2005–2006
CONSOLIDATED ANNUAL REPORT

STATE OF OREGON

In accordance with Carl D. Perkins Vocational and Technical Education Act of 1998

PERKINS
Funding for:
Professional
Technical
Education

Oregon Department of Education
Office of Educational Improvement & Innovation
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Salem, OR 97310-0203
(503) 947-5697
http://www.ode.state.or.us/go/pte

Perkins Narrative Report
July 1, 2005 – September 30, 2006

State Administration

The State Board of Education is designated as the Oregon State Board of Vocational and Technical Education. In Oregon, vocational technical education, or career and technical education, is referred to as ***professional technical education (PTE)***. To ensure equity, continuity, cooperation and accountability across the education to workforce continuum (grades 7-12, community college and workforce development), the Board maintains an interagency agreement between the Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (ODCCWD). The interagency agreement designates the Oregon Department of Education as the Perkins grant eligible agency and program manager for both secondary and postsecondary professional technical education in Oregon. See Appendix A for an organizational chart of key activities.

The Office of Educational Improvement & Innovation (EII), through the Secondary-Postsecondary Transitions Team and the PTE Work Group, provides leadership for professional technical education, Perkins grant management, high school improvement and workforce/career pathway development from high school-to-postsecondary education and workforce entry. ODE/EII leadership and technical assistance focuses our clients: school districts, community colleges, education service districts and state workforce development agencies. The goals of ODE/EII are ***student success, quality schools and better systems***. This work is accomplished through the agency's core functions of accountability, leadership, and improvement.

A goal of Oregon's State Plan for PTE/Perkins is to identify and implement strategies that clearly link the use of Perkins funds with state and local school district and community college improvement efforts.

The function of the Perkins Local Applications for Secondary Schools and Postsecondary Institutions continued as in previous years. All eligible recipients—secondary school districts, regional consortia and community colleges—provided a local program improvement plan with specific action interventions when they did not meet their planned core indicator performance levels. The Perkins Local Application, including a program improvement action plan, fostered collaboration among the educational players and stakeholders to develop and implement targeted strategies for PTE student success. All local plans were tied directly to the core performance indicators, so the sub-grantees and the state can monitor local performance and develop continuous improvement processes. Measurement Charts for each sub-grantee and school are available on the Oregon Department of Education website at: http://www.ode.state.or.us/data/stats/opte/

In 2005-2006, the application format for the Secondary Perkins Local Application changed. Through a streamlining effort implemented by the Oregon Department of Education, the secondary Perkins local application used a format that has been adopted to facilitate the agency's ***Continuous Improvement Plan,*** or ***CIP,*** process. The CIP is a school district planning requirement and authorized by the Oregon Legislature. The Oregon Department of Education's implementation design consolidates nearly all federal program planning and request for funds into a single comprehensive, consolidated improvement plan, budget narrative and spending workbook. The CIP consolidates the federal planning requirements and request for funds for each of the No Child Left Behind (NCLB) title programs and the Carl D. Perkins Vocational and Technical Education Act (Perkins) along with school district assurances for the Individuals with Disabilities Education Act (IDEA).

This format change has heightened the role PTE plays in Oregon's comprehensive high schools. The local school district process of developing their CIP has caused cross-area conversations that previously may have existed in isolation from each other—the "silo" effect. The strength of our PTE student performance data has become evident to school district administrators. Early observations indicate that PTE's role in, and value to, an Oregon comprehensive high school education is increasing.

Separate Perkins applications have been maintained for eligible postsecondary Basic sub-grant recipients and Tech Prep.

Organization of Professional Technical Education Programs

Since the mid-1990's, Oregon has maintained a PTE organizational structure for approved, state-recognized programs following six career learning areas, or pathways. They are:

- Agriculture, Food & Natural Resource Systems
- Arts, Information & Communications
- Business & Management
- Health Services
- Human Resources
- Industrial & Engineering Systems

This organization structure began with Oregon's secondary programs; and, over time Oregon's 17 community colleges have adopted this organizational scheme as well.

