] in [room number] on [date] at [time].

We wish to thank you for accepting this committee appointment. We appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

Sincerely,

Administrator and/or Chair of Committee

cc: Appointee's Supervisor

*Note any enclosures and add any specific information to your school, such as parking, security, etc.*

| Sample Checklist to include in an<br>Advisory Committee Effectiveness Self-Evaluation Tool |  |
|--|--|
| <input type="checkbox"/>   | The committee has held at least two meetings.  |
|  | Percentage of committee members who attended all meetings this year:<br><input type="checkbox"/> 100% <input type="checkbox"/> 90% <input type="checkbox"/> 80% <input type="checkbox"/> 70% <input type="checkbox"/> 60% <input type="checkbox"/> 50% |
| <input type="checkbox"/>   | The committee has an up-to-date constitution and bylaws to govern its operations.  |
| <input type="checkbox"/>   | The committee elects officers on a regular basis (yearly).   |
| <input type="checkbox"/>   | The committee reports formally to the appropriate administrators for the school  |
| <input type="checkbox"/>   | The committee is officially recognized by the governing board and members are officially appointed by the board.   |
| <input type="checkbox"/>   | The committee membership is diverse in gender and ethnicity and is composed of individuals whose occupational areas include labor, supervisors, managers, owners, and parents, and who represent a broad cross-section of the students.                |
| <input type="checkbox"/>   | The committee meeting minutes are maintained as a permanent record and are distributed to the appropriate administrators and members of the advisory committee.  |
| <input type="checkbox"/>   | The agendas are prepared and distributed in advance of each meeting.   |
| <input type="checkbox"/>   | Members are notified of meetings in a timely manner.   |
| <input type="checkbox"/>   | Committee members are aware of the specific purposes of the committee and are familiar with related school policies.   |
| <input type="checkbox"/>   | Teachers/instructors and administrators attend the committee meetings regularly.   |
| <input type="checkbox"/>   | Committee members are officially recognized for their service.   |
| <input type="checkbox"/>   | Committee meetings are well attended by members.   |
| <input type="checkbox"/>   | The committee has been involved in the development and review of the program curricula.  |
| <input type="checkbox"/>   | The committee has reviewed the current program curricula to determine if it is meeting the needs of the students and the projected employment needs of business and industry.  |
| <input type="checkbox"/>   | The committee promotes and publicizes the program.   |
| <input type="checkbox"/>   | The committee develops and carries out a yearly plan of action/program of work.  |
| <input type="checkbox"/>   | The committee assesses the impact of recommendations yearly.   |
| <input type="checkbox"/>   | The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc.   |

## Advisory Committee Bylaws Sample

### [Program Name] Advisory Committee Bylaws

#### Article I: Name

The name of this advisory committee shall be [name].

#### Article II: Purpose

The purpose of this advisory committee shall be to advise, assist, support, and advocate for the [name of CTE Program] on matters that will strengthen instruction and expand learning opportunities for students.

#### Article III: Members

Section 1. Members shall be selected and appointed by the board and/or administration. The current advisory committee may suggest potential members.

Section 2. Members shall represent a cross section of the industry or occupation for which training is provided and the community served by the program. (Instructor(s) and/or administrator(s) may serve as ex-officio members of the committee.)

Section 3. Member terms will be three years, with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

#### Article IV: Officers

Section 1. Officers shall be a chairperson, vice-chairperson, and secretary. These officers shall be the executive council for the advisory committee.

Section 2. The duties of the officers shall be those commonly ascribed to these offices.

Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

#### Article V: Meetings

Section 1. The advisory committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Program of Work.

Section 2. A quorum shall consist of a simple majority of appointed members.

Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

#### Article VI: Subcommittees

Section 1. Subcommittees shall be appointed by the chairperson as needed to accomplish the Program of Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

#### Article VII: Parliamentary Authority

Advisory Committee Bylaws Sample

Except as otherwise provided in its Bylaws and standing rules, the advisory committee shall be governed in its proceedings by the current edition of Robert’s Rules of Order, Newly Revised.

Article VIII: Amendment of Bylaws

These Bylaws may be amended at any meeting of the advisory committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to advisory committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted [date]

Bylaws amended [date]

## 9 - Educator Recruitment, Retention, and Training

At the heart of every CTE program are the educators. Without quality educators who build relationships with learners and support their journey through education to career, the quest to achieve improved outcomes across Oregon’s diverse student population would be severely hindered. The recruitment and support of educators, mentors, counselors, and business and industry partners is an essential element of achieving the vision for CTE. Oregon is committed to addressing the challenges of educator shortages and building a diverse educator workforce through aligning systems of educator licensure and professional development.

In the [Oregon CTE State Plan](#), there are two main goals in this area:

- Improving the recruitment and retention of secondary and postsecondary CTE educators, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry
- Aligning systems of secondary educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement

Being a teacher in Oregon’s dynamic CTE classrooms is a challenging and rewarding career that requires a different skill set from that of the regular classroom. In addition to knowledge about teaching strategies, classroom management, lesson design, and the education system, CTE teachers also need to have content knowledge specific to the CTE program area they serve. To that end, in order to teach in an Oregon state approved CTE program, an instructor must have an appropriate CTE license and/or endorsement that is specific to the program career area.

Currently, all information regarding CTE Licensure can be found on the Oregon Department of Education’s [CTE Teacher Licensure](#) web page.

## 10 - Perkins Grant Funding Distribution

### 10.1 Current Year State Distribution and Allocations

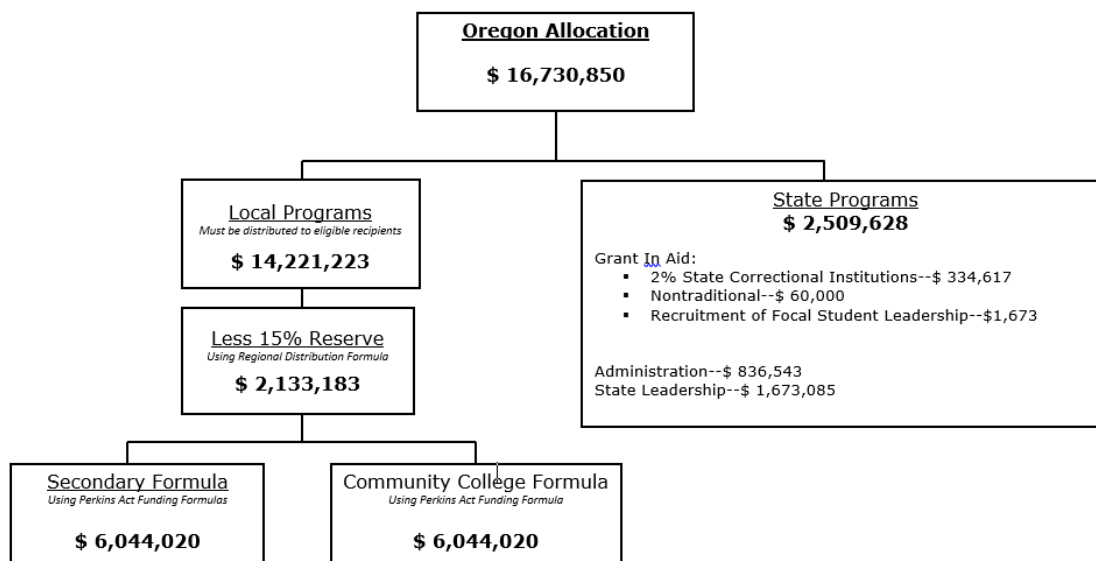
The purpose of this section is to offer transparency to the Perkins federal grant state allocation and the distribution of that allocation to the sub-recipients. As specified in the Act, Perkins V Title I, funds allocated to the state are distributed among these three categories:

- A. Eighty-five percent of the total Oregon allocation is provided to eligible recipients through formula-based distribution called grant-in-aid.
  - a. Eighty-five percent of the grant-in-aid is provided to local eligible recipients through Basic Grants.
  - b. Fifteen percent is provided to local eligible recipients through Reserve Grants.
- B. Ten percent of the total Oregon allocation is dedicated to state leadership activities and allocations for work with state institutions, special population/focal student recruitment, and nontraditional participation and completion.
- C. Five percent of the total Oregon allocation is dedicated to state-level administration of the grant.

The funds allocated to the formula-based distribution category are split equally between secondary- and postsecondary-eligible recipients as described in the State Plan. All funds that are not used in the fiscal year awarded are recaptured and reallocated through the formula. The chart below provides a visual picture of the distribution of funds in Oregon. The current distribution and allocation information can be found on the [Oregon Department of Education \(ODE\) website](#).

The Carl D. Perkins Career and Technical Education Act of 2006,  
as amended by the Strengthening Career and Technical Education  
for the 21st Century Act (Perkins V)  
**PERKINS V DISTRIBUTION CHART**

FY 2023 OREGON DISTRIBUTION  
JULY 1, 2022 – SEPTEMBER 30, 2023



## 10.2 Perkins Funding Distribution for Grant-in-Aid

Eighty-five percent of the Perkins state allocation flows to the Oregon eligible recipients by formula distribution. The funds are considered to be grant-in-aid and are accessible through the Electronic Grants Management System (EGMS) on a reimbursement basis.

### Secondary Formula (Sec. 131)

The secondary formula is based on the most recent U.S. Census data for the population by school district of individuals aged 5-17, and those aged 5-17 in households in poverty. In the event of school district boundary changes, the formula is adjusted to accommodate the student shift.

Thirty percent of the secondary allocation is based on the following:

- District population of individuals aged 5-17, compared to
- State population of individuals aged 5-17

Seventy percent of the secondary allocation is based on the following:

- District population of individuals aged 5-17 in poverty, compared to
- State population of individuals aged 5-17 in poverty

Results for each district are multiplied by the total secondary formula amount for Oregon from the federal allocation.

### Postsecondary Formula (Sec. 132)

The postsecondary formula is based on the sum of the most recent number of postsecondary Pell Grant and Bureau of Indian Affairs (BIA) assistance recipients. It compares

- the total number of unduplicated Pell Grant and BIA assistance recipients in the college to
- the number of Pell Grant and BIA assistance recipients in the state.

### Funding for State Institutions

Two percent of the state leadership set-aside is dedicated to CTE programming in state institutions. According to Perkins definition, this includes adult and youth corrections facilities and the Oregon School for the Deaf (OSD). More information about CTE programming in these schools is in [Section 16](#) and [Section 17](#) of this Guidebook.

### Consortia Allocations (Sec. 131 and 132)

A consortium of eligible recipients may be formed to operate joint projects that provide services to all public schools and institutions providing Career and Technical Education (CTE) and are of sufficient size, scope, and quality to be effective. The allocation to the consortia will be the sum of the allocation to each eligible recipient that is a member of the consortia. Further guidance on consortia is in [Section 11.2](#) of this Guidebook.

### Perkins Reserve Allocations

As mentioned above, 15% of the grant-in-aid is dedicated to the Perkins Reserve Grant. Reserve grants are made at the consortium level. More information about the purpose and parameters for the Perkins Reserve Grant can be found in [Section 12](#) of this Guidebook.



In response to a Regional Educational Laboratory Program (REL) study showing a decline in programs and access in small/rural schools, the ODE Secondary-Postsecondary Transitions (SPST) team formed a small workgroup to look at ways to create more equitable access to CTE programs for students in those regions.

After conducting a focus group and examining the data, the decision was made to set aside a small/rural funding supplement as part of the Regional Reserve Grant. The supplement will be distributed in the following manner:

- **Leadership Supplement:** Provide a baseline amount of funding (\$5,000) to the regional consortia that currently have the smallest total Perkins allocation. This will allow for a base level of the Regional Coordinator salary, and free up more funds to go to local program development and improvement.
- **Travel Supplement:** Provide a travel supplement (\$15,000) for the three most geographically vast consortia to offset the additional costs associated with in-person collaboration and engagement.
- **Equalization Supplement:** Provide an additional supplement (from \$10,000-\$45,000) in an effort to equalize the total support available to improve students' academic achievement by
  - providing all students with access to a well-rounded education;
  - improving school conditions for student learning; and
  - improving the use of technology in order to improve the academic achievement and digital literacy of all students.

For this supplement, the team analyzed the amount per school, district, and program of study each consortia received.

Funding for the proposal is a braided package of \$165,000 in Title IIA funds and \$170,000 in reallocated Perkins Reserve grant funds, for a total amount of \$335,000 for small/rural regions for the next biennium. The workgroup will also continue to explore more long-term sustainable solutions.

The remaining Reserve grant funds will use an allocation formula based on secondary and postsecondary performance data. The allocation process begins by splitting the remaining amount (after the small/rural funding supplement) 50/50 for secondary and postsecondary components.

- Secondary uses a 4-year graduation rate (Perkins IV was 4S1; Perkins V is 1S1) divided by the total secondary allocation.
- Postsecondary uses CTE certificate or degree completion divided by the total postsecondary allocation.

This provides a per student rate that is multiplied back in for each district/institution. Reserve grants are made at the consortium level.

### Allocation for Charter Schools

In Oregon, all charter schools are considered public schools. While a few charter schools are sponsored by the State Board of Education, most public charter schools are sponsored by local school districts. These charter schools fall under the same formula as described above. Charter school allocations will be calculated at the school district level and will be included in the total district allocation. Charter school operators may choose to include language in the charter contract to ensure equitable distribution of these funds. See [Section 17](#)—Charter Schools and CTE.

### Allocation for Private Nonprofit Schools

Private schools are not eligible for an allocation. See [Section 18](#)—Private Nonprofit School Participation.

### 10.3 State Leadership Funds (Sec. 112; Sec. 124)

Perkins allows up to 10% of the state allotment to be used to implement the required and permissive state leadership activities described in Section 124 of the law. From the amounts set aside for state leadership, ODE, in partnership with CCWD, will do the following:

1. Conduct State leadership activities to improve CTE, which shall include support for
  - a. preparation for nontraditional fields in current and emerging professions, programs for special populations/focal students, and other activities that expose students, including special populations/focal students, to high-skill, high-wage, and in-demand occupations;
  - b. individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
  - c. recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
  - d. technical assistance for eligible recipients.
2. Report on the effectiveness of such use of funds in achieving the goals described in the State Plan, meeting the state determined levels of performance and reducing disparities or performance gaps.

According to the Perkins law, the following three set-asides from state leadership funds must be made:

1. Not less than \$60,000 and not more than \$150,000 of state leadership funds shall be available for services that prepare individuals for nontraditional employment.
2. An amount equal to not more than two percent of the state allotment shall be available to serve individuals in state institutions. See [Section 16](#) and [Section 17](#).
3. An amount shall be made available for the recruitment of special populations/focal students to enroll in CTE programs, which shall not be less than the lesser of
  - a. an amount equal to 0.1% of the total set-aside for state leadership or
  - b. \$50,000.

The [Oregon CTE State Plan](#) identifies eight additional priority areas for leadership funds over the 2020-2024 school years. These areas are:

- State support for implementation of action plans contained in the Oregon CTE State Plan
- Development of statewide CTE Program of Study frameworks
- Technical assistance and support for virtual charter schools to develop High Quality CTE Programs of Study
- Development of middle school career exploration and training
- Recruitment of special population/focal student students to CTE programs (required set-aside)
- Support for CTE programs for individuals in youth/adult corrections facilities (required set-aside)
- Continued partnership with NAPE to support nontraditional student work (required set-aside)
- Professional learning for CTE educators to create inclusive learning environments and training programs focused on increasing diversity of CTE educators

Each spring, the [State Plan Implementation Team](#) will convene to consider proposals and determine which specific activities will be funded in order to further the efforts outlined in the State Plan. Below are two projects being funded with Perkins Leadership funds.

#### Nontraditional Fund Use

The term “nontraditional fields” is defined in Perkins V, Section 3, to mean occupations or fields of work for which individuals from one gender constitute less than 25% of the individuals employed in each such occupation or field of work.

The required set-aside mentioned above to prepare students for nontraditional fields is used primarily to partner with the [National Alliance for Partnerships in Equity](#) to train educators and administrators in recruiting and retaining nontraditional students. This year is focusing these funds at the community college level to train staff as well as actively recruit nontraditional students into high quality community college CTE programs.

The Oregon CTE State Plan action teams continue to work to reduce barriers and ensure equitable learning environments leading to student success throughout every aspect of CTE.

#### Leadership Fund Project: Virtual CTE Pilot Project

ODE has identified a need for specific CTE programming supports for virtual charter schools. The Virtual CTE Pilot is a collaborative of CTE administrators from various online charter school education providers across the state. This pilot program does not include those charter schools that meet in person and reside with a consortium. In consultation with each other and ODE, these innovative partners have an interest in offering, developing, and providing CTE programming within their virtual school contexts.

Criteria for funding requires that 75% of the students enrolled are from outside the home district of the charter school. Online/virtual schools with qualified CTE Programs of Study qualify for a base allocation of \$1,500 per High Quality Program of Study.

The Role of the Online/Virtual CTE Pilot Participating School:

- Participating in monthly Online/Virtual CTE Pilot Meetings
- Continuing to advance approved CTE Programs of Study and/or submitting a new CTE Program Start-Up or Full application
- Participating in the implementation of the Perkins V Local Needs Assessment to develop goals and funding priorities for the pilot
- Supporting the goals of the Pilot in the implementation of high quality CTE programming, including:
  - Developing common advisory boards
  - Developing a professional learning community for online/virtual CTE pilot instructors
- Maintaining a commitment to equity in CTE programs
- Submitting data and reports as required by Perkins V
- Participating in technical assistance and professional learning opportunities

#### Leadership Fund Project: Career Exploration Pilot Project

The Career Exploration Pilot Project began with four CTE regions and 26 middle schools across Oregon and has increased to over 260 middle and high schools in the Expansion phase. The goal of the pilot project is to increase middle school student engagement in relevant and engaging career exploration activities that provide insight into their skills, aptitudes, and interests, and can be used for coursework and pathways planning toward secondary, postsecondary, and workforce opportunities. Initial outcomes have been increased participation rates in CTE course-taking from middle to high school, improvement in transitions as students set goals and affirm career path planning, increased student and classroom connection to business and industry, and heightened collaboration between middle, high, and postsecondary partners.

Through the pilot project, participating schools have and will continue to receive professional development on the use of career assessment tools; access to student level interest and aptitude reports for educational and workforce use; support in the collaboration with business, industry, and chamber of commerce partners; professional networking opportunities; and access to a resource hub of career exploration tools.

Current and actively participating schools, and those now joining in the Pilot Project Expansion, have been asked to

- incorporate the use of [YouScience](#) in their Career Exploration practices and activities following the established process for implementation of the project.
- align their current career information system/platform or develop an internal system by which it can accept and incorporate information from YouScience into career exploration activities and administrative decisions related to course offerings.

- collaborate across and in the education-workforce ecosystem to inform alignment and reinforce engagement of the YouScience system to support learners.

#### 10.4 State Administration Funds (Sec. 112)

The term “administration,” when used with respect to an eligible agency, means activities necessary for the proper and efficient performance of the eligible agency’s duties and supervision of activities. Administration does not include curriculum/program development activities, personnel development, or research activities.

Not more than five percent (or \$250,000, whichever is greater) of the grant is reserved for state administration, which may be used for developing the state plan, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with federal laws, and providing technical assistance.

The funds set aside for state administration are used for salaries and materials for agency staff performing administrative duties.

## 11 - Perkins Grant Recipient Roles and Responsibilities

Eligible Perkins recipients in Oregon may operate as a direct grant recipient or participate as a member of a CTE Consortium. Direct grant recipients are a single eligible entity (e.g., school district or college) while consortia are made up of multiple districts and/or colleges that collaborate within a CTE region. There are subtle differences between the two.

*A local education agency (school district) shall not receive an allocation unless the amount allocated is greater than \$15,000. A district may enter into a consortium for purposes of meeting the minimum allocation requirement. Sec. 131 (c)*

*No postsecondary institution or consortium shall receive an allocation in an amount less than \$50,000. Sec. 132 (c)(1)*

### 11.1 Direct Grant Recipients

Perkins eligible recipients are able to act as their own fiscal agents and are referred to as direct grant recipients. Direct grant recipients are fully responsible for all aspects of the Perkins grant requirements. Secondary direct grant recipients will follow the requirements in the integrated guidance for their Perkins grant making. Postsecondary grant recipients will follow the process outlined later in [this section](#) of this Guidebook.

| <b>Secondary Direct Recipients</b>      | <b>Postsecondary Direct Recipients</b> |
|---|--|
| Beaverton School District               | Lane Community College                 |
| Central Point School District           | Portland Community College             |
| David Douglas School District           | Rogue Community College                |
| Douglas County/Roseburg School District | Treasure Valley Community College      |
| Gresham-Barlow School District          | Umpqua Community College               |
| Hermiston School District               |  |
| Hillsboro School District               |  |
| Medford School District                 |  |
| Portland School District                |  |
| Salem-Keizer School District            |  |

During the 2022-2023 school year, there are ten direct secondary recipients and five direct postsecondary recipients.

## Leadership Roles and Responsibilities

Below is a non-exhaustive list of roles and responsibilities of a direct grant recipient.

### Postsecondary Perkins

- Provides CTE leadership for the college and collaboration with the local consortium and/or district
- Engages in authentic consultation with required community partners and local secondary programs
- Works with the CTE Regional Coordinator for Program of Study development and evaluation
- Participates in the development of Perkins Reserve grant activities
- Leads comprehensive local needs assessment process for college
- Provides leadership by facilitating planning process and all college activities
- Writes Perkins Four Year Strategic Plan, Budget Narrative, and Annual Report—includes collecting all relevant data and information included in the report
- Plans and conducts grant activities in support of their strategic plan, including tracking outcomes
- Networks with relevant industry, workforce, and economic development councils and committees (e.g., local workforce investment boards, STEM Hubs, economic development commissions, etc.)

Direct recipients are included in the Oregon Statewide Network, which remains the foundation of CTE system building in the state.

### CTE Programs of Study

- Provides guidance and support in the development of new Programs of Study
- Conducts Program of Study review using the High Quality Program of Study Rubric
- Ensures all Programs of Study administer an appropriate work-based learning activity
- Supports the engagement of industry advisory boards for all Programs of Study
- Gathers data and research for Program of Study improvement
- Ensures alignment to academic and industry standards that lead to high-wage and high-demand careers
- Reviews, provides initial approval, and submits all Program of Study applications to the area CTE Regional Coordinator
- Supports curriculum research and development

### Budget and Financial Management

- Maintains fiscal responsibilities of Perkins Basic Grant (according to the Uniform Grant Guidance, all recipients of federal grant funds must have written policies related to federal funding associated with education per the Electronic Data Gathering, Analysis, and Retrieval system, (EDGAR) – See Section 16.20 - Required Local Policies)
- Processes all federally purchased equipment and professional development requests
- Consults on equipment and professional development requests
- Maintains asset inventory controls
- Facilitates/supports the research of new technologies and provides professional development opportunities to support their implementation in Programs of Study

### Grant Management

- Maintains working knowledge of federal and state requirements related to CTE grants
- Communicates with ODE and/or CCWD Education Specialists
- May develop and manage other grants related to CTE

### Professional Development

- Facilitates professional development (e.g., provides access to professional development opportunities)
- Develops and offers local CTE trainings (e.g., CTE teacher workshops, advisor outreach, integrating academics in CTE, technology training, etc.)

### CTE Data (Postsecondary)

- Coordinates with HECC/CCWD to submit federally required Perkins data
- Produces and provides CTE reports to community college staff and instructors
- Provides CTE reports to CTE Regional Coordinators
- Provides CTE data for other grants and reports outside of Perkins

### Grades 9-14 Relationships

- Supports the relationships between secondary and postsecondary programs
- Supports activities that encourage alignment and articulation between secondary and postsecondary institutions
- Coordinates with secondary and postsecondary partners to establish collaborative activities, plans professional development, supports CTE outreach, problem solves challenges with alignment, etc.

### Other possible duties may include:

- Performs CTE lab safety reviews
- Performs facilities improvement consultations
- Prepares and guides districts through ODE Fiscal Monitoring process
- Serves on review team for Civil Rights Monitoring Visit



## Secondary Perkins

- Provides CTE leadership for the district and collaboration with the local consortium and/or community college(s)
- Engages in authentic consultation with required community partners
- Works with the CTE Regional Coordinator and community college(s) for Program of Study development and evaluation
- Participates in the development of Perkins Reserve grant activities
- Works with district and ESD staff to conduct community engagement and needs assessment process identified in the Integrated Guidance
- Provides leadership by facilitating planning process and all district CTE activities
- Works with district and ESD staff to complete the integrated application and budget
- Works with district and ESD staff to complete all reporting requirements
- Plans and conducts grant activities in support of their integrated plan, including tracking outcomes
- Networks with relevant industry, workforce, and economic development councils and committees (e.g., local workforce investment boards, STEM Hubs, economic development commissions, etc.)
- Participates in relevant Perkins Reserve grant activities

Direct recipients are included in the Oregon Statewide Network, which remains the foundation of CTE system building in the state.

## CTE Programs of Study

- Provides guidance and support in the development of new Programs of Study
- Conducts Program of Study review using the High Quality Program of Study Rubric
- Ensures all Programs of Study administer an appropriate work-based learning activity
- Supports the engagement of industry advisory boards for all Programs of Study
- Gathers data and research for Program of Study improvement
- Ensures alignment to academic and industry standards that lead to high-wage and high-demand careers
- Reviews, provides initial approval, and submits all Program of Study applications to the area CTE Regional Coordinator
- Supports curriculum research and development

## Budget and Financial Management

- Maintains fiscal responsibilities of Perkins Basic Grant (according to the Uniform Grant Guidance, all recipients of federal grant funds must have written policies related to federal funding associated with education per the Electronic Data Gathering, Analysis, and Retrieval system, (EDGAR) - See Section 16.20 - Required Local Policies)
- Processes all federally purchased equipment and professional development requests
- Consults on equipment and professional development requests
- Maintains asset inventory controls
- Facilitates/supports the research of new technologies and provides professional development opportunities to support their implementation in Programs of Study

### Grant Management

- Maintains working knowledge of federal and state requirements related to CTE grants
- Communicates with ODE and/or CCWD Education Specialists
- May develop and manage other grants related to CTE

### Professional Development

- Facilitates professional development (e.g., provides access to professional development opportunities)
- Develops and offers local CTE trainings (e.g., CTE teacher workshops, advisor outreach, integrating academics in CTE, technology training, etc.)
- Participates in relevant regional professional development offered through the Reserve Grant

### CTE Teacher Licensure

- Maintains relevant knowledge of CTE licensure rules and processes with the Oregon Teacher Standards and Practices Commission (TSPC) and ODE
- Coordinates with the CTE Regional Coordinator to conduct Instructor Appraisal Committees (IAC)
- Supports teachers seeking CTE endorsement
- Works with ODE to problem solve or facilitate the CTE license application process

### CTE Data

- Coordinates with ODE to support CTE data collection and submission districts, including training district/institution reporting contacts
- Produces and provides CTE reports to school district administration and school boards or institutional administrators
- Provides CTE data for other grants and reports outside of Perkins

### Grades 9-14 Relationships

- Supports the relationships between secondary and postsecondary programs
- Supports activities that encourage alignment and articulation between secondary and postsecondary institutions
- Coordinates with secondary and postsecondary partners to establish collaborative activities, plans professional development, supports CTE outreach, problem solves challenges with alignment, etc.

### State CTE Initiatives – Not Perkins Funded (Secondary)

- Supports CTE Revitalization grant activities as appropriate
- [Secondary Career Pathway Funding:](#)
  - Reviews preliminary program data sets
  - Collaborates with the CTE Content Area Specialists to verify and determine that qualifying programs lead to high-wage and high-demand occupations
  - In collaboration with the CTE program teacher, the school administration, and the CTE Regional Coordinator, assists with decision making about use of funds
  - Problem solves with schools and teachers regarding use of funds

- Serves as a CTE resource for the planning and implementation of High School Success activities (Measure 98)

Other possible duties may include the following:

- Performs CTE lab safety reviews
- Performs facilities improvement consultations
- Prepares and guides districts through ODE Fiscal Monitoring process
- Serves on review team for Civil Rights Monitoring Visit

## 11.2 Consortia

The consortia model in Oregon has been leveraged for many years to ensure all areas of the state have leadership and funding for quality CTE programs and professional development.

For the 2022-2023 school year, there are 14 Perkins CTE Consortia in Oregon. The smallest consortium is composed of three small districts and one college. The largest consortium has 23 school districts and two colleges. While it is encouraged for recipients with smaller total allocations to be in a consortium, many districts and colleges choose to participate because of the benefits of a regional approach.

| Name   | Fiscal Agent                             | Secondary Members | Postsecondary Members |
|--|--|-------------------|-----------------------|
| Mid-Willamette Education Consortium              | Chemeketa Community College              | 23                | 2                     |
| C-TEC  | Clackamas Education Service District     | 10                | 1                     |
| North Coast Educational Consortium               | Clatsop Community College                | 7                 | 1                     |
| Douglas ESD CTE Consortium                       | Douglas Education Service District       | 12                |                       |
| Eastern Oregon Region CTE Consortium (EORCC)     | Malheur Education Service District       | 25                |                       |
| Central Oregon Perkins Alliance (COPA)           | High Desert Education Service District   | 19                | 3                     |
| Intermountain CTE Consortium                     | Intermountain Education Service District | 12                | 1                     |
| Lane CTE Consortium                              | Lane Education Service District          | 16                |                       |
| Linn-Benton CTE Consortium                       | Linn-Benton Community College            | 10                | 1                     |
| Multnomah ESD CTE Consortium                     | Mt. Hood Community College               | 5                 | 1                     |
| Portland Area CTE Consortium (PACTEC)            | Portland Community College               | 8                 |                       |
| South Coast ESD CTE Consortium                   | South Coast ESD                          | 10                | 1                     |
| Region 8 Southern Oregon CTE Consortium (SOCTEC) | Southern Oregon ESD                      | 10                |                       |
| Tillamook Education CTE Consortium               | Tillamook School District                | 3                 | 1                     |

Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. In plain language, this means the consortium cannot in effect pass through money to individual districts. Sec

## Consortia Requirements

A consortium operation agreement must be maintained on file at the Oregon Department of Education (ODE) and updated annually. Signed consortium operational agreements must be submitted with the annual application.

|  |   |
|--|---|
| <p><a href="#">Consortia Agreements</a></p> <p>A signed consortium agreement must be maintained on file at the Oregon Department of Education and updated annually.</p>  | <p><a href="#">Sample Consortia Agreement</a></p>     |
| <p><a href="#">CTE Consortia Handbook</a></p> <p>A CTE Consortium Handbook is <b>strongly recommended</b>.</p>   | <p><a href="#">Sample Consortia Handbook</a></p>      |
| <p><a href="#">Consortia Property</a></p> <p>The consortium members must have input on the allocation of funds. Any equipment or instructional materials purchased remain the property of the consortium and must be clearly identified as such.</p> | <p><a href="#">See Inventory Section 16.9</a></p>     |
| <p><a href="#">Procedure for Changing Consortium Membership</a></p> <p>A request to make changes to a consortium must be made in writing to the State Director of Career and Technical Education by February 1 for the upcoming school year.</p>     | <p><a href="#">Consortium Change Requirements</a></p> |

### CTE Consortium Handbook (Strongly Recommended)

The CTE Consortium structure utilized is a local decision, but processes and procedures of the consortium must conform to federal, state, and locally adopted policies. A consortium handbook is not a legal requirement, but is strongly recommended as it provides information about the governance and decision making process of the group and can also help answer many questions about the day-to-day operations.

### 11.3 Regional Leadership and Coordination

Oregon has a long history of leveraging regional leadership structures to ensure teachers and students are afforded consistency in the CTE experience. Each of the 14 CTE Regional Consortia in the state has a CTE Regional Coordinator employed by a local college, ESD, or school district to serve on behalf of the region, and they are responsible for Perkins consortia grants. The duties of the CTE Regional Coordinator include:

#### CTE Regional Coordinator

##### Perkins

- Provides leadership to the Perkins region and Perkins consortia
- Collaborates with local colleges, districts, and ESDs in facilitating community engagement and needs assessment activities as related to CTE
- Provides Labor Market Information to regional secondary and postsecondary CTE leaders
- Convenes member districts/colleges to determine regional needs and priorities for the Basic Grant application
- Provides leadership to Perkins consortia by facilitating all regional activities
- Writes Perkins Basic and Reserve Grant, Budget Narrative, and strategic plan
- Plans and conducts grant activities in support of their strategic plan, including tracking outcomes
- Submits required quarterly and/or annual reports
- Networks with relevant industry, workforce, and economic development councils and committees (e.g., local workforce investment boards, STEM Hubs, economic development commissions, etc.)
- Collaborates with all Perkins eligible secondary and postsecondary schools, including nontraditional schools (alternative, charters, private, and corrections) located within the region that generate some portion of the funds available to determine need and activities within Reserve Grant

##### CTE Programs of Study

- Provides guidance and support in the development of new Programs of Study
- Conducts Program of Study review using the High Quality Program of Study Rubric
- Ensures all Programs of Study administer an appropriate work-based learning activity
- Supports the implementation of industry advisory boards for all Programs of Study
- Ensures alignment to academic, postsecondary, and industry standards that lead to high-wage and high-demand careers
- Reviews, provides initial approval, and submits all Program of Study applications
- Supports curriculum research and development
- Assists and works with schools/districts and community colleges in conducting CTE Program Update
- Assists and works with schools/districts and community colleges in reporting and analyzing data, as needed

### Budget and Financial Management

- Maintains fiscal responsibilities of Perkins Basic and Reserve Grants
- Processes all federally purchased equipment and professional development requests
- Consults on equipment and professional development requests
- Maintains asset inventory controls
- Facilitates/supports the research of new technologies and provides professional development opportunities to support their implementation in Programs of Study

### Grant Management

- Maintains working knowledge of federal and state requirements related to CTE grants
- Acts as liaison between ODE, school districts, ESDs, and secondary and postsecondary institutions
- Communicates with ODE and CCWD Education Specialists
- Develops and manages other grants related to CTE

### Professional Development

- Facilitates professional development (e.g., provides access to professional development opportunities)
- Develops and offers local CTE trainings (e.g., dissemination information at consortium meetings, CTE teacher workshops, counselor/advisor outreach, integrating academics in CTE, technology training, postsecondary topics, etc.)

### CTE Teacher Licensure (Secondary)

- Maintains relevant knowledge of CTE licensure rules and processes with TSPC and ODE
- Conducts Instructor Appraisal Committees (IAC)
- Supports teachers/college instructors seeking CTE endorsement
- Works with ODE/CCWD to problem solve or facilitate the CTE license application process

### CTE Data

- Coordinates with ODE and CCWD to support CTE data collection and submission for districts and colleges, including facilitating training for district and college staff
- Produces and provides CTE reports to colleges, school districts, and boards of directors
- Provides CTE data for other grants and reports outside of Perkins

### 9-14 Relationships

- Supports the alignment and relationship building between secondary and postsecondary programs
- Supports activities that encourage articulation between secondary and postsecondary institutions
- Assists in connecting secondary partners with postsecondary partners when an opportunity may not be available within the consortium region
- Coordinates with community college partners to establish collaborative activities, plans professional development, supports CTE outreach, problem solves challenges with alignment, etc.

### State CTE Initiatives - Not Perkins Funded (Secondary)

- Supports CTE Revitalization grant activities as appropriate
- [Secondary Career Pathway Funding:](#)
  - Reviews preliminary program data sets
  - Collaborates with the CTE Content Area Specialists to verify and determine that qualifying programs lead to high-wage and high-demand occupations
  - In collaboration with the CTE program teacher and the school administration, assists with decision making about use of funds
  - Problem solves with districts, schools, and teachers regarding use of funds
- Serves as a CTE resource for the planning and implementation of High School Success activities (Measure 98)

Other possible duties may include:

- Performs CTE lab safety reviews
- Performs facilities improvement consultations
- Prepares and guides districts through ODE Fiscal Monitoring process
- Serves on review team for Civil Rights Monitoring Visit

### CTE Consortia Member

- Provides information gathered through engagement and needs assessment activities to CTE Regional Coordinator for inclusion in regional Basic and Reserve Grant application
- Participates in consortium as outlined in consortia agreement

### 11.4 Secondary Approval Process

In an effort to ensure consistency, the following flow chart has been developed to clearly articulate the flow of the secondary approval process for:

- CTE Programs of Study
- CTE Teacher Licensure
- CTE Program Update

The CTE Regional Coordinator serves as the gatekeeper for all secondary institutions in the region, including non-member districts, charter schools, and alternative schools. The CTE Regional Coordinator is in a unique position at the intersection of many education, economic development, and workforce discussions, and their understanding of the region and specialized training will help maintain the focus and quality of the CTE programs.

The role of the CTE Regional Coordinator is to review the information to ensure the information is accurate, that it follows the appropriate requirements, and that it is of sufficient quality. If approved, the information will be passed on to the ODE Education Specialist (Ed Spec) for further review and approval. If the information presented is not approved by the CTE Regional Coordinator, it will be returned to the submitter for revision.



|   | <b>Step One</b>   | <b>Step Two</b>   | <b>Step Three</b>  |
|---|---|---|--|
| <b>Secondary Consortia Member Schools</b> | Member schools collaborate with CTE Regional Coordinator on development then submit to ODE.   | ODE Ed Spec will approve or return for revision.  | NA   |
| <b>Secondary Direct Recipients</b>        | CTE Director works with schools on development.<br><br>The information will be submitted to the CTE Regional Coordinator for review.  | CTE Regional Coordinator will approve and send to ODE Ed Spec or will return to submitter for revision. | ODE Ed Spec will approve or return to CTE Regional Coordinator for revision. |
| <b>Charter Schools</b>                    | Charter schools are encouraged to work with the CTE Director of the sponsoring school district on development.<br><br>The information is submitted to the CTE Director from the sponsoring school district.<br><br>The CTE Director will approve and send to the CTE Regional Coordinator or will return to the submitter for revision.             | CTE Regional Coordinator will approve and send to ODE Ed Spec or will return to submitter for revision. | ODE Ed Spec will approve or return to CTE Regional Coordinator for revision. |
| <b>Alternative Schools and Programs</b>   | Alternative schools and programs are encouraged to work with the CTE Director of the sponsoring school district on development.<br><br>The information is submitted to the CTE Director from the local school district.<br><br>The CTE Director will approve and send to the CTE Regional Coordinator or will return to the submitter for revision. | CTE Regional Coordinator will approve and send to ODE Ed Spec or will return to submitter for revision. | ODE Ed Spec will approve or return to CTE Regional Coordinator for revision. |
| <b>Online Charter Pilot Members</b>       | Charters submit to sponsoring district CTE Director for approval or rejection. If rejected, return to the submitter for revision.   | If approved, pilot project members submit to Margaret Mahoney for review and pass to ODE Ed Spec.       | ODE Ed Spec will approve or return to CTE Regional Coordinator for revision  |
| <b>State Institutions</b>                 | Secondary schools and programs located in state institutions collaborate with CTE Regional Coordinator on development then submit to ODE.   | ODE Ed Spec will approve or return for revision.  | NA   |

When submitting data through the District Website for:

- CTE Student Collection
- CTE Staff Collection

Each district receiving Perkins funds submits data for every school with a CTE Program of Study in their district (regular high school, alternative program, charter school). This data is submitted directly through the website and will not be reviewed by the CTE Regional Coordinator. Throughout the collection cycle, ODE will notify the CTE Regional Coordinators of progress of the districts within their CTE Region.