Momentum for career pathways increased during 2005-2006. Oregon has a comprehensive pathways initiative that includes active participation from the Governor's Office, Oregon Department of Human Services, Oregon Employment Department, ODCCWD and ODE. Through the adaptation of the national career cluster and skill standards work, Oregon has established a set of PTE content standards we refer to as Oregon Skill Sets. A hierarchy of career pathway to cluster to focus area has been established that further informs local PTE program design. The current version of this organizational hierarchy can be viewed at:

http://www.ode.state.or.us/teachlearn/subjects/oregonskillsets/oss_colorchart.pdf

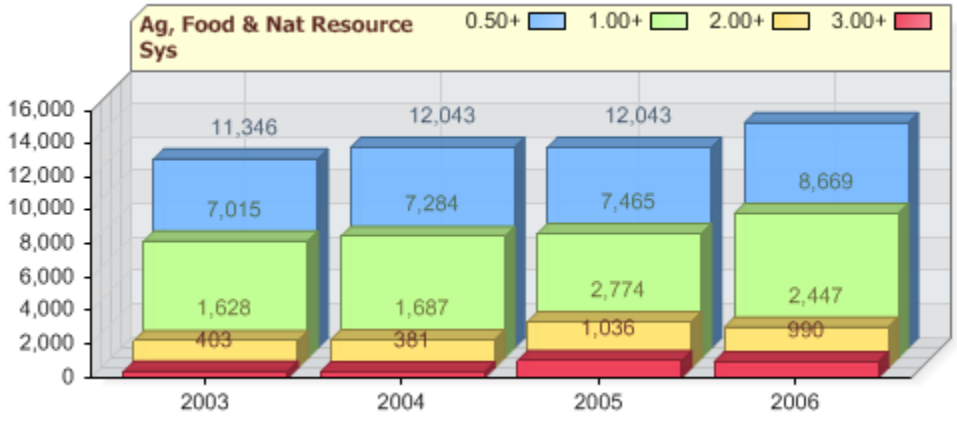
The cluster level and focus area level guide high schools and community colleges in the design of their local programs. The knowledge and skill statements that are provided for the Oregon Skill Sets provide utility in the design and implementation of Tech Prep programs. Work was launched during 2005-2006 to evolve traditional Tech Prep programs into a Career Pathway design following the College & Career Transitions Initiative (CCTI) model.

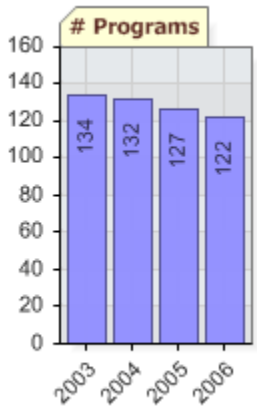
The delivery of Oregon's approved, state-recognized professional technical programs happens almost exclusively in comprehensive high schools and comprehensive community colleges. There are three notable exceptions:

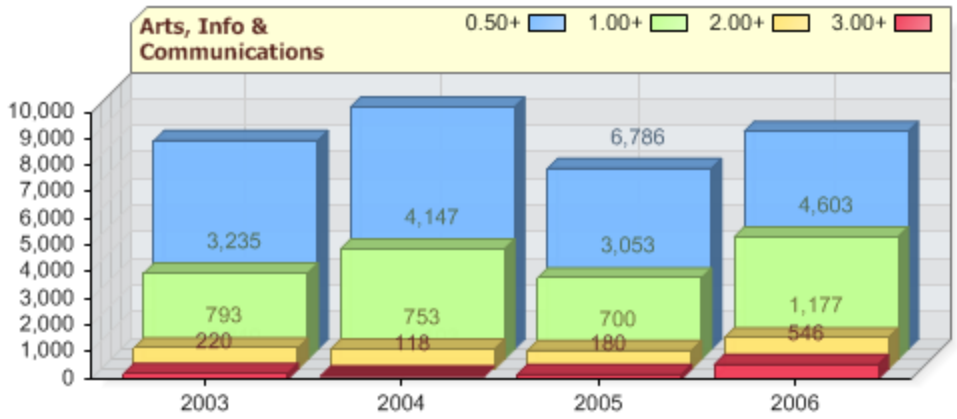
- A district-governed skill center that operates in a large suburban school district serving the district's students from their three high schools (Sabin-Schellenburg Skill Center),
- A regional skill center governed by an educational service district serving students from several suburban school districts (Northwest Regional Education Service District's Capital Center High School), and
- A regional distance education network providing videoconference and online Health Services education to small, rural, remote school districts in North Central Oregon (North Central Education Service District's Frontier Learning Network).