## 11.5 System of Support for CTE Leaders in the Field

### Onboarding Support for All Coordinators

#### *Welcome Message*

Once ODE learns of a staffing change, all new CTE Coordinators will receive a welcome message to introduce the system of support, provide initial orientation information and resources, and point to the next support component(s). ODE Staff Coordinator: [Malinda Shell](#)

#### *Perkins Boot Camp - For New Perkins Grant Managers*

The Boot Camp is designed for all Perkins Grant managers with less than 24 months in their position. The purpose of the Boot Camp is to provide the nuts and bolts information about the main aspects of grant management including fiscal responsibilities, application processes, program quality, and data submission. The format will be interactive and hands-on, allowing participants to utilize discussion and resources to find solutions and answer questions.

The Boot Camp will consist of a four-month course—eight two-hour sessions from September through December—to help new staff understand the basics and nuances of the Perkins Grant. The format will be topical with experts from ODE, CCWD, and the field offering information and examples. There will be ongoing contact with Boot Camp participants throughout the year. The ongoing support beyond the Boot Camp will be provided in monthly “Boot Camp Office Hours” from January through June, facilitated by ODE Staff. A pre-office hour survey will be utilized to capture the needs of the participants and ensure that the appropriate content expert will be engaged to address the questions/needs. An ongoing Q & A document will also be created for future reference. ODE Staff Coordinators: [Dan Findley](#) and [Malinda Shell](#)

## Additional Onboarding Support for Regional Coordinators

### *Regional Leadership Academy*

The Regional Leadership Academy is for new Regional Coordinators with less than 24 months of experience. The purpose of the Leadership Academy is to work with participants to develop a deeper understanding of their role and to further develop the skills necessary to lead the regional CTE collaboration and improvement efforts.

The Regional Leadership Academy consists of six two-hour sessions from January through June to help new CTE Regional Grant Coordinators dive more deeply into the work using a lens of communication and relationship development. The format will be topical with experts from ODE, CCWD, and the field offering information and examples. ODE Staff Coordinators: [Margaret Mahoney](#) and [Malinda Shell](#)

## Ongoing Support for all CTE Coordinators

### *CTE Coffee Talks - Third Thursday of the month*

All secondary local and regional CTE coordinators will be invited to participate in monthly one-hour CTE Coffee Talks. The participants in the Coffee Talk generate the agenda in real time. ODE Staff Coordinators: [Barb O’Neill](#) and [Malinda Shell](#)

### *Bi-monthly CTE Coordinators Meeting - First Thursday, every other month*

All secondary Perkins grant coordinators—consortia and direct—will be invited to meet every other month to discuss current issues in state and national CTE. Consortia member school district CTE directors will also be invited upon request. The primary focus will be on ongoing CTE program development and improvement to ensure strong outcomes for all learners. Agenda will be developed collaboratively. ODE Staff Coordinator: [Malinda Shell](#)

### *Professional Development*

Information and training that is pertinent to all CTE Coordinators is offered at regular intervals throughout the year and on an as-needed basis. ODE Staff Coordinator: [Malinda Shell](#)

### *Technical Assistance*

Targeted one-on-one support and consultation via email, phone/Zoom, or in-person meetings is available on an ongoing basis from a variety of specialists.

### *Office Hours*

Drop-in support via Zoom is available at regular intervals throughout the year.

### *CTE Lunch and Learns - As Needed*

The CTE Lunch and Learn format will be used for topics that have been identified as of interest to a wide audience, but may not be pertinent to everyone. These opportunities will be provided on an as-needed basis. Recordings and meeting materials will be made available. Individuals can request topics using the [CTE Lunch and Learn Calendar](#). ODE Staff Coordinator: [Malinda Shell](#)

### *Resource Development and Maintenance*

Online resources will be developed, maintained, and made available to the field on an ongoing basis. ODE Staff Coordinator: [Malinda Shell](#)

### Additional Ongoing Support for Postsecondary CTE Leaders

#### *Community College CTE Leaders*

The Community College CTE Leaders is a statewide group of CTE deans, directors, and managers who meet on a quarterly basis to discuss and share information about CTE program support and services. The focus is on efforts to develop, grow, and sustain CTE programs offered by their colleges. The Perkins Grant Coordinator will be available to discuss relevant issues. CCWD Staff Coordinator: [Luis Juarez](#).

#### *CCWD On-Site Visits*

CCWD conducts annual on-site visits (virtual/non-virtual) to meet with Perkins/CTE postsecondary managers and provides technical assistance as appropriate. Discussions include progress on Perkins performance measures/indicators, local improvement plans, spotlight reports, Perkins/CTE program updates, college partnerships, Perkins V items, career guidance and planning, and evaluation and accountability. CCWD Staff Coordinators: [Luis Juarez](#) and [KC Andrew](#).

### Additional Ongoing Support for Regional Coordinators

#### *Bimonthly Regional Coordinator Meeting - First Thursday, alternating months*

All Regional Coordinators will be invited to meet every other month to discuss regional leadership tactics, strategies, and processes in service of the Oregon CTE State Plan. Agenda will be developed collaboratively. ODE Staff Coordinator: [Malinda Shell](#)

### Additional Ongoing Support for Direct Grant Coordinators

#### *Triannual Perkins Direct Grant Coordinator Meeting*

All secondary and postsecondary Direct Grant Coordinators will be invited to meet three times a year to discuss issues specific to direct recipient grant coordination and collaborative strategies and processes in service of the Oregon CTE State Plan. Agenda will be developed collaboratively. ODE Staff Coordinator: [Malinda Shell](#)

## 2022-2023 Meeting Calendar

| MONTH     | DATE        | MEETING                       | NOTES                   |
|-----------|-------------|-------------------------------|-------------------------|
| August    | 8/8 & 8/9   | ALL CTE Coordinators Meeting  | In-person (Rogue CC)    |
|           | 8/18        | Coffee Talk                   | Virtual                 |
| September | 9/1         | Regional Coordinators Meeting | Virtual                 |
|           | 9/8         | Direct Grant Coordinators     | Virtual                 |
|           | 9/15        | Coffee Talk                   | Virtual                 |
| October   | 10/6 & 10/7 | ALL CTE Coordinators Meeting  | In-person (Knife River) |
|           | 10/20       | Coffee Talk                   | Virtual                 |
| November  | 11/3        | Regional Coordinators Meeting | Virtual                 |
|           | 11/17       | Coffee Talk                   | Virtual                 |
| December  | 12/1        | ALL CTE Coordinators Meeting  | Virtual                 |
|           | 12/15       | Coffee Talk                   | Virtual                 |
| January   | 1/5         | Regional Coordinators Meeting | Virtual                 |
|           | 1/12        | Direct Grant Coordinators     | Virtual                 |
|           | 1/19        | Coffee Talk                   | Virtual                 |
| February  | 2/2         | ALL CTE Coordinators Meeting  | Virtual                 |
|           | 2/16        | Coffee Talk                   | Virtual                 |
| March     | 3/2         | Regional Coordinators Meeting | Virtual                 |
|           | 3/16        | Coffee Talk                   | Virtual                 |
| April     | 4/11        | ALL CTE Coordinators Meeting  | In-person (TBD OR ACTE) |
|           | 4/20        | Coffee Talk                   | Virtual                 |
| May       | 5/4         | Regional Coordinators Meeting | Virtual                 |
|           | 5/11        | Direct Grant Coordinators     | Virtual                 |
|           | 5/18        | Coffee Talk                   | Virtual                 |
| June      | 6/1         | ALL CTE Coordinators Meeting  | Virtual                 |
|           | 6/15        | Coffee Talk                   | Virtual                 |
| July      |             | No Meetings                   |                         |

## 11.6 Support and Consultation Model

This model outlines the Secondary-Postsecondary Transitions team’s process of support for resolving disagreements between decision-makers of CTE and Perkins decisions. It is intended to be used by CTE Regional Coordinators, school administrators of CTE programs, and district administrators of CTE programs, including charter school administrators and their sponsoring district CTE Program Directors. It is designed to provide a supportive and collaborative model of conflict resolution that prioritizes relationships between decision-makers and maintains their decision-making autonomy.

### Step 1: Local Level Discussion

If you are a CTE Regional Coordinator and you have a disagreement with a school or district CTE administrator’s decision on CTE or Perkins, or vice versa, we encourage you to discuss your concerns with the other party and resolve the issue informally.

Similarly, if a charter school and sponsoring district CTE Program Director disagree with a decision made regarding CTE/Perkins and cannot reach agreement, they should have a discussion that includes the school, the district, and the CTE Regional Coordinator.

Tips for conversation:

- Listen and try to understand concerns, interests, and the arguments from other perspectives.
- Examine concerns, interests, and arguments in context of written policies, agreements, and/or state and local law.
- As agreements are reached, write them down!
- If you are unable to resolve the disagreement at the local level, discussants should draft a summary of the attempts made toward resolution and the remaining issues that cannot be resolved.
- Remember that student access to quality CTE programming is at the center of all we do.

### Step 2: Consultation with Secondary-Postsecondary Transitions Team

Most problems will be resolved at the local level. In the event there are unresolved issues, please contact the appropriate ODE Staff Member (below) to initiate the next step of the support and consultation process. Other staff members will be assigned to proceed with this model.

| Licensure issues                 | Program of Study issues       | Fiscal issues                   | Other issues                  |
|----------------------------------|-------------------------------|---------------------------------|-------------------------------|
| <a href="#">Margaret Mahoney</a> | <a href="#">Carly Sichley</a> | <a href="#">Reynold Gardner</a> | <a href="#">Malinda Shell</a> |

The assigned ODE staff will review the information provided and check with the other party to ensure that the parties have attempted to resolve this disagreement between themselves first (all disagreements involving a community college partner will be addressed in consultation with a CCWD Staff Member). Upon verification that parties have attempted Step 1, ODE staff will schedule times to listen to each of the parties involved. During conversation, ODE staff will

- serve as a neutral party for disputants.
- listen to the issue.
- try to draw out the concerns, interests, and arguments to better understand the situation.

Following conversations with all parties, ODE staff will consider:

- Where do facts line up? Where do they differ?
  - If the parties' perception of the facts differ, what explains that difference?
- Are there points of agreement? Can they be expanded?
- Where are the points of disagreement?
  - What are the parties' explanations of those differences?
  - What are your feelings on those differences?
- What interests have the parties expressed?
  - Are there commonalities?
  - Can alternative positions be found that still align with interests?
- How does law and policy fit in?
  - Is this an area where parties can craft their own agreement, or does law/policy specify an outcome?
- What are some possible paths forward? Are there recommendations, examples, and other ways to move forward?
- In the event there is no collaborative solution and no legal/policy answer, what is the next step?
- Are there further conversations that need to happen?
- Does ODE have a decision or a recommendation?

After the ODE staff has carefully listened and considered the information, all of the parties will meet together for a facilitated conversation aimed toward resolution. There may be some cases where resolution could be reached without bringing everyone together, but that will be clearly communicated at the time to those involved.

### **Step 3: Official Policy Decision**

If parties cannot reach an agreement through the facilitated conversation in Step 2, *and* the issue involves a significant law or policy concern, the ODE staff member that has been working with the issue will consult with the appropriate CTE leaders at ODE. An official decision will be made and delivered formally or informally. The ODE staff member will work with the CTE Regional Coordinator to strategize how to communicate the position to the school/district.

## 12 - Application Processes for Perkins Basic and Reserve Grant Funds

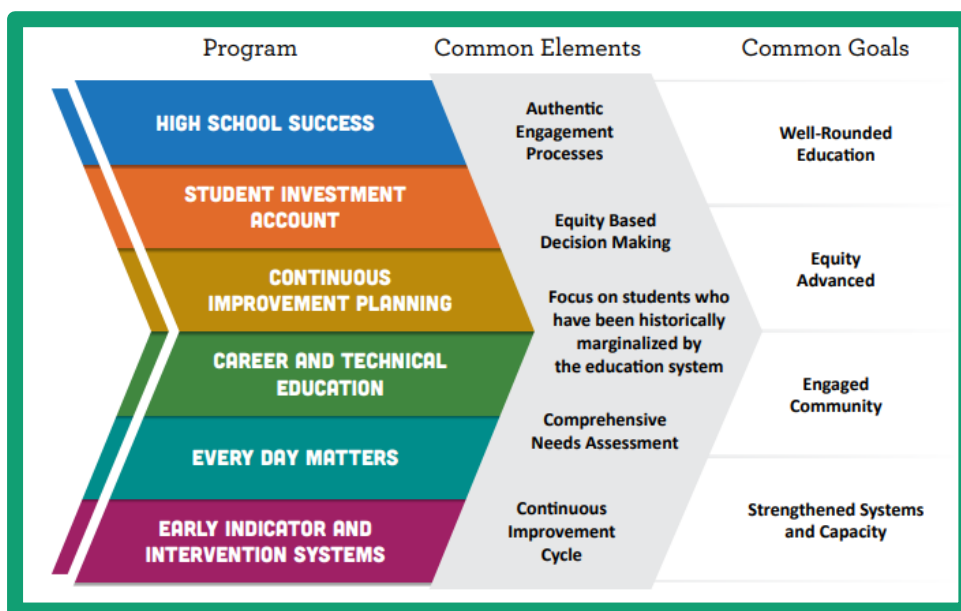
This section of the CTE Policy Guidebook provides a high-level view of the timeline and steps involved in putting together your Perkins Basic Grant Application. The section begins with some information about why we have moved to a new integrated application approach; you will also find a section for each type of Perkins grant recipient. This section does not contain all of the rich information about how to conduct each of these steps, but there are links provided to the resources you will need.

### 12.1 Moving Toward an Integrated Approach

The [Aligning for Student Success: Integrated Guidance for Six ODE Initiatives](#) has been referenced throughout the CTE Policy Guidebook. It is an opportunity for districts to plan for CTE and career connected learning as an integral part of their continuous improvement process.

The process requirements put forth in the Integrated Guidance provide more engagement and transparency to CTE programs and allow colleges and CTE consortia leads to help support and shape CTE priorities within their region beyond Perkins funding. It provides an opportunity for local and regional thought partners to spend more time analyzing how CTE programs are serving focal student groups and to braid local and regional initiatives to support strong CTE systems.

The Perkins application process will look and feel a bit different compared to previous years. While the integrated application applies to all school districts in Oregon, it will also create some changes for how colleges are engaged and access Perkins funds, and how CTE consortia plan their Perkins basic and reserve grants.



The integration of these six initiatives is possible because of what they have in common. While each program has historically been pulled apart, the Integrated Guidance brings them together so applicants, schools, and programs can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students.



We are moving conversations about CTE from “that building out back” to being at the table as a strategy to achieve these four common goals:

- 1) Providing a well-rounded education
- 2) Advancing equity
- 3) Engaging our community and business partners
- 4) Strengthening the system

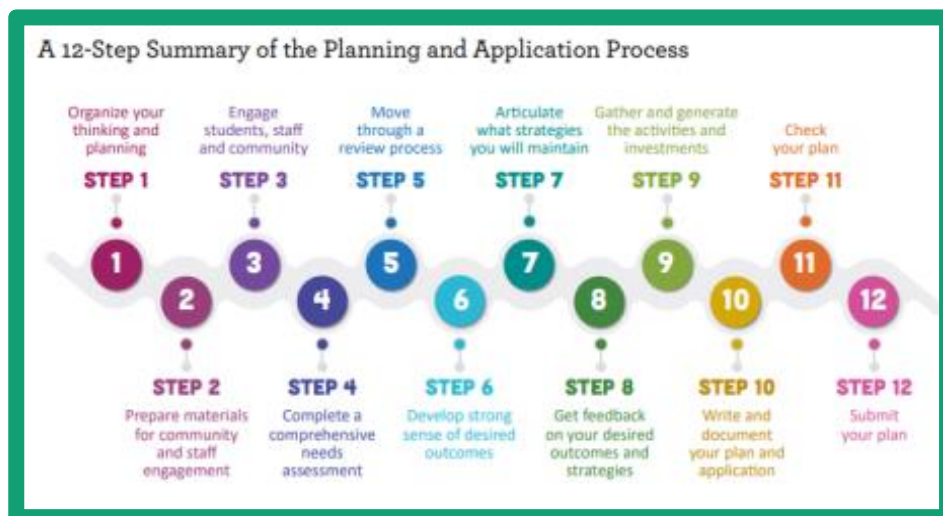
There are two very deliberate reasons for this bold move.

- 1. **We want to improve outcomes and learning conditions.** Aligning the programs at the state level creates the opportunity and responsibility at the local level for schools, districts, and consortia to focus on planning and integrating programs and funding streams in ways that improve the well-being, health, climate, quality of instruction, and outcomes for each and every student in Oregon, with dedicated attention to focal student groups.
- 2. **We want to make the right work easier.** This long desired change has now begun. Working within existing statutes, rules, and federal requirements, ODE developed a framework for success that meets and retains the core purposes for each of the six programs while trying to create a stronger framework from which we can mark progress and look for long-term impacts. Overall, the initiative reduces the redundancy of effort and often uncoordinated attempts at engaging our communities.

The Integrated Guidance has been published well in advance of the 2023-2025 application cycle to allow for thoughtful planning and engagement. Below is an excerpt from [Section 1](#) on the importance of planning:

*These steps are presented to help leaders plan and sequence their efforts. In reality, all of these steps are interrelated and intersecting. For example, after an initial plan is developed and resourcing considered, additional community, student and staff engagement is best practice and would be valuable before finalizing submission of the plan. Even if all ideas and needs don't make a final plan, it builds trust and honors the input solicited to share back what is put forward in the final application.*

*These steps can ensure that you make the most of the opportunity to be more efficient, effective, collaborative and transparent as you bring your work together.*



Moving from our traditional Perkins CTE planning and into the 12-Step Planning and Application Process is a natural step. Consortia and colleges are also encouraged to go through the 12-Step Planning and Application Process. The Integrated Guidance offers strategies for creating and applying an equity lens, engaging community members, reviewing needs, determining intended outcomes, and budgeting with an eye toward achieving articulated outcomes. Below we have mapped the general Perkins Application parts to the 12-Step Planning and Application Process found in the Integrated Guidance to demonstrate thoughtful and intentional alignment.

Ongoing, consistent, and authentic community engagement is vital to our improvement efforts and is at the heart of the shifts in Perkins V as well as our further shift into integrated planning. We are familiar with engaging our community partners in our plans and as advisors to our programs, but we are called to think more deeply about how to engage. *“We cheer on bold new strategies and approaches that weave community engagement into the everyday operations of applicants, not just plan development and approval.”*(Section 2, IG) There are a number of resources available within the Integrated Guidance and on the ODE website—below are a few to get started:

- [Appendix A: Community Engagement Tool Kit](#)
- [ODE Equity Decision Tools for School Leaders](#)
- [Roadmap for Engagement](#)

| Perkins V Components  | 12-Step Planning and Application Process  |
|---|---|
| Community Engagement  | Step 1 - Organize and Plan<br>Step 2 - Prepare Materials<br>Step 3 - Engage   |
| Needs Assessment  | Step 4 - Complete Needs Assessment Snapshot   |
| Plan Development and Application<br><br>Budget Aligned to Identified Priorities | Step 5 - Review Process<br>Step 6 - Develop Desired Outcomes<br>Step 7 - Articulate Strategies<br>Step 8 - Get Feedback on Outcomes and Strategies<br>Step 9 - Generate Activities and Investments<br>Step 10 - Write Plan<br>Step 11 - Check Plan<br>Step 12 - Submit Plan |

With the inclusion of Perkins CTE in the Integrated Guidance, the process to complete these components is slightly different based on the type of grant recipient. Each is described in more detail in the sections identified:

- 12.2 Direct Secondary Perkins Basic Grant Recipient
- 12.3 Consortia Basic Grant Recipient—which may include secondary and postsecondary members
- 12.4 Direct Postsecondary Perkins Basic Grant Recipient
- 12.5 Perkins Reserve Grant

## 12.2 Direct Secondary Perkins Grant Recipient

All secondary districts in the state of Oregon will be implementing the Integrated Guidance and will be following all suggestions and requirements contained in the integrated application. All Perkins requirements are embedded within the process. In order to ensure CTE needs are raised and discussed, it is important that CTE leaders in these schools participate in the entire plan development process.

At a very high level, this is what the three components look like for a direct secondary Perkins recipient. Everyone is encouraged to look beyond the three columns and look more deeply into the 12-step planning process above to develop an actual work plan.

| Engagement  | Needs Assessment  | Plan Development and Application<br>Budget Aligned to Identified<br>Priorities   |
|---|---|--|
| <p><b>Fall 2022</b><br/>Conduct engagement as described in <a href="#">Section 2 of the Integrated Guidance</a>.</p>  | <p><b>October-December 2022</b><br/>Use information from engagement to conduct an <a href="#">Integrated Needs Assessment</a>.</p>          | <p><b>Jan-Mar 2023</b><br/>Using information gained through the integrated needs assessment, develop outcomes and strategies. (Steps 5-7)</p>  |
| <p><a href="#">Appendix A: Community Engagement Toolkit</a></p> <p>Collaborate with the CTE Regional Coordinator as a resource for labor market information and regional CTE priorities. Work closely with ESD Liaison.</p> <p>Ensure postsecondary and required Perkins partner.</p> <p>Inclusion in engagement.</p> <p><b>Ongoing</b><br/>Continue with engagement and feedback loops throughout the planning and implementation process of the plan. (Steps 1-3)</p> | <p>During this time, also share information with the CTE Regional Coordinator to help shape Regional Reserve Grant Activities. (Step 4)</p> | <p>Check back in with community partners to ensure you are on the right track. (Step 8)</p> <p>Design activities and explore investments to help achieve identified outcomes. (Step 9)</p> <p>Once outcomes, strategies, and activities have been developed, and budget identified, it is time to write the plan. (Steps 8-11)</p> <p><b>Submitted March 2023</b></p> <p>The Perkins application is embedded in the district application described in <a href="#">Section 4 of the Integrated Guidance</a> and in the <a href="#">Integrated Application Template</a>.</p> <p>The Perkins budget is included in the <a href="#">Integrated Budget and Planning Template</a>. (Step 12)</p> <p><i>Quarterly and final reporting process under development</i></p> |

For current information, please visit the [Perkins Implementation 2023-2025](#) website.

### 12.3 Perkins Consortia Grant Recipient

As with direct grant recipients, all secondary districts in the state of Oregon will be implementing the Integrated Guidance and will be following all suggestions and requirements contained in the integrated application for all six programs. All Perkins requirements are embedded in the process. In order to ensure CTE needs are raised and discussed, it is important that CTE leaders in these schools participate in the entire plan development process.

One difference for consortia member districts is that they are not the fiscal agent for the Perkins funds, so they will not complete the Perkins section of the budget. They will, however, contribute their district engagement information and the prioritized outcome, strategies, and activities of the district to help in setting consortia priorities. The CTE Regional Coordinator will be provided with the information gathered via engagement and lead the region in setting regional priorities, outcomes, strategies, and activities.

Due to the high level of coordination required, it is critical for the CTE Regional Coordinator to reach out to the ESD Liaison to plan and partner in the design of the entire process. In addition to the ESD Liaison, there are ODE Regional Teams assigned to each ESD to help coordinate and assist with implementation of the new processes.

In addition to secondary consortia members, many regional CTE Consortia also have community college members. As a Perkins recipient, the member community colleges will also conduct a needs assessment including the required partners and addressing the questions in Perkins V statute. The CTE CC Leaders will facilitate engagement activities to glean the information needed to ensure the college needs are also part of the prioritization and identification of regional outcomes, strategies, and activities. Community college instructors and leaders will also want to participate in the engagement process at the district level to help continue to strengthen CTE program development. The CTE Regional Coordinator will be provided with the information gained by the college via engagement.

In order to complete the regional consortia plan, it is anticipated that in addition to the district-led engagements, additional engagement may need to be planned and facilitated by the CTE Regional Coordinator to ensure that all districts, communities, focal students, and community colleges are well represented in the final regional outcomes, strategies, and activities.

The interactions within the consortium may appear analogous to an accordion, where information will move back and forth from the district and community colleges to the region and back to the local level. Through this two-way communication, the CTE Regional Coordinator can better realize the CTE outcomes for students across the region. To be clear, the CTE Regional Coordinator will not conduct an additional engagement and needs assessment process for secondary members, but will collaborate closely with the ESD Liaison, districts, and community colleges to gain a holistic view of the information gathered. However, the CTE Regional Coordinator may need to facilitate additional conversations with postsecondary partners and others to ensure all required partners are included and well informed.

Following engagement and needs assessment review, the consortium members will need to work closely with the CTE Regional Coordinator to begin to investigate emerging trends across member districts and the community colleges. There should be conversations throughout the

plan development process to identify where regional CTE priorities may supplement district CTE priorities and how all can work together to support regional improvement. As outcomes, strategies, and activities are developed, continue to engage with partners to make sure you are acknowledging their input, and further discuss how it is or is not being used in the application.

- All district applications will require board approval and will be submitted in March 2023.
- Consortia applications and budgets will continue to be refined and developed. They will not require board approval and will be submitted via Smartsheet in June 2023.

At a very high level, the table below shows what the three components look like for a Perkins Consortia. Everyone is encouraged to look beyond the three columns and look more deeply into the 12-step planning process above to develop an actual work plan.

| Engagement  | Needs Assessment   | Plan Development and Application<br>Budget Aligned to Identified Priorities  |
|---|--|--|
| <p><b>Fall 2022</b><br/> <u>Member districts</u> will conduct engagement activities for all programs as described in the Integrated Guidance.</p> <p>The CTE Regional Coordinator (<u>RC</u>) will be included in the engagements as practical and will provide Labor Market Information and regional priorities for all districts in the region.</p> <p><u>Member colleges</u> will conduct a needs assessment using the <a href="#">Postsecondary CLNA</a> or other appropriate tool.</p> <p>Entire <u>consortia</u> will meet to share engagement information and determine if further engagement is needed prior to identifying outcomes.</p> <p><b>Fall 2022-Spring 2023</b><br/> The <u>RC</u> in collaboration with the ESD Liaison and others will conduct additional engagements to gather information regarding</p> | <p><b>October-December 2022</b><br/> <u>Member districts</u> use information from engagement and regional discussions to conduct the needs assessment as described in the Integrated Guidance Resource entitled <a href="#">Integrated Needs Assessment</a>. The <u>RC</u> and <u>member colleges</u> should be included in this examination as appropriate.</p> <p>Entire <u>consortia</u> will meet to share emerging priorities and needs from their districts/colleges and the <u>RC</u> will begin the process to identify regional priorities.<br/> (Step 4)</p> | <p><b>Jan-Mar 2023</b><br/> <u>Member districts</u> will be developing outcomes and strategies, checking in with community, and developing activities. (Steps 5-7)</p> <p><u>RCs</u> should be communicating regularly with <u>member districts</u> and <u>colleges</u> and helping shape emerging outcomes, strategies, and activities. (Steps 5-7)</p> <p><u>Consortia</u> should strive to reach preliminary agreements about regional activities and budget so member districts are able to indicate that in their integrated application. But they must be mindful of <u>college</u> and regional timelines as well. (Steps 8-11)</p> <p><u>Member districts</u> will finalize their <a href="#">integrated plan</a> for submission at the end of March. CTE/Perkins outcomes, strategies, and activities may be identified in the member district plan. <b>Perkins funds will not be included in the member district application</b>—only in</p> |

| Engagement  | Needs Assessment | Plan Development and Application<br>Budget Aligned to Identified Priorities   |
|---|------------------|---|
| <p>postsecondary program and partner needs (if appropriate).</p> <p><b>Ongoing</b><br/>Broad engagement throughout the planning and implementation process. (Steps 1-3)</p> |                  | <p>the consortia application. (Steps 8-11)</p> <p><b>Submitted June 30, 2023</b><br/>The Perkins Application for the consortia will be submitted by the <u>RC</u> via Smartsheet. <a href="#">Consortia Plan and Application Preview</a></p> <p>The Perkins budget for consortia will also be submitted via Smartsheet and will be modeled after the template and description in the Integrated Budget and Planning Template. (Step 12)</p> |

For current information, please visit the [Perkins Implementation 2023-2025 website](#).

## 12.4 Direct Postsecondary Perkins Grant Recipient

Postsecondary institutions are not covered or contained within the Integrated Guidance, so the process for postsecondary direct grant recipients remains largely unchanged from prior years.

At a very high level, this is what the three components look like for a direct secondary Perkins recipient. Everyone is encouraged to look beyond the three columns and look more deeply into the 12-step planning process above to develop the work plan. The Integrated Guidance provides some great resources that may be of value to community college leaders as they proceed through the planning process.

| Community Engagement  | Needs Assessment  | Plan Development and Application<br>Budget Aligned to Identified Priorities   |
|---|---|---|
| <p><b>Fall 2022</b><br/>Participate as appropriate in secondary engagement.</p> <p><b>Between Fall 2022-Spring 2023</b><br/>Coordinate engagement regarding college utilizing the <a href="#">Postsecondary CTE CLNA Guide</a> or other appropriate tool that engages the required participants and examines questions in Perkins statute. (Steps 1-3)</p> <p><b>Ongoing</b><br/>Continue with engagement throughout the planning and implementation process of the Perkins plan.</p> | <p><b>October 2022-May 2023</b><br/>Use the <a href="#">Postsecondary CTE CLNA Guide</a> (or other assessment engaging required participants) to compile information to include in the needs assessment process. (Step 4)</p> | <p><b>Due June 30, 2023</b><br/>Using information gained through needs assessment, develop outcomes and strategies. (Step 5- 7)</p> <p>Check back in with community partners to ensure you are on the right track. (Step 8)</p> <p>Provide findings from Needs Assessment to CTE Regional Coordinator to help shape regional Reserve Grant priorities.</p> <p>Design activities and explore investments to help achieve identified outcomes. (Step 9)</p> <p>Once outcomes, strategies, and activities have been developed, and budget identified, it is time to write the plan. (Steps 8-11)</p> <p><b>Submitted June 30, 2023</b><br/>The Perkins Application will be submitted via Smartsheet. <a href="#">Postsecondary Plan and Application Preview</a></p> <p>The Perkins budget for consortia will also be</p> |

| Community Engagement | Needs Assessment | Plan Development and Application<br><br>Budget Aligned to Identified Priorities  |
|----------------------|------------------|--|
|                      |                  | <p>submitted via Smartsheet and will be modeled after the template and description in the Integrated Budget and Planning Template. (Step 12)</p> <p><i>Quarterly and final reporting process under development</i></p> |

For current information, please visit the [Perkins Implementation 2023-2025 website](#).

12.5 Perkins Reserve Recipient

The Perkins Reserve Grant is embedded in the [Consortia Plan and Application Preview](#). The priority focus of the Perkins Reserve Grant Funds will be on the development and implementation of work-based learning and career exploration within the context of CTE Programs of Study, especially in rural areas of Oregon.

The Reserve Grant shall represent the need of the entire region including consortia members and non-members.

13 - Perkins Data and Accountability

Data collection and reporting have been part of CTE since 1998. Specific indicators have changed over time, but the importance of using data to inform decisions has been consistent. Both secondary and postsecondary institutions routinely report student data as a required component of their CTE programs; the Oregon Department of Education (ODE) and the Higher Education Coordinating Commission (HECC) report that data for statewide accountability and planning.

As part of the federal requirements, Oregon does not have the option to change the performance indicators, but the performance targets were set in the [Oregon CTE State Plan](#) and accepted by the Office of Career Technical and Adult Education at the U.S. Department of Education. In the indicator name, the letter designates secondary or postsecondary. For example, 2P1 is a postsecondary indicator, and 5S3 is a secondary indicator.

13.1 Accountability Processes

Perkins V provides a list of eight secondary and three postsecondary core performance indicators. As part of the State Plan development process in 2018-2020, states were directed to



establish how these indicators would be measured and how CTE Participants and Concentrators would be defined. Below are the adopted and approved operational secondary and postsecondary definitions for CTE students and the core indicators that will be used to report data for accountability purposes.

Data reports are made available to use locally for both accountability and planning. Described in detail in the [Perkins V-Based Data Reports Handbook](#), these reports provide disaggregated data by Career Cluster as well as by focal student group. According to Section 123(b) of the Perkins V Act, local improvement plans are required under certain conditions.

The tables below display pandemic-adjusted secondary and postsecondary indicator targets for fiscal years 2020 through 2023. Targets factor in the change in definitions for secondary and postsecondary CTE Concentrators and reflect analysis of available historical data.

| <b>Secondary Performance Metric</b>     | <b>Adj. Target<br/>20-21</b> | <b>Adj. Target<br/>21-22</b> | <b>Adj. Target<br/>22-23</b> | <b>Adj. Target<br/>23-24</b> |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| 1S1 Four-Year Graduation Rate           | 89.5%                        | 90%                          | 90.5%                        | 91%                          |
| 1S2 Extended Graduation Rate            | 90%                          | 90.5%                        | 91%                          | 91.5%                        |
| 2S1 Reading/Language Arts Proficiency   | 68%                          | 64.4%                        | 72.9%                        | 77.43%                       |
| 2S2 Mathematics Proficiency             | 35.7%                        | 34.4%                        | 39.6%                        | 42.75%                       |
| 2S3 Science Proficiency                 | 45.9%                        | 44%                          | 50.4%                        | 54.15%                       |
| 3S1 Post-Program Placement              | 49.3%                        | 47.2%                        | 55.8%                        | 59.85%                       |
| 4S1 Non-Traditional Prog. Concentration | 27.5%                        | 28%                          | 28.5%                        | 29%                          |
| 5S3 Prog. Quality, Work-Based Learning  | 5%                           | 12%                          | 20%                          | 25%                          |

| <b>Postsecondary Performance Metric</b> | <b>Adj. Target<br/>20-21</b> | <b>Adj. Target<br/>21-22</b> | <b>Adj. Target<br/>22-23</b> | <b>Adj. Target<br/>23-24</b> |
|---|------------------------------|------------------------------|------------------------------|------------------------------|
| 1P1 Postsecondary Placement             | 62.8%                        | 63.2%                        | 67.6%                        | 72%                          |
| 2P1 Earned Postsecondary Credential     | 39%                          | 39.4%                        | 42.3%                        | 45.2%                        |
| 3P1 Non-Traditional Concentration       | 16%                          | 16.4%                        | 17.9%                        | 19.4%                        |

### Attention to Equity

Perkins V requires disaggregation of data to reveal any impact on different student groups. Data is disaggregated by focal student group and by Career Cluster. Annually, disaggregated

data is analyzed at the state and local level to determine gaps in performance and allow adjustment efforts to ensure student success for all students, particularly students historically and currently marginalized in quality career education opportunities.

Ongoing examination of policies and data collection is needed to ensure student progress toward meeting success indicators is not adversely impacted.

### Data Literacy

The vision set forth in the [Oregon CTE State Plan](#) requires more in-depth use of data and feedback. In the Plan, there are three goals associated with data literacy and accountability:

1. Improve the use of data to inform continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for historically underserved students.
2. Improve data reporting systems for various end users of the data.
3. Improve data quality.

### Technical Assistance

ODE and HECC offer ongoing technical assistance and a variety of timely workshops, webinars, and other training opportunities each year to help local personnel better understand data collection and use.

ODE and HECC staff are also available, upon request, to provide individualized technical assistance as capacity permits.

### Data Confidentiality and Data Sharing

Federal and state policies require written documentation concerning sharing data that may include confidential and personally identifiable information (PII) concerning students. Only those with a legitimate educational interest may receive and/or use PII and other confidential information.

CTE Regional Coordinators are recognized as authorized representatives with legitimate educational interest to receive data from ODE. Those gaining access to data from ODE that has PII are expected to adhere to the following expectations:

- Those granted access will have written permission from the employer and the school districts to obtain, view, and use the confidential information.
- Those granted access will adhere to the confidentiality and privacy laws and policies of the Family Educational Rights and Privacy Act (FERPA), the state, the employer, and the districts for which they will obtain data.
- Those granted will provide access only to others that have a legitimate educational interest and who also understand and agree to follow the confidentiality and privacy laws and policies mentioned above.
- Those granted access will destroy and ensure others destroy the confidential data when it is no longer needed to conduct evaluations and audits.
- Those granted access are expected to remain informed about privacy laws and policies.

Community College CTE Leaders and CTE Regional Coordinators are recognized as authorized representatives with legitimate educational interest to receive data from the CCWD/HECC.

#### Data Sharing Agreements

ODE offers a data sharing agreement to CTE Regional Coordinators to enable them to use data collected and reported for program improvement. The data sharing agreement is signed once and kept on file at ODE. A copy can be obtained from [Barb O'Neill](#).

#### Improvement Plans

Section 123(b) of the Perkins Act states that ODE, in partnership with CCWD, shall annually evaluate the local levels of performance and the activities of each direct recipient and consortium.

After reviewing this information, in the event the local recipient failed to meet at least 90% of the performance target, Perkins requires—and best practice dictates—that they develop and implement program improvement plans. The plans shall include an analysis of gaps and disparities, and actions that will address the gaps. The plans must be developed in consultation with the required local interested parties. The plans must be developed for each performance indicator that does not meet the 90% threshold.