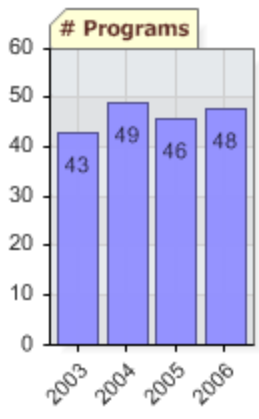
2005-2006 Summary of Secondary PTE Programs and Enrollments

The multi-year charts below show the number of credits ranging from .5 credits to 3.0 credits earned by students. Oregon trends indicate we continue to serve a growing of number of students; however our inability to retain them as program concentrators or completers is a concern. We seem to be attracting PTE participants; but are not retaining them as program concentrators (2.0 credits earned in the same program area).






Arts, Info & Communications
0.50+
1.00+
2.00+
3.00+
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
3,235
793
220
4,147
753
118
6,786
3,053
700
180
4,603
1,177
546
2003
2004
2005
2006


Programs
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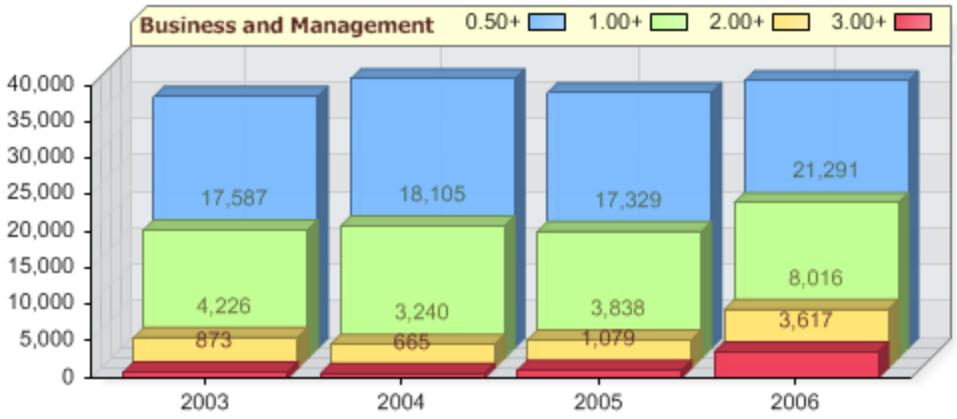
50
40
30
20
10
0
43
49
46
48
2003
2004
2005
2006


Business and Management
0.50+
1.00+
2.00+
3.00+
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
17,587
4,226
873
18,105
3,240
665
17,329
3,838
1,079
21,291
8,016
3,617
2003
2004
2005
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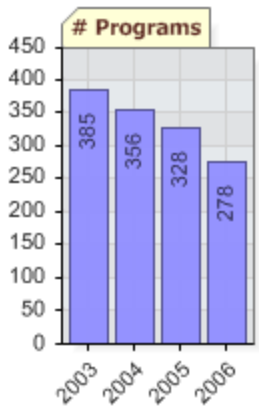
Programs
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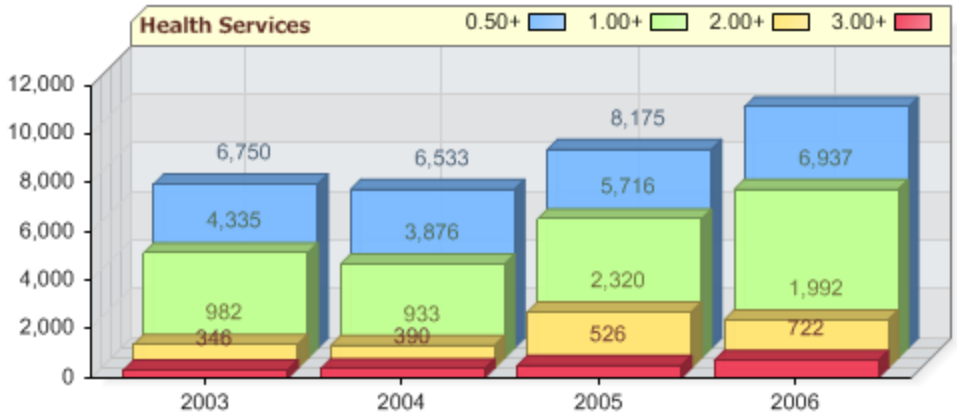
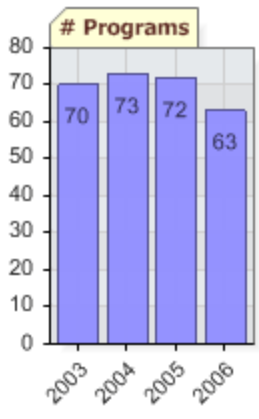
300
250
200
150
100
50
0
385
356
328
278
2003
2004
2005
2006