In the event improvement is not made, there are provisions for escalated technical assistance and subsequent actions.

In Oregon, the Improvement Plans are included in the Basic Grant Application process. As part of the grant application, recipients are required to analyze their performance data and develop improvement plans for any performance indicators in which they did not meet the 90% threshold.

## 13.2 Secondary Performance Indicators

### Secondary CTE Concentrator

The Perkins V legislation defines a secondary CTE Concentrator as a student who has taken at least two courses in a single CTE Program of Study.

*A secondary CTE Concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.*

### Course-Level Descriptors

The secondary CTE Concentrator definition includes a course-level descriptor. The descriptor emphasizes the importance of creating a course sequence within a CTE Program of Study. National research has demonstrated the positive impact of CTE on student outcomes when taught through a sequence of courses rather than a number of loosely connected electives. Under Perkins V, course-level descriptors are:

- **Introductory Course** – A course that focuses on raising career awareness and learning basic professional and technical skills associated with the CTE Program of Study. The course helps develop student interest rather than technical proficiency in a CTE Program of Study.
- **Intermediate Course** – A course that focuses on exploring careers and learning specific technical and professional skills. The course builds on basic skills and moves toward technical proficiency in preparation for a career.
- **Advanced Course** – A course that focuses on preparing for a career and refining specific technical and professional skills. The course integrates multiple skills through project-based instruction and/or work-based learning. These courses focus on preparing students for entry-level work or postsecondary programs.

### Secondary Performance Indicators and Definitions

The [Oregon CTE State Plan](#) provides not only the definitions and targets selected, but also the rationale for the chosen targets. Please consult the CTE State Plan for more details.

Note: the “S” in the indicator name designates this as a secondary indicator.

### *1S1: Four-Year Graduation Rate*

The percentage of secondary CTE Concentrators who graduate within four years. This indicator uses the same definition for a high school graduate as the one used to determine overall state four-year graduation rates.

*Numerator: # of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the four-year adjusted cohort graduation rate.*

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*Denominator: # of CTE Concentrators in the state's adjusted four-year cohort in the reporting year. The adjusted four-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year, plus those students who transferred into the cohort within these four years and minus those students who transferred out of the cohort within these four years.*

### *1S2: Extended Graduation Rate*

The percentage of secondary CTE Concentrators who graduate within five years. This indicator uses the same definition for a high school graduate as the one used to determine overall state five-year graduation rates.

*Numerator: # of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the five-year adjusted cohort graduation rate.*

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*Denominator: # of CTE Concentrators in the state's adjusted five-year cohort in the reporting year. The adjusted five-year cohort includes students who were first enrolled in high school five years prior to August of the reporting year, plus those students who transferred into the cohort within these five years and minus those students who transferred out of the cohort within these five years.*

### *2S1: Academic Proficiency in Reading/Language Arts*

The percentage of secondary CTE Concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11<sup>th</sup> grade.

*Numerator: # of CTE Concentrators who have met proficient or advanced level on Oregon's reading/language arts assessment administered as part of the Every Student Succeeds Act (ESSA).*

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*Denominator: # of CTE Concentrators who took the ESSA assessment in reading/language arts.*

### *2S2: Academic Proficiency in Mathematics*

The percentage of secondary CTE Concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11<sup>th</sup> grade.

*Numerator: # of CTE Concentrators who have met proficient or advanced level on Oregon's mathematics assessment administered as part of the Every Student Succeeds Act (ESSA).*

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*Denominator: # of CTE Concentrators who took the ESSA assessment in mathematics.*

### *2S3: Academic Proficiency in Science*

The percentage of secondary CTE Concentrators who demonstrate proficiency in science as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11<sup>th</sup> grade.

*Numerator: # of CTE Concentrators who have met proficient or advanced level on Oregon's science assessment administered as part of the Every Student Succeeds Act (ESSA).*

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*Denominator: # of CTE Concentrators who took the ESSA assessment in science.*

### *3S1: Post-Program Placement*

The percentage of secondary CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.

*Numerator: # of CTE Concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program that receives assistance under Title I of the National Community Service Act of 1990; are volunteers in the Peace Corps; or are employed.*

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*Denominator: # of CTE Concentrators who exited secondary education during the reporting year.*

#### *4S1: Non-Traditional Program Concentration*

The percentage of CTE Concentrators whose primary CTE programs and Programs of Study lead to fields that are nontraditional for the gender of the Concentrator. These programs are identified using national data.

*Numerator: # of CTE Concentrators whose primary state-approved Program of Study leads to a field considered nontraditional for their gender.*

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*Denominator: # of CTE Concentrators who concentrated in a state-approved Program of Study that is federally classified as being associated with a traditional gender.*

#### *5S3: Program Quality – Participation in Work-Based Learning*

The percentage of CTE Concentrators graduating from high school having participated in work-based learning.

*Numerator: # of CTE Concentrators who participated in work-based learning during high school, and who graduated from high school during the reporting year.*

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*Denominator: # of CTE Concentrators who graduated from high school during the reporting year.*



### 13.3 Postsecondary Performance Indicators

#### Postsecondary CTE Concentrator

The Perkins V legislation defines a postsecondary CTE Concentrator as a student who has earned at least 12 credits within a CTE program or Program of Study or has completed the program if it is fewer than 12 credits. While this is a postsecondary indicator, there are many high school CTE programs that are tightly aligned to the college program, and students can earn certificates from the college while still in high school. Oregon expanded the CTE Concentrator definition to:

*A postsecondary CTE Concentrator is a student who has earned at least 12 credits, of which nine program credits are CTE specific, within a CTE program or Program of Study, or completed the program if it is fewer than 12 credits.*

This definition, recommended by a workgroup of employers and educators, refines the Perkins V Concentrator definition to align closely with the definition under Perkins IV with only one difference: Perkins V requires a Concentrator to have earned at least 12 credits in a CTE program or Program of Study; Perkins IV required a Concentrator to have earned at least 18 credits in a CTE program or Program of Study.

#### Postsecondary Performance Indicators

Note: the “P” in the indicator name designates this as a postsecondary indicator.

##### *1P1: Postsecondary Placement*

The percentage of CTE Concentrators who complete a program and then continue in postsecondary education; are in advanced training, military service, or a service or volunteer program; or are placed or retained in employment.

*Numerator: # of CTE Concentrators who completed a program or Program of Study and, at second quarter after program completion, remain enrolled in postsecondary training; are in advanced training, military service, or a service program that receives assistance under Title I of the National Community Service Act of 1990; are volunteers in the Peace Corps; or are placed or retained in employment.*

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*Denominator: # of CTE Concentrators who completed a program or Program of Study during the reporting year.*

*2P1: Earned Recognized Postsecondary Credential*

The percentage of CTE Concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.

*Numerator: # of CTE Concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.*

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*Denominator: # of CTE Concentrators who left postsecondary education in the prior reporting year.*

*3P1: Nontraditional Program Concentration*

The percentage of CTE Concentrators from underrepresented gender groups who participate in CTE programs and Programs of Study that lead to fields considered nontraditional for their gender.

*Numerator: # of CTE Concentrators from underrepresented gender groups who concentrated in nontraditional programs.*

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*Denominator: # of CTE Concentrators who concentrated in programs federally classified as associated with a traditional gender.*

### 13.4 Data Reports

Public reports are provided in the [Data section of the ODE website](#) as part of the requirements for public access to accountability information regarding Perkins. The terms 90% Report and Traffic Light Report have been used interchangeably; one may hear either term, but both refer to the same document. The data in the 90% report posted on the ODE website is aggregate data rolled up to the institution level for each indicator. The use of green, yellow, and red coding allows a visual indication of how the institution is doing on each indicator. The 90% reports on the public website use suppression rules to protect student identity.

The disaggregated data is released to CTE Regional Coordinators and Community College CTE Deans in a secure fashion. For ODE/CCWD to release the data, training must be conducted, and assurances signed, in order to protect this confidential student information. Email shall not be used to transmit disaggregated data. There is a Secure File Transfer Protocol System provided by ODE and HECC that is available for confidential information sharing.

#### Secondary Level

The Career and Technical Education 90% report is released to CTE Regional Coordinators yearly and provides information to schools regarding their performance on a variety of metrics included in the performance indicators listed above. The metrics are to be used as an evaluative tool to assess the success of the program from a multi-pronged approach. The equity and diversity of programs can be evaluated using this data, and serve as a strong data source to be used by districts as they complete their Perkins Needs Assessments and make programmatic and funding decisions.

Additionally, the metrics are offered at the state, regional, district, school, and program level. Each metric is further disaggregated by a variety of demographics such as gender, race/ethnicity, students with disabilities, economically disadvantaged, English Language Learners (ELL), and Section 504.

#### Postsecondary Level

The postsecondary data team provides performance data in the form of a Statewide Traffic Light Report Summary, a Statewide Traffic Light Report Detail, and Statewide CTE Pivot Tables to the Community College CTE Leaders. These reports help to assist with data exploration for program evaluation and improvement. In the event the postsecondary institution belongs to a consortium, the CC CTE Leader should follow the institution's policy to share the pivot tables with the CTE Regional Coordinator for their region. Each winter, CC CTE Leaders will receive a copy of these reports for their institution and a refresher on the training outlined below:

## How to Use the Perkins Pivot Tables

### General Guidance

1. Orient yourself with the pivot table and click around; explore and develop your understanding of the data.
2. If you do not know what something means, pull in a colleague and explore together.
3. Reach out to your Institutional Researcher(s) to help piece the puzzle together.
4. Reach out to the State Research Analyst, [Kelly Zinck](#), if you still have questions after going through Steps 1-3.

### Specific Instructions

1. Select a performance measure worksheet to examine.
  - a. Click on the worksheet tab at the bottom of the Excel screen (“2P1”).
2. Get a feel for the “who” and the “when” of the performance measure by referring back to the Definitions tab and checking:
  - a. Which group of students the performance measure uses:  
Participants or Concentrators
  - b. Which program year students are selected from:  
Previous year or Current year
3. Do a “gut check” or literal check of how many students are included in the performance measure, and if that seems accurate to you:
  - a. Example using 1P1: “Do I have seven CTE Concentrators from non-traditional gender fields participating in the Agriculture, Food, & Natural Resources Career Cluster? Does that number (7) look right to me? What do my records say?”
  - b. If the number of students in that group does not look right, double click on the number of students and it will give you a list of CCWDIDs of who was included.
    - Double-check which year and dates apply to the students in that performance measure.
    - Double-check the definition of the measure (numerator and denominator). It may include only a subset of Concentrators (like those who left the next year) rather than all Concentrators.
    - Work with your Institutional Researcher to figure out why some students you think should be included may not be included.
    - If you have gone through all these steps, including talking with your research analyst, and still think there is a problem or you cannot figure out why your numbers do not make sense to you, please contact the State Research Analyst, [Kelly Zinck](#). Please provide an example student who you think should be included but was not included (or other questions you have). Detailed information on the program year, institution, etc., is also appreciated.
  - c. If the number of students included in the measure looks accurate, move on to Step 4.

4. Dig into the Pivot Table data to find areas where you can improve.
  - a. To find the Career Cluster that is struggling the most (and dragging down performance on that measure), choose a cluster that has a high number AND high percentage of students that do not meet the qualifications to get into the numerator.
  - b. Click the “+” to expand the chosen Career Cluster and show all the programs in that cluster.
  - c. If there are multiple programs in the Career Cluster, look for the program that is struggling by selecting the program that has a high number AND high percentage of students that do not meet the qualifications to make it into the numerator.
  - d. Double-click on the chosen program.
  - e. Now you can choose the demographic factor that you want to look at in the program.
    - One demographic factor (e.g., “Economic Status”) will already be chosen for you.
      - You can see if there is a pattern or if a focal student group is struggling.
      - You are looking for a correlation, which is not necessarily causation. It may give you a place to start your inquiry (i.e., which demographic population you might want to target, if any).
    - To change which demographic factor you want to examine, use the Undo function. Then double click on the chosen program and select a different demographic group (e.g., “English Language Status”).
    - Choose only one demographic subgroup at a time in order to have the cleanest examination of your program.
      - If you have multiple demographic groups checked, the pivot table will nest them in one another. It will become more confusing and you most likely do not have a large enough number of students at that level to make the nesting meaningful.
  - f. At any point, if you want to know who makes up those students in a group you are examining, double-click on the cell with the number of students. Their records will be pasted into a new worksheet tab that automatically pops up. This is how you can check your student-level records against the ones used for Perkins reporting. (Use Report Check Digit Student ID to match records.)

### 13.5 CTE Data Collections – Secondary

There are three distinct secondary collections, and are all important to the CTE data reporting for each year. Errors in the fall CTE Program Yearly Update will interfere with data validation when the same institution is submitting to the spring data collections (CTE Student and CTE Course) at the end of that school year.

#### CTE Program Yearly Update

The CTE Program Yearly Update is the first of three secondary CTE collections. It is an annual collection designed to measure CTE Programs of Study (POS) size, scope, and quality data at the beginning of each school year. These data include approved CTE courses and supporting details on the elements that make a program high quality. All state approved CTE POS are required to participate in the Yearly Update whether program changes are needed or not. Failure to provide updated program and course information during the Program Yearly Update may lead to data submission inaccuracies and errors during the spring CTE Student and Course Collections.

The [CTE Data Submitter Guide](#) provides details on completing the Yearly Program Update in the CTE Information System.

The Program Yearly Update takes place in the CTE Information System application accessed through login to [ODE's District Website](#).

#### CTE Program Yearly Update Dates

CTE Program Yearly Update Opens: The last Thursday of August

CTE Program Yearly Update School Entries Due: The last Friday of October

CTE Program Yearly Update CTE Regional Coordinator Reviews Due: The first Friday of December

CTE Program Yearly Update Approvals Due for ODE Content Specialists and the Program Yearly Update Closes: The second Friday of January

#### CTE Student Collection

CTE Student, the first of two spring data collections for secondary CTE, requires one row per student grade 9 and up in the entire CTE site, regardless of whether the student engages with CTE. Each row contains three types of data:

1. Student enrollment data
2. CTE IRC data –applies only to some CTE students
3. CTE WBL data –applies only to some CTE students

CTE data elements such as program CIP codes are validated against information institutions entered in the CTE Information System.

The [CTE Data Submitter Guide](#) provides details on identification of students who are versus those who are not required to be included in the CTE Student collection, as well as step-by-step

data submission instructions for secondary CTE data preparers and submitters. The [Perkins V-Based Reports Handbook](#) describes how data collected in CTE Student are used to produce Perkins-required reporting and other data reports to Oregon schools and the public. The handbook also includes guidance on access to and interpretation of the Perkins V reports, such as the Statewide Summary Traffic Light Report and the Perkins 90% Reports in the Achievement Data Insight application (on the [ODE District Site](#) via login).

CTE sites and school districts offering secondary CTE submit to CTE Student through the Consolidated Collections application accessed on the [ODE District Site](#). Each year's CTE Student collection has its own Data Collection Detail web page—in the publicly available portion of the ODE District Site—that provides technical information and resource links for the data collection. Find the CTE Student collection page for the current or past years on the [SoDD \(Schedule of Due Dates\)](#) page on the ODE District Site.

### CTE Course Collection

CTE Course, the second of two spring data collections for secondary CTE, requires one row per CTE course per student for the applicable school year, regardless of whether the student passed the course. Each row contains three types of data:

1. Student enrollment data
2. CTE program and course data
3. CTE student earned grade data

CTE data elements such as program CIP codes and course numbers are validated against information institutions entered in the CTE Information System during the Program Yearly Update in the fall.

The [CTE Data Submitter Guide](#) provides CTE Course submission details including step-by-step instructions for secondary CTE data preparers and submitters. The [Perkins V-Based Reports Handbook](#) describes how data collected in CTE Student are used to produce Perkins-required reporting and other data reports to Oregon schools and the public. The handbook also includes guidance on access to and interpretation of the Perkins V reports, such as the Statewide Summary Traffic Light Report and the Perkins 90% Reports in the Achievement Data Insight application (on the [ODE District Site](#) via login).

CTE sites and school districts offering secondary CTE submit to CTE Course through the Consolidated Collections application accessed on the [ODE District Site](#).

Each year's CTE Course collection has its own Data Collection Detail web page—in the publicly available portion of the ODE District Site—that provides technical information and resource links for the data collection. Find the CTE Course collection page for the current or past years on the [SoDD \(Schedule of Due Dates\)](#) page on the ODE District Site.

### 13.6 CTE Data Collections – Postsecondary

The Higher Education Coordinating Commission (HECC) is responsible for collecting data and providing reports on the postsecondary accountability measures for Perkins V. Data is collected through collaboration with Institutional Researchers at each college. For more information about the postsecondary data collection, contact [Kelly Zinck](#).



## 14 - Financial Requirements

### 14.1 Overview of Perkins Grant Resources

- As stated earlier, Congress reauthorized the Carl D. Perkins Act as the Strengthening Career and Technical Education for the Twenty-First Century Act in 2018. This law—commonly referred to as Perkins V—went into effect July 1, 2019; following a transition period, full implementation of the law is in effect beginning July 1, 2020.
- As this is a federal grant, recipients must meet specific Perkins V requirements as well as adhere to general federal grant requirements. In addition to this Guidebook, the following sources are examples of guidance that informs the implementation of Perkins V:
  - [The Strengthening Career and Technical Education for the Twenty First Century Act](#) (Public Law 115- 224)
  - [The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) (Uniform Grant Guidance) (2 C.F.R. Part 200)
  - [Education Department General Administrative Requirements](#) (EDGAR) (34 C.F.R. Parts 75-99), particularly Part 76 State-Administered Programs Part 99 - FERPA
  - Oregon CTE [State Perkins Plan](#)

Perkins grant recipients are expected to effectively manage the many federal and state requirements associated with accepting a federal Perkins grant award. This section of the Guidebook provides a helpful point of reference for some common areas of Perkins grant management in addition to the sources of guidance noted in the resources above. While Oregon Department of Education (ODE) staff are available for technical assistance and can provide helpful references to guidance, the Perkins primary contact at each local grant recipient also serves as a subject matter expert for their organization and has a gatekeeping role to help ensure both strategic implementation of Perkins awards and compliance. Unless otherwise specified, Perkins grant management topics included in this section pertain to both the basic and reserve grants.

### 14.2 Grant Type and CFDA Number

The Perkins CFDA number is 84.048. Perkins is primarily a reimbursement-based formula grant, distributed annually to eligible recipients by ODE. Reimbursements may be requested via the Electronic Grants Management System (EGMS) housed at ODE. Non-compliance with grant requirements may result in conditions on future grant awards and/or some grant reimbursement requests being deemed unallowable.

### 14.3 Grant Award Period

The grant award period is from July 1 through September 30 of the following year (15-month grant cycle). All expenditures, purchases, and deliverables must be completed during the grant award period. All reimbursement claims must be made by November 15 following the closing date of the grant.

Preliminary allocations will be available in the spring of each year. On July 1, 20% of the preliminary allocation will be available for expenditure. Once the local application and budget is approved, the remaining actual allocation will be available on October 1.

#### 14.4 Period of Obligation

Funds must be obligated by the end of the fiscal year and according to definitions outlined in EDGAR (34 C.F.R. § 76.707) regarding when they are “obligated.” The chart below provides selected examples of these definitions.

Selected Examples of When Funds Are Obligated:

| If the obligation is for:                                | The obligation is made:   |
|--|---|
| Acquisition of real or personal property                 | On the date on which the local Perkins subrecipient makes a binding written commitment to acquire the property.   |
| Personal services by a contractor who is not an employee | On the date on which the local Perkins subrecipient makes a binding written commitment to obtain the services. The work described in the contract must be completed by June 30. |
| Travel   | When the travel is taken.   |
| Rental of real or personal property                      | When the property is used.  |
| Conference or event registration                         | On the date on which the local Perkins subrecipient makes a binding written commitment to attend the event.   |
| Personal services by an employee                         | When services are performed.  |

#### 14.5 Suspended and Debarred Service Providers

It is the responsibility of local recipients to check the [Excluded Parties List System](#) website to assure that any vendor with which they do business is not on this suspended and debarred list. This check should be explicitly and accurately documented in procurement records; otherwise, it is as if the check never happened.

#### 14.6 Expectations of Perkins Grant

When utilizing Perkins funding expenditures in the local plan, the following expectations must be met:

1. The funding is for the purpose of development, implementation, refinement, or support of approved CTE Programs of Study.
2. Funding is allocable according to the Perkins V Act.
3. There is no supplanting. You cannot use federal funds to pay for staff, programs, or materials that would otherwise be paid for with state or local funds. In other words, the expenditure was not previously paid for with local funding.
4. The expenditure is reasonable and necessary for the plan’s execution.

#### 14.7 Requirement for Local Use of Funds Sec. 135(b)

Local use of funds must be tied to the CTE Needs Assessment and shall support CTE Programs of Study that are of sufficient size, scope, and quality to be effective and that

1. provide career exploration and development activities through an organized, systematic framework designed to aid students, including middle grades, in making informed plans and decisions about future education and career opportunities.
2. provide professional development for educators involved with CTE, which can include support personnel, career guidance, and academic counselors.
3. provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations (consult local CTE administrators for details).
4. support integration of academic skills into CTE Programs of Study.
5. plan and carry out elements that support the implementation of CTE Programs of Study and that result in increasing student achievement.
6. develop and implement evaluations of activities carried out with funds, including evaluations necessary to complete the CTE needs assessment and local reports.

#### 14.8 Algorithm for Making Local Funding Decisions

When determining whether the use of federal Perkins V grant funds is appropriate, local and consortia leadership should consider the following questions:

1. Does this use of funds constitute “supplanting” of other funding sources? For example, if an individual’s salary was funded through state funds previously, federal Perkins V funding cannot be used to fund the salary now or in the future unless the job duties have changed and have been documented in a revised position description. The position description must specify which duties are funded with Perkins grant funds and what percentage of the overall duties are funded by federal Perkins grant funds.
2. Is the expense reasonable? Does it meet the intent of size, scope, and quality as specified in the Perkins V law and in the Oregon CTE State Plan?
3. Is the expense necessary? For example, what are the consequences if Perkins funds are not used?
4. Is the expense allocable? For example, does the expenditure comply with the six required uses of funds specified in Section 135(b) of Perkins V and with the Education Department General Administrative Regulations (EDGAR)? Be prepared to identify and describe the following specific considerations as they apply to the expenditure:
  - a. Which Perkins V required use of funds under Section 135(b) is being addressed?
  - b. How does the expenditure support the Program of Study?
  - c. How does the expenditure support the recruitment, retention, and training of CTE professionals?
  - d. How does the expenditure support special populations/focal students as identified in Perkins V?
5. Does your comprehensive local needs assessment support the expenditure?
6. Has the expenditure been vetted with your district, college, or consortia governance team?
7. Is the focus of the expenditure on systems alignment and program improvement?

## 14.9 Allowable and Unallowable Costs and Activities

### Allowability of expenditures - CFR §200.403

To be allowable, a cost must:

- Be necessary, reasonable, and allocable
- Be consistent with policies and procedures of the Oregon CTE Policy Guidebook
- Be consistent with policies and procedures of the local educational agency
- Be adequately documented
- Be incurred during approved budget period (academic performance period - school year) = Allocable

To understand whether an activity is allowable under Perkins V, local grant recipients should refer to Section 135 of the Perkins Act, which outlines the types of items for which Perkins funds may be used at the local level. Additionally, the Uniform Grant Guidance provides insight as to whether specific purchases to implement the activities planned are allowable.

For example, it may be an allowable activity under the Perkins Act to teach students in a culinary program how to flambé, which requires the use of alcohol. However, the Uniform Grant Guidance prohibits using federal funds to purchase alcohol, so that cost would ultimately be unallowable to the Perkins grant.

Below is a general outline of guidance on allowable and unallowable costs and activities; however, it may still be necessary to refer to the source of the guidance noted in [Section 16](#). All activities will need to be approved in the Perkins budget narrative in the local application.

| Allowable Costs/Activities   | Unallowable Costs and Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>● Costs associated with expansion of CTE Programs of Study into work-based learning (non-supplanting in nature)</li> <li>● CTE Interest, Aptitude, and Ability Inventories (with state approval)</li> <li>● CTE-related software (with state approval)</li> <li>● CTSO expenditures for newly chartered CTSO programs, 0-3 years</li> <li>● CTSO expenditures for re-birth of CTSO programs or a new teacher to a CTSO program, 0-2 years</li> <li>● Curriculum development/curriculum modification within Programs of Study (curriculum to be shared)</li> <li>● Curriculum expansion or supplemental resources, 0-3 years' investment</li> <li>● Equipment and upgrade to meet industry standards</li> <li>● Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5 through 8 (must be connected to a CTE POS at the secondary level)</li> </ul> | <ul style="list-style-type: none"> <li>● Administration costs above the 5% cap</li> <li>● Alcoholic beverages</li> <li>● Alumni activities</li> <li>● Basic classroom furniture</li> <li>● Basic classroom/CTE supplies (pencils, toner, ink, paper, bits, blades, measuring cups, pots, pans, screwdrivers, wrenches, wood, metal, welding electrodes, gas, resin, etc.). The local educational agency has the base obligation for offering a program.</li> <li>● Building maintenance and repairs</li> <li>● Bus or Metro Transport pass</li> <li>● Child care</li> <li>● College credit to an individual student or teacher/instructor</li> <li>● Commencement and convocation costs</li> <li>● Construction, renovation, and/or remodeling of facilities</li> <li>● Consumable supplies</li> <li>● Contributions and donations (cash, property, services)</li> <li>● CTSO competitions</li> <li>● CTSO expenditures to programs that are fully established</li> <li>● CTSO uniforms</li> <li>● Custodial service</li> </ul> |

| Allowable Costs/Activities  | Unallowable Costs and Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>● Marketing and outreach activities related to specific CTE Programs of Study (brochures, videos, flyers, web design), not school or college-wide promotion</li> <li>● Meetings and conferences (registration fees, travel costs) related to CTE Programs of Study</li> <li>● Membership dues/fees to a professional, service, or brotherhood organization that is connected to an explicit conference or Professional Development deliverable (seek ODE input)</li> <li>● Professional development costs for CTE personnel</li> <li>● Professional development related to CTE for non-CTE teachers/faculty/counselors (involved in CTE initiatives such as advising, academic technical integration, career awareness activities, and school administration)</li> <li>● Professional service costs (consultants)</li> <li>● Repair of equipment (with ODE approval) if the cost of the repair is of greater benefit than upgrading to new industry grade equipment. The local educational agency has obligations for equipment repair and maintenance.</li> <li>● Subscriptions to industry based software or resources</li> <li>● Substitute pay for teachers, activities, and staff development related to CTE</li> <li>● Supplemental Support Services for Perkins special populations/focal students</li> <li>● Transportation costs incurred through professional development activities associated with approved CTE Programs of Study, workshops (administrators, counselors/advisors, CTE instructors, Perkins staff)</li> <li>● Working lunch at CTE meeting with high burden of proof (seek guidance from ODE)</li> </ul> | <ul style="list-style-type: none"> <li>● Entertainment – amusement and social activities (sports tickets)</li> <li>● Expenditures for career education unrelated to Approved CTE Programs of Study (Career Education)</li> <li>● Expenditures for non-approved CTE Programs of Study</li> <li>● Expenditures that supplant</li> <li>● Fines and penalties</li> <li>● Food, beverages, snacks, meals for CTE meetings</li> <li>● Fundraising</li> <li>● Gifts/gift cards</li> <li>● Goods or services for personal use (laptop, phone, tablets, etc.)</li> <li>● Individual awards, recognition, trophies, plaques, or gifts</li> <li>● International travel</li> <li>● Items for young children to play with, manipulate, read, be entertained by, or eat, or sleeping items associated with an early childhood education Program of Study. The Program of Study responsibility is items for the secondary and postsecondary age students and not facilitating a day care facility.</li> <li>● Items retained by students (supplies, computer equipment, thumb drives, tools, calculators)</li> <li>● Landscaping</li> <li>● Licensure and/or exam fees for individual (student or teacher) certificate or licensure</li> <li>● Membership dues/fees for a professional, service, or brotherhood organization without being connected to Professional Development deliverables of attending a specific event. General membership year after year is not allowed (seek ODE input).</li> <li>● Monetary awards</li> <li>● Non-instructional furniture</li> <li>● Political activities such as contributions, fund raising, or lobbying</li> <li>● Promotional materials (T-shirts, pens, cups, key chains, book bags, etc.)</li> <li>● Remedial (developmental) courses at both secondary and postsecondary levels</li> <li>● Routine operating expenses</li> <li>● Safety equipment (gloves, goggles, helmets, glasses, air filter, lab/chef coats, boots, dust masks, etc.)</li> <li>● Scholarships</li> <li>● Student expenses/direct assistance to students (tuition, tools, fees, car repair, etc.)</li> <li>● Student stipends</li> <li>● Student transportation (state transportation fund covers a significant portion of the cost associated with approved academic activities) excluding recreational/entertainment activities</li> <li>● Subscriptions to periodicals, journals, and newspapers</li> <li>● Teacher/instructor salaries</li> </ul> |

| Allowable Costs/Activities | Unallowable Costs and Activities   |
|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>● Textbooks (local educational institutions have the base obligation for curriculum), toys, games, entertainment devices (video games), movies</li> <li>● Travel to exotic locations associated with professional development (seek ODE input)</li> <li>● Tuition that is awarding college transcribed credits</li> </ul> |

If a specific investment or activity is in question, please reach out to the Perkins Fiscal Education Specialist at ODE.

#### 14.9.1 Program Income

##### *Revenue/Program Income Generated through Perkins Investments (equipment / supplies)*

There are times when programs earn income because of an approved CTE Program of Study activity. Program income (2CFR §200.80 and 200.307) means gross income earned by the recipient that is directly generated by a Perkins supported activity or earned as a result of the Perkins funds. This can include, but is not limited to, income derived from fees for services performed, the use of equipment purchased with Perkins funds and the sale of items made as a result of a Perkins funded program activity.

The fiscal agent for the Perkins grant must account for and credit program income to the CTE program of the school district or institution that generated the income. Those funds shall be used only for the program that generated the income. These funds must be used prior to the drawdown of Perkins federal funds. (2CFR §200.307(e))

##### *Expenditures Related to Program Income*

CTE program activities encourage real-world entrepreneurial activities. Therefore, Perkins expenditures are allowed and encouraged to ensure students receive a full range of experiences in the career area. There is a wide variety of CTE program areas that offer entrepreneurial activities for students that involve Perkins program expenses and income generation. There is a difference between expenditures that provide the career experience and expenditures that are geared primarily toward generating program income.

- If the intent of the purchase is to provide student experiences in line with the skills set of the CTE Program of Study, and income generation is incidental to the purchase, then those items will fall into the reasonable, necessary, and allocable evaluation (CFR §200.403) discussed elsewhere in this section.
- If the intent of the purchase is to provide student experiences in line with the skill set of the CTE Program of Study, and income generation is the primary purpose of the purchase, then ODE has set a cap on Perkins fund investment of \$600 for equipment associated with the income generating activity.

### 14.9.2 Allocable / Allocability

Allocable means the allocation of resources within a given grant period that benefits and meets the deliverables of the grant. For the state of Oregon, the Allocability Rule is that by December 1, all budgeted equipment and/or inventory items are in place and available for student access to meet the student learning outcomes. Additionally, any budget allocations and budget surplus equipment and/or inventory items are purchased in a timely manner in order to provide opportunities for students to access within the academic performance period or school year, which typically would occur prior to June 30 annually. CFR §200.405

### 14.10 Supplement not Supplant

Section 211 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

- Supplement means “to add to, to enhance, to expand, to increase, and to extend”
- Supplant means “to take the place of, to replace”

Educational institutions may use federal Perkins funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of the federal funds, otherwise be made available from non-federal sources for the education of participating CTE students. Perkins funds are not used to replace any funds from other sources currently used to support CTE Programs of Study. Seek ODE/CCWD fiscal advice before proceeding with a questionable expense under this exception.

### 14.11 Administrative Cost

Section 135(d) of Perkins V stipulates that each local recipient receiving funds shall not use more than five percent of the funds for costs associated with the administration of activities related to the grant. These grant administration charges may be direct or indirect and must be outlined in the local application. It is optional whether a local recipient decides to seek administrative cost recovery; however, the total direct administrative and indirect costs recovered cannot exceed five percent of the allocation. Additionally, the amount of administrative costs reimbursed is calculated based on the total grant funds actually expended, not on budgeted amounts included in the annual Budget Narrative.

### Indirect Cost Rate (ICR)

Indirect costs are essentially the costs of overhead associated with managing a federal grant without the need to directly account for them in the budget narrative or annual report. The indirect cost rate helps ensure that local recipients electing to take it are compensated through one convenient rate for costs like office space for grant accountants, copies, grant accountant time, postage, writing the local application, etc. Indirect costs rates are negotiated and set at the agency level for districts and colleges.

For the Perkins grant, the ICR cannot exceed the lesser of the recipient’s negotiated rate or five percent.

### Direct Administrative Costs

Direct administrative costs are budgeted in the annual Budget Narrative; it is essentially a project that is not designated to a CTE Program of Study. These costs must be built into the local application as individual expenses and would be reimbursed as such up to the maximum of five percent of grant funds expended. Personnel costs associated with managing the Perkins grant would be part of the five percent allowance (note time and effort must be tracked for staffing expenses).

Costs associated with the comprehensive regional and local needs assessment process may, but are not required to, be considered direct administrative costs, and are also required to be detailed in the annual Budget Narrative section of the local application.

### 14.12 Repayment of Reimbursed Expenses

ODE reserves the right to request repayment of reimbursed expenses submitted that are not in the local application in any of these circumstances:

- Purchase causes the budget variance to exceed the 10% variance threshold described in the Revisions section below
- Purchase is not an allowable Perkins expense
- It is not clear how the purchase supports the recipient's priorities and projects outlined in the local application
- It is not clear how the purchase relates to the results of the required regional/local needs assessment process
- Equipment was purchased that was not approved prior to issuance of a purchase order
- Documentation is insufficient to support payment
- Reimbursement is for travel or professional development that was not approved in the local application
- Purchase represents supplanting of non-federal funds



### 14.13 Eligibility Exclusion Lists (Sec. 135(b)) CFR §200.328 and 200.330

Eligible recipients that fail to complete the following items in an accurate manner, on time, may be excluded from Perkins V fund eligibility:

- Obtain approval for the Perkins V CTE Strategic Plan (four-year plan), Yearly CTE Action Plan, Perkins Budget Narrative, Spending Workbook, and supporting documentation (Local Needs Assessment)
- Submit a Perkins V Annual Report and all its related components by the designated date (November 15)
- Submit the local educational agency Perkins V program assurances
- Submit accurate CTE Program of Study update and course data by the designated closing date
- Submit student enrollment and performance data by the designated closing date
- Submit and obtain approval for applications for CTE Programs of Study
- Demonstrate that the use of Perkins V funds meets the purpose and intent of the Carl D. Perkins Act of 2018 and the [Oregon CTE State Plan](#)

### 14.14 Funding CTE Programs

In order to qualify for Perkins investments, all local educational agencies must have an approved Program of Study within the specific career learning area. A Program of Study is a seamless model that connects the secondary to postsecondary CTE programming. The Programs of Study are built upon the same CTE Skill Sets at both levels. The secondary CTE licensed teachers and college instructors work collaboratively within individual Professional Development plans to strengthen the CTE Program of Study. Additionally, authentic collegial engagement occurs on an annual basis to keep the Program of Study current.

A postsecondary CTE Program of Study is a credit-based program that has secondary partners and provides a seamless transition to students pursuing an approved program as identified in the [CCWD Handbook and Planning Guide](#). The approved postsecondary CTE Program of Study is identified by a Classification of Instructional Program (CIP) code in one of the 16 career clusters designated as “Perkins eligible.”

To be eligible, the program must, among other requirements, terminate in a certificate, diploma, or an Associate of Applied Science (AAS) or Associate of Science (AS) degree. If a postsecondary program does not have a joint application with a secondary CTE partner, the program(s) is not Perkins eligible.

### Postsecondary Customized Training Courses and Programs

Perkins resources may not be used by colleges for program expenditures related to students pursuing non-credit courses and programs within customized training or employer sponsored training programs. For example, Perkins funds may not be used for costs related to providing customized training for ABC Corporation.

#### 14.15 Funds for Support Services (Careers Nontraditional by Gender)

If a college or school district determines a need to fund support services for students enrolled in a CTE program that is nontraditional for their gender, the college or school district must develop local guidelines within state and federal laws to provide assistance with dependent care, transportation services, special services, supplies, books, and materials for nontraditional students in CTE-approved programs and/or services.

The Office of Career Technical and Adult Education (OCTAE) and the U.S. Department of Education have provided the following guidelines:

- Perkins funds cannot be provided to individual students for the purchase of tools, uniforms, equipment, or materials.
- Perkins funds cannot be used for student stipends or tuition.
- Childcare may be provided, but not by direct payments to CTE students. Colleges and districts shall establish procedures for payments to vendors for childcare.
- Transportation costs for postsecondary students may be provided, but not by direct payments to CTE students. Colleges shall establish procedures for payments to vendors for transportation costs (bus or metro pass). Costs for public transportation or rates consistent with the cost of public transportation may be allowed only to provide transportation for postsecondary students to attend a CTE approved education activity. (In areas where public transportation is not appropriate/available, colleges shall develop equitable options for students by providing vouchers or purchase orders.)
- Perkins funds may not be used for car parts and/or maintenance.

At the secondary level—with the state pupil transportation funds and Oregon’s pupil transportation reimbursement—the use of Perkins funds for CTE educational activities and events, including student/pupil transportation, would be considered supplanting; this is not allowed under Perkins.

Single gender, single demographic, or protected class status explicit activities must be carefully assessed to ensure that they do not violate Civil Rights and protected status for other students within the school system. A simple “girls only welding” is prohibited and is a violation of the Title IV law. Reach out to ODE and CCWD for further clarification as it relates to single gender or single demographic initiatives.

#### 14.16 Perkins Funds in the Middle Grades

Prior to Perkins V, restrictions were in place for middle grade participation in Perkins funded programs and activities. Perkins V has lifted these restrictions to allow funds to be spent on career exploration activities at the middle grades. “Middle grades” includes grades 5-8. This flexibility allows recipients to offer innovative programs that provide students with earlier opportunities to explore career options. All investments at the middle grades must be connected to activities that prepare students for the secondary approved CTE Programs of Study.