Health Services
0.50+
1.00+
2.00+
3.00+
12,000
10,000
8,000
6,000
4,000
2,000
0
6,750
4,335
982
346
6,533
3,876
933
390
8,175
5,716
2,320
526
6,937
1,992
722
2003
2004
2005
2006


Programs
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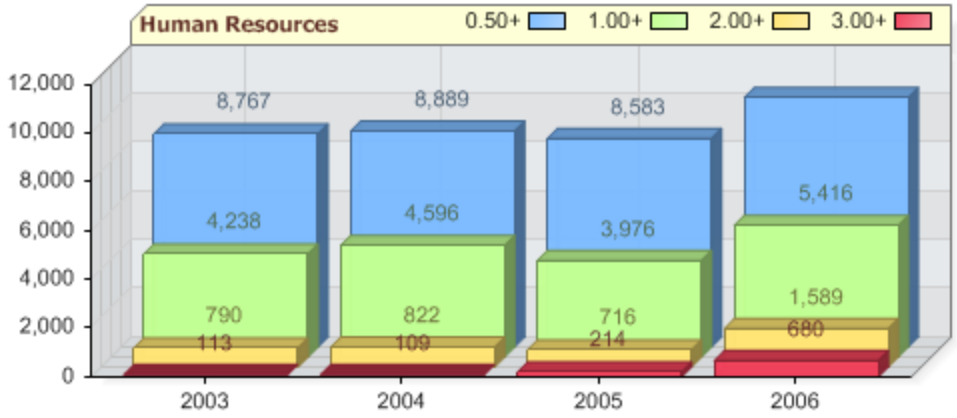
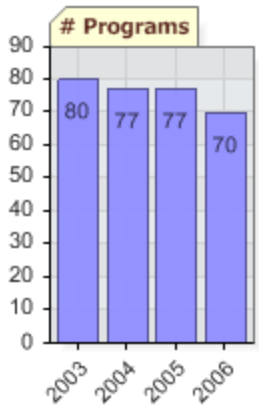
70
60
50
40
30
20
10
0
70
73
72
63
2003
2004
2005
2006


Human Resources
0.50+
1.00+
2.00+
3.00+
12,000
10,000
8,000
6,000
4,000
2,000
0
8,767
4,238
790
113
8,889
4,596
822
109
8,583
3,976
716
214
5,416
1,589
680
2003
2004
2005
2006


Programs
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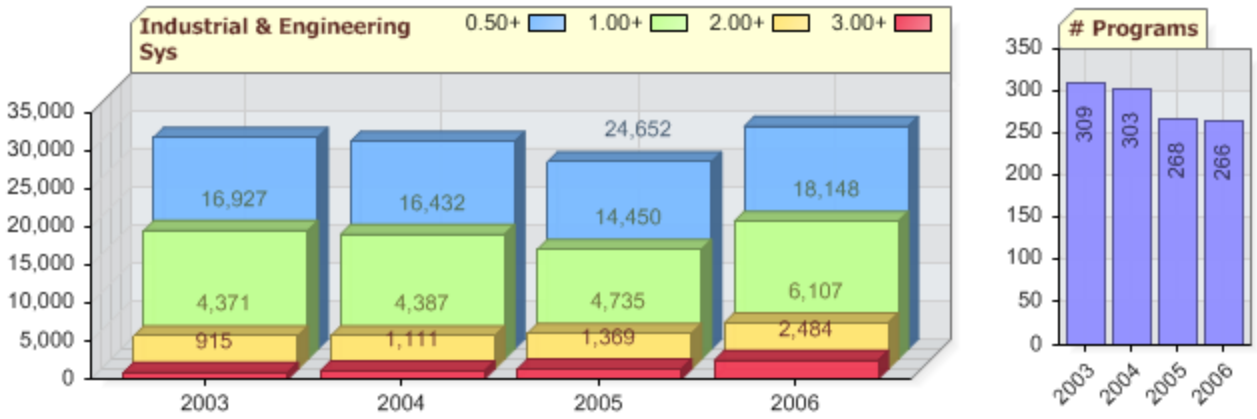
80
70
60
50
40
30
20
10
0
80
77
77
70
2003
2004
2005
2006



Oregon's comprehensive community colleges are partnering with high schools within their service area to deliver professional technical education programs for high schools students as well as traditional college students concurrently. A promising program has been implemented by Lane Community College (Eugene) and area high schools in the career pathway areas of manufacturing and automotive technology.