## Career Exploration and Development

Section 135(b)(1) provides the required use of funds for career exploration and career development activities. These activities may include students in the middle grades. This section calls out an organized, systematic framework to aid in making informed plans and decisions about education and career opportunities and programs.

This systematic framework may include the following:

- Introductory course or activities focused on career exploration and awareness
- Career and labor market information—supply and demand, educational requirements, economic priorities, and employment sectors
- Programs and activities related to the development of education and career plans
- Career guidance and counseling activities that assist students in making informed decisions
- Providing students with strong experience and comprehensive understanding of all aspects of an industry. Events and activities need to be intentional and focused. The maker space—building a birdhouse, baking cookies, or making paper airplanes—would not qualify.

Reach out to the CTE Content Education Specialist at ODE for further details within career areas.

## Programs of Study

Section 215 states that no Perkins funds may be used to provide CTE Programs of Study or Programs of Study prior to the middle grades. Equipment and facilities purchased with Perkins funds may not be used by these students.

### 14.17 Braided Funding

Braided funding is the act of co-mingling funds from several sources in a coordinated manner to support a single goal, initiative, or activity. CFR §76.580 allows and encourages “federal (Perkins) grant recipients to coordinate each project with similar ones in the same locale.” Within the Perkins grant, the deliverables are clearly identified within the Budget Narrative and maintain the single cost objective for each funding source that is contributing to the braiding of funds. If the braiding of funds is being used on inventory items, the percentage of Perkins investment needs to be identified within the inventory documentation and the disposition process needs to adhere to the Perkins and local requirements.

### 14.18 Perkins One-Stop Collaboration - 1.5% Set-aside

In compliance with the Workforce Innovation and Opportunity Act of 2014 (WIOA) and provisions regarding mandatory partnerships between postsecondary Perkins programs and the One-Stop Employment Centers, there is an expected cost sharing agreement between the designated postsecondary Perkins recipient and local workforce board. (Section 135(d))

The WIOA One-Stop Contribution from Perkins could be at the level of 1.5% of the Perkins postsecondary grant award and would be part of the indirect portion of the Perkins grant. The

indirect portion of the Perkins grant is limited to 5%, and the 1.5% if allocated to the WIOA One-Stop Centers would limit the remaining indirect allotment to 3.5% for other fiscal indirect costs. If the Perkins postsecondary institution is part of a consortium, only the Perkins postsecondary award total is part of the 1.5% WIOA One-Stop Center contribution. With the WIOA One-Stop Center funding, there needs to be a signed agreement that documents the shared resources and proportionality of CTE students that are being served within the postsecondary system.

#### 14.19 Individual Elements of Cost

The following subsection deals with select individual elements of cost. These are areas where there are common questions, or more nuanced implementation. Refer to the Uniform Grant Guidance [2 CFR §200.420](#) for more items.

##### 14.19.1 Equipment

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards defines certain requirements for pre-approval of equipment purchases and equipment tracking. Federal guidance defines equipment as a single unit with a useful life of greater than one year and an acquisition cost of greater than or equal to \$5,000.

Acquisition cost of equipment means the net invoice price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make the property usable for the purpose for which it was acquired. Other charges, such as the cost of installation, transportation, taxes, duty, or protective in-transit insurance, shall be included or excluded from the unit acquisition cost in accordance with the recipient's regular accounting practices. (2 C.F.R. § 200.313 and 200.439)

Purchase orders for equipment should not be issued until the equipment is included as an Equipment spending category expense within an APPROVED local application relevant to the year of the purchase and receipt of the equipment. No revisions can be made to equipment expenses in either the annual Budget Narrative or the voucher once an equipment expense has been submitted for reimbursement.

The Regional Coordinator or Perkins grant manager should review and approve all purchase orders being charged to Perkins. This is especially important when an item in the local application was categorized as equipment, regardless of what the estimated Perkins portion of the expense was and when the requisition reflects costs are equal to or greater than \$5,000. If either situation occurs, the requisition should not be approved and forwarded until AFTER the local application is APPROVED with the relevant expense listed as equipment. This will also help the local recipient identify, track, and dispose of equipment that was purchased in whole or in part with federal funds.

Equipment purchased with federal funds, including Perkins funds, must have the following (200.313 (d)):

- Property records including acquisition date, cost, source, percent of federal funds used to purchase the item, location, use, and condition of the equipment and ultimate disposition

- A physical inventory of the property, which must be taken and the results reconciled with the property records at least once every two years
- Adequate safeguards to prevent loss, damage, or theft
- Adequate maintenance procedures

#### *Equipment Inventory -200.313(d)*

Within the annual fiscal reporting, an inventory submission of purchases with Perkins resources during the current year is required. All equipment and non-consumable supplies of more than \$200 of value or which have a useful life of more than one year are presented as part of the inventory.

Additionally, Perkins recipients are required to conduct a complete inventory review and update every two years. Local educational agencies are expected to follow local policies and process for disposition, and/or reporting lost or delinquent inventory items and documenting inventory changes respective of the inventory change dates. All inventory documentation will be presented during a fiscal audit and/or Perkins program monitoring (see [Perkins Monitoring Sec. 21](#)).

The following elements are required within the inventory documentation:

- Property records, including equipment description (serial numbers, model numbers, physical description, etc., as applicable), acquisition date, cost, source, percent of federal funds used to purchase the item, location, use, and condition of the equipment and ultimate disposition
- A physical inventory of the property, which must be taken and the results reconciled with the property records at least once every two years
- Original expenditure/percent of grant funding

When possible, a physical tag should be permanently fastened to, or stamped on, each item of equipment/curriculum indicating Perkins funded expenditure. This tag must be identifiable to the inventory record. A copy of the current inventory needs to be maintained by the Regional Coordinator or Perkins grant manager and kept within the business office of the local fiscal agent.

#### *Incidental Use*

Equipment purchased with Perkins funds may be used as described in the Perkins Local Plan/Update but may also be used in other programs under certain conditions. The equipment may be used if the use is incidental and does not interfere with the original purpose of the acquisition and does not add to the cost of using the equipment. Incidental use activities should not generate revenue for individual businesses or organizations and/or be used by the school district or college to generate revenue by leasing the equipment. Examples of multiple uses of equipment purchased with federal funds include but are not limited to the following:

- Computer labs at a summer computer camp or an after-school program
- CNC lathe in an adult training program
- Career exploration events
- School or college open houses

### *Disposal of Equipment*

The disposition of equipment and non-consumable supplies must follow parameters of the local educational agency that is acting as the fiscal agent of the Perkins grant. The following considerations should be utilized when the disposition of equipment and non-consumable supplies occurs:

1. The Perkins fiscal agent has the obligation to dispose of equipment and non-consumable supplies purchased within the Perkins grant management (consortium or direct recipient).
2. All disposition of equipment must be identified within the current year's Perkins closing inventory, and inventory documentation should be retained for Perkins financial records purposes. The inventory records would be presented at a Perkins monitoring and/or audit review.
3. Equipment disposal records including inventory documentation, disposal, salvage recovery funds, and any transfer information need to be retained by the consortium for three years and/or follow the local Perkins fiscal agency protocols if longer than three years of financial document retention.
4. Prior to disposition of equipment and non-consumable supplies, other Perkins approved Programs of Study should be considered as an acceptable recipient for transfer or title relocation. The transfer or title relocation would mutually benefit both Perkins programs.
5. Acquisition inventory process and disposition of curriculum software/licenses follow the same guidelines as stated above for equipment and non-consumable supplies.

#### 14.19.2 Professional Development – Waived for the 2022-2023 school year due to COVID-19.

In Oregon, each eligible local educational agency that submits a Perkins CTE Strategic Plan (four-year plan) must use 15% of the allocation grant for professional development consistent with the requirements of the law. The Professional Development funding totals approved by ODE October 1 within the Budget Narrative and Spending Workbook form the threshold of investment within Professional Development; it is not allowed to be re-invested to other function and object codes in the budget and expenditure process.

#### 14.19.3 Personnel

The school district or college has the obligation to fund teachers, instructors, faculty, and administrators' instructional support staff with state or local funds.

### *30% Cap*

There is a 30% cap limit on personnel costs and leadership staffing within the Perkins grant. Leadership is not to be viewed as administrative activities. The 30% staffing rule should be leadership focused or have a specific deliverable that is intended to meet a need identified within the Local Needs Assessment. Examples of an expense under this cap may include the following:

- Staffing for a pilot program to determine if the potential solution would work within an educational service area. The staffing cost should be short-term in nature (e.g., one to three years) and have a sunset date.
- Personnel assigned to projects designed to improve CTE as specified in the Local Application.

Please note: Building ongoing staffing infrastructure through the 30% personnel costs and leadership staffing would be considered supplanting. In all staffing cases, several documents will be required to be uploaded or submitted along with the local application.

### *Personnel Activity Reports*

Personnel who are compensated in whole or in part with federal grant dollars are required to report on their duties/activities funded under the grant. This time and effort reporting—or Personnel Activity Reporting—reflects how teachers, faculty, and/or staff spent the time for which they were compensated through federal grant funds. For the sake of the Perkins grant, we refer to these as Personnel Activity Reports (PARS).

The purpose of federally mandated time and effort reporting is to provide documentation to substantiate payroll charges. For example, if 25% of an individual's time was charged to a federal grant, time and effort reports must substantiate that the individual spent at least 25% of their time working on activities to support that federal grant. Time and effort reports must be a single, certified document that reflects 100% of an employee's time worked in a given period.

OMB Uniform Guidance Subpart E §200.430 contains the federal regulatory requirements for time and effort reporting.

#### *14.19.4 Field Trips*

Field trips and/or other related CTE student activities may be allowable under the Perkins grant funding. This can include middle school career awareness activities that support CTE program enrollment at the secondary level. This funding may not be used for support of individual classes at the middle school level. If the field trips/activities are listed, budgeted, and approved as part of the annual Perkins consortium grant application, additional pre-approval is not required. The pupil transportation should be covered by the state transportation fund and not Perkins funds. Additionally, food and meal costs should not be covered with Perkins resources.

#### 14.19.5 Career and Technical Student Organization (CTSO) Activities

Investment of Perkins resources within CTSOs is limited to three key areas:

1. The CTSO is a “new program” - Zero to three years.
2. A new teacher to the school, career area, and/or CTSO. There is an allowance for a limited two-year investment.
3. Reestablishment of a CTSO that has been dormant for four years. The reestablishment investment is limited to a two-year investment.

CTSO investments need to rely upon the Local Needs Assessment and stakeholder input to determine prioritization of funding. Additionally, other rules associated with supplanting and direct benefit apply to the CTSO investments. Perkins resources may be utilized to provide professional development exposure for administrators or counselors at CTSO events. The focus of attending a state or national CTSO event by an administrator or counselor should focus on professional development and not student supervision or recreation associated with the event.

Additional guidance:

- Individual student lodging and meals do not qualify as a permissible Perkins expenditure.
- Advisor travel, lodging, and meals must include staff development activities for licensed CTE staff (Perkins funds are not allowable for chaperones).
- All Perkins funding recipients must be licensed CTE teachers/administrators or counselors.
- Perkins funding can be used for the purchase of branded organizational materials as long as those materials remain the property of the program and are not distributed to individual students upon program completion.
- All members of the student organization or class/program must have an opportunity to participate in the funded activity (this opportunity may reflect qualifying competitive performance or participation).

#### 14.19.6 Perkins Funding for Curriculum Software/License

- Acquisition and disposal of curriculum software/licenses follow the same guidelines as stated above for equipment.
- Perkins funding is not a sustainable long-term funding source for secondary and postsecondary initiatives. (Consequently, license and curriculum program funding are restricted to two-three years of support.)
- Inventory control must be maintained in the same manner that was recommended for equipment.

#### 14.19.7 Revenue/Program Income

Generated through Perkins Investments (equipment/non-consumable supplies) - CFR §200.307



### *Program Income*

There are times when programs earn income because of an approved CTE Program of Study activity. Program income (2CFR §200.307) means gross income earned by the recipient that is directly generated by a Perkins supported activity or earned as a result of the Perkins funds. This can include, but is not limited to, income derived from fees for services performed, the use of equipment purchased with Perkins funds, and the sale of items made as a result of a Perkins funded program activity.

The fiscal agent for the Perkins grant must account for and credit program income to the CTE program of the school district or institution that generated the income. Those funds shall be used only for the program that generated the income. These funds must be used prior to the drawdown of Perkins federal funds. (2CFR §200.307(e))

### *Expenditures Related to Program Income*

CTE program activities encourage real-world entrepreneurial activities. Therefore, Perkins expenditures are allowed and encouraged to ensure students receive a full range of experiences in the career area. There is a wide variety of CTE program areas that offer entrepreneurial activities for students that involve Perkins program expenses and income generation. There is a difference between expenditures that provide the career experience and expenditures that are geared primarily toward generating program income.

- If the intent of the purchase is to provide student experiences in line with the skill set of the CTE Program of Study, and income generation is incidental to the purchase, then those items will fall into the reasonable, necessary, and allocable evaluation (CFR §200.403) discussed elsewhere in this section.
- If the intent of the purchase is to provide student experiences in line with the skill set of the CTE Program of Study, and income generation is the primary purpose of the purchase, then ODE has set a cap on Perkins fund investment of \$600 for equipment associated with the income generating activity.

### **14.20 Required Local Policies**

According to the Uniform Grant Guidance, all recipients of federal grant funds must have the following written policies in place. These policies will be used by auditors and in the event of a Perkins monitoring visit.

The required written policies will be provided annually on June 30 at the time of the Perkins grant submission.

#### **Written Cash Management Procedures §200.302(b)(6); 200.305**

These are written procedures regarding cash management and claiming of Perkins funds that include “advance payment” and “cost reimbursement.”

Advance Payment policy must cover the following:

- Rationale why the “cost reimbursement” was not an option
- Advance funds limited to the minimum amounts needed
- Be timed to be in accordance with the actual deliverable

- Immediate cash requirements of the local educational agency in carrying out the purpose of the approved Perkins deliverable
- As close as administratively feasible to the actual disbursements

Cost Reimbursement must be expenditures that are obligated, delivered, completed, and liquidated prior to reimbursement.

#### Written Conflicts of Interest Policy - §200.318(c)

Each local Perkins fiscal agent must have a written conflicts of interest policy and procedures. The written procedures should answer such questions as: What is considered a conflict of interest? How is it determined that an employee has a conflict of interest? How is it determined that the procedures are being followed, when the steps are performed, and what is being verified?

#### Written Procurement Procedure - 200.319(d) &200.320

Each local Perkins fiscal agent must have a written procurement policy and procedure process that ensures all solicitations will

- incorporate clear and accurate description of the technical requirements for the material, product, or service to be procured or provided.
- identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- have consistent small purchase procedures.
- manage procurement by sealed bids (threshold, format, process).

#### Written Travel Policy - §200.475

Each local Perkins fiscal agent must have a written travel policy and procedure process that ensures any and all travel is consistent with Perkins deliverables and conforms with the local fiscal agent's internal protocols. Additionally, all travel to vacation or entertainment-based destinations requires ODE approval. International travel with Perkins is not allowed.

#### Written Procedures for Managing Equipment - §200.313(d)

Each local Perkins fiscal agent must have a written policy and procedure for the management of equipment. Additionally, the policy must be consistent with Oregon's Perkins equipment, inventory, and disposition policies.

#### Written Time and Effort Policies and Procedures - §200.430

Each local Perkins fiscal agent must have a written policy and procedure for Perkins Staffing, time and effort reporting, and documented position descriptions for each staff member funded by the Perkins grant (whole or part). Additionally, the policy must be consistent with Oregon's Perkins staffing thresholds and expectations.

**NOTE: If staffing positions are funded with the Perkins Basic or Reserve grants, the position descriptions for all staff members being supported through Perkins need to be uploaded at the time of the grant application prior to June 30 annually.**

## Written Teacher Stipend/Curriculum Rate Policy - Employee Benefits – §200.431

Each local Perkins fiscal agent must have a written policy and procedure for Perkins funds being utilized for teacher stipend/curriculum rate compensation.

The use of a teacher stipend to compensate educators for non-contract hours may be utilized as they are participating within professional development, developing curriculum, or engaging in business and industry partnerships and/or other activities that are not administrative in nature (paperwork). If a teacher stipend is going to be utilized, the compensation rate needs to be consistent with the governing fiscal agent’s policy on non-contract compensation or “curriculum rate,” and be applied evenly across the institution(s).

### 14.21 Budget Narrative Function Codes and Object Codes

#### Annual Budget Narrative and Spending Plan Components

Below is a listing of the function and object codes that may be used when developing a Perkins budget, along with a description or examples of each code.

| Function Code  | Description  |
|--|--|
| Curriculum – Standards, Content, Alignment and Articulation<br>Function Code 2210                                  | Industry-based content standards and supportive academic standards that support CTE Programs of Study and career pathways for students transitioning between secondary, postsecondary, and career options.   |
| Curriculum – Student Support Services, Work-Based Learning and Career Exploration Activities<br>Function Code 1131 | Provide students with relevant career-related learning experiences, access to educational opportunities for careers that are nontraditional for a student’s gender, and access to CTE learning environments for high-skill, high-wage, in-demand careers that lead to self-sufficiency.<br><br>Support of Work-Based Learning opportunities and experiences of student, including Career Exploration Activities. |
| CTE Professional/Personnel Development<br>Function Code 2240   | CTE Professional/Personnel Development   |
| Scientifically Based Research<br>Function Code 262X  | Scientifically Based Research Study and Analysis – Publishable peer review products  |
| Indirect - Support Services - Central Activities<br>Function Code 2600   | INDIRECT - Support Services - Central Activities - Administrative – 5% limit   |

Use the following Object Codes:

| Object Code                                    | Description   |
|--|---|
| 111 Licensed Salaries                          | 111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit   |
| 112 Classified Salaries                        | 112 Classified Salaries for work performed by "Classified Employees"  |
| 11X Support Staff Salaries                     | 11X Salaries associated with "Support Staff and Support Personnel"  |
| 11X Program Coordinator Salaries               | 11X Salaries associated with "Program Coordinators/Regional Coordinators"   |
| 2XX Licensed Benefits                          | 2XX Benefits associated with "Licensed Employees" not included in the gross salary  |
| 2XX Classified/Support Staff Benefits          | 2XX Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary  |
| 2XX Program Coordinators Benefits              | 2XX Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary  |
| 12X Substitute Salaries                        | 12X Substitute Salaries for employees who are hired on a temporary or substitute basis  |
| 31X Local Instructional Services               | 3XX Local CTE Instructional Services (Purchased)  |
| 31X Regional Instructional Services            | 3XX Regional CTE Instructional Services (Purchased)   |
| 34X Travel                                     | 34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)   |
| 410 Consumable Supplies and Materials          | 410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.  |
| 460 Non-consumable Equipment Items             | 460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins. |
| 470 Computer Software                          | 470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.  |
| 480 Computer Hardware                          | 480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.   |
| 541 Initial/Additional Equipment - Depreciable | 541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and improve CTE Programs of Study  |

| Object Code                 | Description                |
|-----------------------------|----------------------------|
| ***Requires ODE Approval*** |                            |
| 690 Grant Indirect Charges  | 690 Grant Indirect Charges |

Below are the six areas for which there will need to be a narrative response along with a budgetary amount designated. In each area, identify the CTE program, Function Code/CTE Element, and Object Code, and describe the expense (manufacturer, model #, activity, cost, total number of items, calculations to reach item total).

**Curriculum – Standards, Content, Alignment, and Articulation**

**Function Code 2210**

Regional or district strategy for CTE program development and implementation: Do not include primary regional or district staffing/personnel costs in this section, as they will be presented in a subsequent section.

Items may be grouped into Object Code specific categories, yet should maintain the detail as to what program and school items are being allocated.

**Curriculum – Student Support Services, Work-Based Learning, and Career Exploration Activities**

**Function Code 1131**

Regional or district strategy for CTE program development and implementation: Do not include primary regional or district staffing/personnel costs in this section, as they will be presented in a subsequent section.

Items may be grouped into Object Code specific categories, yet should maintain the detail as to what program and school items are being allocated.

**Professional Development**

**Function Code 2240**

Regional or district strategy for CTE program development and implementation: Do not include primary regional or district staffing/personnel costs in this section, as they will be presented in a subsequent section.

Items may be grouped into Object Code specific categories, yet should maintain the detail as to what program and school items are being allocated.

**Scientifically Based Research**

**Function Code 262X**

Regional or district Strategy for CTE Scientifically Based Research Study and Analysis— Publishable peer review products: Be specific to Scientifically Based Research 262X. Do not include primary regional or district staffing/personnel costs in this section, as they will be presented in a subsequent section.

## Staffing

Limited to 30% of entire grant allocation. Explicitly describe for all employees funded by Perkins V:

- Identify the function code for staffing based on the activities performed:
  - Curriculum – Standards, Content & Alignment 2210
  - Curriculum – Student Support Services & Work-Based Learning 1131
  - Professional Development 2240
  - Scientifically Based Research 262X
- Object code
  - 111 Licensed Salaries
  - 112 Classified Salaries
  - 11X Support Staff Salaries
  - 11X Program Coordinator Salaries
  - 2XX Licensed Benefits
  - 2XX Classified/Support Staff Benefits
  - 2XX Program Coordinator Benefits
- Staff assignment/duties – include copy of job description
- FTE by percent use
- Hourly rate
- Calculation to reach item total

NOTE: Time and effort records are required to be submitted annually with the Perkins Fiscal Report.

## Grant Indirect Charges

Section 135d of Perkins states that each eligible recipient receiving funds shall not use more than five percent of those funds for costs associated with administration. Administration costs are made up of direct and indirect costs. Indicate the total indirect grant charges—that amount cannot exceed five percent of the total grant allocation.

#### 14.21.1 Budget Narrative Changes and Revisions §200.308

Any changes to the approved Perkins Budget Narrative expenditures that result in a variance of more than 10% in any function code or object code require advance permission and amendment to the Perkins Budget Narrative. In order to request a change, please follow these steps:

1. Send an email to ODE staff – [Reynold Gardner](#). In the email, describe:
  - a. The Program of Study involved and the proposed changes (What is or is not being done or purchased and at what cost?)
  - b. The rationale for the change (Why is the change needed?)
  - c. The new course of action and the Programs of Study involved (What are you now going to do and what are the costs associated with the course of action?)
  - d. How the new course of action aligns with the local needs assessment and priorities
2. Email verification will be sent from ODE staff providing authorization to move forward and implement the changes within the Perkins Budget Narrative.
3. The revised plan is not authorized for spending until approved changes are included within the Perkins Budget Narrative.

#### 14.22 Records Retention §200.333

Perkins financial records, budget narrative, expenditure reports, annual report, personal activity reports, inventory, and other documents used within the local Perkins management are required to be maintained for three years unless the local educational agency records retention policy extends beyond the three-year period. The Perkins financial records documentation is required to be made available upon request during a fiscal audit and/or Perkins program monitoring event.

#### 14.23 Technical Assistance

ODE offers ongoing technical assistance and a variety of workshops, webinars, and other training opportunities each year to help local personnel better understand proper use and management of Perkins funds. Additionally, new CTE Regional Coordinators or program managers for direct grant recipients are required to participate in a two-year training cadre ([Perkins Boot Camp](#)).

ODE staff is also available, upon request, to provide individualized technical assistance, including on-site as is necessary and as capacity permits.

## 15 - Charter Schools and CTE

In Oregon, charter schools are public schools with all the roles and responsibilities associated with being a public school—with some flexibility in how they organize and deliver instruction. Charter schools in Oregon offer instruction in a variety of formats: in-person, online, or a hybrid approach blending online and in-person. Regardless of instructional mode, charter schools are specifically called out in Perkins law as an eligible recipient of funds.

Charter schools may be a direct grant recipient or may be part of a Perkins consortium, depending on the size of the allocations. As mentioned elsewhere, Section 131c1 states that schools generating less than \$15,000 must join a consortium. Currently, all Oregon charter schools are part of a consortium.

As a public school in consortia for Perkins funding, charter schools are held to the same programmatic, oversight, and fiscal requirements as the other schools in a Perkins consortium. Please refer to [Section 11](#) regarding Grant Recipient Roles and Responsibilities, and in particular [Section 11.4](#) explaining the Secondary Approval Processes.

## 16 - Correctional Education Programs and CTE

Purpose of Perkins State Leadership Set Aside Funds:

To provide CTE experience and training for students in the juvenile justice system that can lead to community college enrollment and/or a career in CTE.

New starting in the 2022-2023 school year:

- Perkins Corrections funds will not be tied to a state approved Program of Study
- Perkins funds will not be processed through the CTE Consortia
- YCEP/JDEP Network will determine what CTE projects to fund each year for Corrections
- ESD or School District will serve as the Fiscal Agent for the Perkins funds

### 16.1 Funding

Two percent of the Leadership fund set-aside mentioned in [Section 10](#) is earmarked to serve individuals in state institutions. In Oregon, those institutions include adult correctional institutions via the Oregon Department of Corrections (DOC), juvenile justice facilities, and Oregon School for the Deaf (which is discussed in the next section).

The DOC is a direct grant recipient and is asked to follow the same fiscal guidance as other grant recipients (as is applicable); that guidance can be found in [Section 16](#). Perkins funds are made available to juvenile justice facilities through the YCEP/JDEP Network so that learners will have career knowledge and experiences to transition back into their communities. Most of the YCEP schools are also part of regional consortia and can receive additional support from their Regional Coordinator.



## 16.2 Administration and Guidance

Correctional facilities will use the funds provided under the Perkins Act to implement CTE Programs of Study and other CTE programs/services for individuals in state correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

The ODE Secondary-Postsecondary Transitions (SPST) team will provide an Education Specialist to offer technical assistance and to collaborate and assist in monitoring outcomes and appropriate use of Perkins funding. The ODE SPST Education Specialist will work with CCWD and the ODE Office of Enhancing Student Opportunities Education Specialists to arrange and facilitate quarterly meetings of all grant recipients.

## 17 - Oregon School for the Deaf and CTE

The Oregon School for the Deaf (OSD) is a state school in Salem, Oregon; it is considered a state institution under Perkins federal definitions. It serves approximately 95 deaf and hard of hearing students from kindergarten through high school, and up to 18 years of age. Perkins requires small schools that generate less than \$15,000 in Perkins funding to join a consortium. OSD is a member of the Mid-Willamette Education Consortium (MWEC).

As a public school in consortia for Perkins funding, OSD works closely with the MWEC and ODE state staff in order to make the necessary accommodations to CTE programming to ensure access to High Quality CTE Programs of Study.

## 18 - Private Nonprofit School Participation

A private institution does not meet the definition of an eligible recipient under Perkins definitions and therefore cannot receive a Perkins allocation. However, Section 217 of Perkins V discusses the participation of private school personnel and students in Perkins activities.

(This section does not apply to charter schools—charter schools are public schools. Please refer to [Section 15](#) for information on working with charter schools.)

## Personnel

A Perkins recipient (college, district, or consortia) that uses funds for in-service and preservice CTE professional development programs for CTE teachers/instructors, administrators, and other personnel *shall* permit private nonprofit school personnel to participate under the following conditions:

- It is practical to allow participation—for example, there is space available in the workshop or the cost to include the private school personnel is minimal.
- A request for participation from the private school is made in writing. The request should be from the administration of the private school to the Perkins program administrator.
- The private school is located in the geographical area served by the Perkins recipient.
- The professional development activity is conducted in a public setting such as the school district or venue typically used for professional development, not at the nonprofit private school.

## Student Participation

Section 217 states that, except as prohibited by state or local law, a local recipient *may*, upon written request, use Perkins funds for the meaningful participation in secondary CTE programs and activities, as long as the private nonprofit school attended is within the geographical areas served by the local recipient. Some questions to ask may include:

- What does meaningful participation include?
- The local recipient *may* allow students to participate. What is the impact of participation on the program, students, and families from both the public and private schools, and the community?

## Consultation

A private nonprofit school wishing to have students and/or staff participate in Perkins related programs and activities shall make a written request to the superintendent of the public school where the organization is located.

Upon receipt of the written request, the superintendent or designee shall consult in a timely and meaningful manner with a representative of the private nonprofit school to determine the meaningful participation of private nonprofit secondary school students and staff.

## 19 - Monitoring

### 19.1 Oregon's Approach to Monitoring

The Oregon Department of Education (ODE), Office of Teaching, Learning and Assessment/Secondary-Postsecondary Transitions team, and the Higher Education Coordinating Commission (HECC), Office of Community Colleges and Workforce Development (CCWD), as staff to the Oregon State Board of Education, will annually monitor the Carl D. Perkins Act of 2018, The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) eligible recipients and their subrecipients for the purposes of

- assuring that Carl D. Perkins funds have been expended appropriately to meet the intent of the legislation and in compliance with federal and state laws, regulations, and policies;
- reviewing and verifying accurate data collection;
- ensuring that reporting policies are established and implemented;
- analyzing, identifying, and changing policies and activities that hinder quality program development and student achievement; and
- ensuring that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and career opportunities, and to benefit from services.

The Uniform Grant Guidance 2 CFR §200.332, 200.206, and 200.519 delineates requirements for monitoring, clearly stating that as the eligible subrecipient for Perkins funds, ODE is responsible for monitoring the “day to day” operations of supported activities to assure compliance with applicable federal requirements. Accordingly, ODE is responsible for developing a monitoring process with an adequate scope, frequency, and timeliness to ensure compliance. Annually, four to six Perkins grant subrecipients will be selected for Monitoring Review.

A webinar provided by the U.S. Department of Education, Office of Career, Technical, and Adult Education, Division of Academic and Technical Education, entitled [Using a Risk-Based Approach for Effective Subrecipient Monitoring](#), recommends using a risk-based approach to monitoring. There are four steps in risk-based monitoring, as follows:

#### 1. Identify Risk Indicators

Typical risk indicators for Perkins programs include the following:

- History of poor student or program performance
- Difficulty with timely and accurate submission of data and fiscal information
- Change in scope of grant project
- New program or fiscal staff
- Change in size of grant

#### 2. Conduct Risk Assessment

- Conduct unbiased review of risk indicators. Rank subrecipients based on the selected criteria. In some cases, it is important to determine high, medium, and low risk participants.
3. Perform Resource Assessment
    - Identify the need for monitoring and the agency and local resources available.
  4. Develop Monitoring Plan
    - Develop a monitoring plan based on need and resources available that will ensure the obligation to assure federal requirements are being met.

Based on needs and resources available, monitoring may look quite different between subrecipients, depending on varying levels of intervention and intensity. Examples of monitoring practices include the following:

- Annual plan review of every Perkins Plan with follow-up to those needing technical assistance
- Technical assistance phone calls prior to data collection to subrecipients with prior difficulties to ensure understanding and capacity to provide accurate and timely data
- Workshops targeting specific areas that many subrecipients struggle to meet
- Desk review/monitoring of financial documents
- On-site visit to meet and discuss areas of concern

This Guidebook will focus primarily on the obligation of the state to ensure funds have been expended appropriately to meet the intent of the legislation and in compliance with laws, regulations, and policy. There will also be sections to address data accuracy and reporting, program quality and outcomes, equity and access, and other components of the CTE State Plan at a high level and to provide additional resources and technical assistance to Perkins Grant subrecipients.

## 19.2 Carl D. Perkins Monitoring

### Identification of Risk Factors

The risk factors that may hinder full fiscal compliance with Perkins requirements have been identified as the following:

- Perkins leadership and staff
  - Is there a full-time person responsible for program implementation?
  - Does the program manager have multiple job assignments?
  - Has the program manager been in the position less than two years?
- Program performance
  - Are local programs meeting Perkins performance indicators?
- Late, substandard, or inaccurate submissions
  - Are all reports submitted on time with a high level of accuracy?
  - Are there requests for extensions on deadlines?
  - Is data submitted with unresolved errors?
  - Do applications and other submissions require major or minor revisions?
- Local budget management
  - Are funds spent as approved?
  - Is prior approval obtained before budgetary changes?
  - Are the standards met regarding professional development and administrative caps?
  - Does inventory match approved budget?
  - Are there findings on their annual audit?
  - Are funds drawn down in a timely fashion to ensure allocability requirements are met?

### *Conducting the Risk Assessment*

A risk assessment rubric has been developed to assist in identifying subrecipients who could benefit from technical assistance and supports within Perkins compliance. Each year, the indicators and associated level of risk are reviewed and revised as necessary. The risk assessment is conducted by multiple Education Specialists from ODE and CCWD during the early fall of each year using information gained from the risk assessment activities described below.

### *Annual Report Review*

The annual report is submitted in November of each year for the preceding year. The annual report is reviewed for program-related information not associated with fiscal monitoring, but it is also reviewed by fiscal staff to verify that expenditure categories match the approved budget, administrative costs are capped, professional development expenditures are met, and goals and activities are on track and progressing within the strategic plan timeframe. Additionally, this report contains inventory records which are compared to the approved budget.

### *Consortia Updates*

Each year, consortia updates are done in February. At that time, consortia agreement and job description of program managers are collected.

### *Data Submission*

Data submission and validation takes place from mid-May until the end of June. Validation issues often occur during the summer and warrant a data submission reopen for many districts. The data specialist keeps track of districts which have known validation errors or have large year-over-year changes in the number of students enrolling in CTE.

### *Fiscal Analysis*

The grant drawdown patterns are analyzed to ensure funds are expended early in the grant award period. The federal audit clearinghouse is accessed to check for single audit (A-133) findings. Agency records are reviewed to check local audit concerns.

### *Application and Annual Report Quality*

As various applications and reports are submitted, staff keep track of the timeliness and quality of submissions.

Using the information collected through these activities, the risk assessment rubric is used to assign a numeric risk. Themes across indicators are analyzed to identify widespread need for monitoring and technical assistance. The subrecipients are ranked according to level of risk to identify those needing targeted monitoring. Annually, four to six grant subrecipients will be selected for further analysis and monitoring.

### 19.3 Technical Assistance and Support Resources

The agency has identified the following resources available for assistance in Perkins monitoring and technical assistance:

- Individual technical assistance through phone calls, digital conferencing, or in person, tailored toward individual area of need or non-compliance
- New Perkins grant manager/regional coordinator onboarding workshops, “[Boot Camp](#),” Perkins Office Hours, and [CTE Lunch & Learn Q&A sessions](#)
- Recorded webinars and written guidance to target areas of common need or non-compliance
- Conference/workshop presentations
- Technical assistance webinars (Perkins Office Hours and [CTE Lunch & Learn Q&A sessions](#))
- Desk audit with technical assistance call
- Desk audit with onsite monitoring visit
- Intensive and regular technical assistance and corrective action plan support

### 19.4 Monitoring Elements

Staff at ODE and CCWD take a multipronged approach to fiscal monitoring of Perkins subrecipients. Leveraging a long history of technical assistance and support over heavy-handed compliance practices, staff strives to quickly identify and anticipate potential issues and deal with them in a proactive fashion.

#### Annual Budget Approval and Revision Process

Each July, subrecipients submit a detailed budget narrative in conjunction with their Perkins Plan Update and Application. The budget narratives are reviewed based upon 1) the rules of supplanting and 2) permissible use of funds; a follow-up technical assistance webinar may be scheduled with each applicant.

During the webinar, agency staff begins with a broad discussion about any issues that need reinforcement with all recipients, and then turns toward more specific conversation to clarify the goals and deliverables related to the Budget Narrative requests. Specific problem solving takes place to ensure budgets were for allowable and allocable expenditures.

#### General Technical Assistance Activities

When reviewing the risk assessment rubric, themes are often identified that may indicate a general need for clarification and technical assistance. Technical assistance activities are designed based on these results, and typically include the following:

- Direct telephone conference calls/visits when appropriate to discuss more detailed or in-depth needs that cannot be handled in a group setting
- Technical assistance webinars to discuss aspects of fiscal grant management
- Presentations at the CTE Network Meetings or to other audiences

## Targeted Monitoring Activity

Each year, four to six subrecipients will be identified for Perkins Monitoring. Education specialists utilize the risk assessment to provide recommendations of the subrecipients that should be monitored. The recommendations are then presented to the leadership team for approval. The following high-level timeline guides the targeted monitoring activity:

| <b>Month</b>      | <b>Activity</b>   |
|-------------------|---|
| September/October | <ul style="list-style-type: none"><li>● Conduct risk assessment rubric</li><li>● Identify monitoring participants</li></ul>   |
| November          | <ul style="list-style-type: none"><li>● Notify participants in writing</li></ul>  |
| January           | <ul style="list-style-type: none"><li>● Submit documents for desk review<ul style="list-style-type: none"><li>○ Chart of accounts</li><li>○ Detailed expenditure report</li><li>○ Inventory</li><li>○ Personnel activity reports</li></ul></li></ul>                |
| February          | <ul style="list-style-type: none"><li>● Education Specialist provides desk review of Fiscal, Data, and Quality Programs</li></ul>   |
| March             | <ul style="list-style-type: none"><li>● Conduct follow-up conversation by telephone or in person</li></ul>  |
| May               | <ul style="list-style-type: none"><li>● Provide written report identifying findings, corrective action, and exemplary practices – complete with follow-up plans</li></ul> OR <ul style="list-style-type: none"><li>● Provide written report of compliance</li></ul> |

## Data Accuracy and Reporting Elements

Part of the Perkins Accountability framework includes making sure accurate data and reporting strategies are in place. There are different data collection and reporting systems used to capture secondary and postsecondary Perkins data.

At the secondary level, there are three separate collections. These collections capture information about courses being offered and the students taking them. At the postsecondary level, institutions submit similar information through their collection system.

Technical assistance webinars, phone calls, and workshops are provided to maintain data quality.

As part of the Perkins Monitoring framework, data components are included within the risk assessment rubric and in the event a subrecipient is selected for monitoring. A specific evaluation of the data and data quality will be conducted for the subrecipients. Further technical assistance, if needed, will be provided specific to the individual needs of the subrecipient.

For more information about Perkins Data and Reporting, please visit the [ODE website](#).



## 19.5 Monitoring Resources

[Sample Letter of Notification](#)

[Process Outline](#)

[Checklist](#)

[Sample Compliance Letter](#)