In each of the delivery models, and for all Oregon PTE, we expect programs to document student performance that meets Oregon's quality assurance standards of challenging academic and technical knowledge and skill attainment. Documents posted on the Oregon Department of Education website describe the quality assurance standards we have for secondary and postsecondary program approval:

- Secondary PTE Quality Assurance Standards: http://www.ode.state.or.us/teachlearn/pte/pgapprovguide.pdf
- Postsecondary PTE Quality Assurance Standards: http://www.ode.state.or.us/opportunities/grants/perkins/postsecondary/gpstandandassurances.pdf

State Leadership

Oregon supports a range of programs and projects designed to assist students in meeting or exceeding the state adjusted levels of performance and participate in high-quality professional technical education programs. These activities focus on providing models based on research and effective best practices for diverse student populations, school sizes, college and workforce entry and geographic locations. Specific activities selected are those most likely to have impact on student achievement.

As directed in Oregon's State Plan for 2000-2004, ODE/EII and the professional technical education teachers and administrators from across the state have designed and implemented new ways to identify and deliver quality professional technical education programs. The implementation of a quality assurance and continuous improvement process for secondary schools has been implemented. PTE quality assurance uses a program approval process based on ten program quality criteria as an "input" measure and an evaluation framework as an "output" measure. This feedback loop creates an improvement cycle that is implemented through the school district or community college continuous improvement planning processes.

With the advent of the career clusters initiative at the national level, the curriculum criteria for both secondary and postsecondary quality assurance process have a stronger technical skill foundation for assessment and evaluation. Oregon's career pathway implementation provides a systemic way for Oregon to look at the technical attainment of pathway and cluster knowledge and skills from grades 9-16. Oregon continues to integrate state academic knowledge and skills, career related learning standards (life/employability), and technical skills through professional technical programs.

PTE Evaluation Framework

Continuous improvement is an integral part of PTE program quality and effectiveness. Continuous improvement in the context of quality assurance is based on the causal relationship between program design and student

achievement. Program evaluation provides an external validation of a program's quality and its effectiveness in helping students succeed. Student achievement is central to designing and developing a program evaluation system.

Student achievement is based on a set of clearly defined measurable outcomes that extend beyond high school. Achievement of academic standards, technical standards, industry standards and grade point average are all examples of student achievement measures used in Oregon at the local and state levels. Program effectiveness is determined by the students' success rate in achieving the established outcomes. Although there are numerous intervening variables that intersect program effectiveness and student achievement, the two are related and maintain a causal relationship. Oregon's evaluation framework is based on the premise that there is a direct correlation between student achievement and program quality. Quality programs contribute to student achievement by establishing high standards and a program design that meets the needs and learning styles of students.

Required Uses of Funds—*Examples from Oregon*

a) *An assessment of the vocational and technical education programs that are funded.*

- During 2005-2006, all Perkins sub-grantees continued to conduct a local assessment of their PTE program effectiveness. This is prompted by our PTE/CTE Data & Perkins Annual Cycle [see Appendix B]. Through the use of the annual Budget Narrative & Spending Workbook and Annual Report, student performance data and other local data is analyzed to gauge program effectiveness. At the same time, state staff analyzes statewide performance data. The 2005-2006 analysis of 2004-2005 data resulted in the identification of a performance gap in 2S1—high school completion. This prompted state staff to ask for a mid-term performance report on just this performance measure. The resulting reports showed in an increased level of local attention to this performance measure as well as identification of specific, local data quality issues.

b) *Developing, improving, or expanding the use of technology in vocational and technical education.*

- Regional Consortia use the Perkins sub-grant resource to enhance technology in their approved PTE programs. Examples of technology include: health care simulated manikins, lab equipment and supplies for Project Lead the Way and other pre-engineering instruction, CAD software, welding equipment, Mitchell on-demand DVD automobile technology manuals, and AgEdNet.
- Business & Management programs have expanded their marketing programs into the community. Businesses routinely ask students to conduct community surveys and write marketing plans tailored to their specific product(s). Perkins has purchased updated computer technology that has the capability to develop graphics, posters, and web page development.
- Agriculture programs have advanced instructional units in natural resource management, land measurement and agricultural surveying by incorporating computer global positioning technology (GIS). Students can assess field acreage and elevations.

c) *Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel.*

- The Oregon Association for Career and Technical Education (OACTE) is Oregon's Association for Career and Technical Education affiliate and primary PTE professional development organization. ODE provides partial support for the annual conference, which was attended by nearly 300 educators and community partners. This conference is unique in that it provides a full range of interest sessions that address the PTE professional development needs of Oregon teachers and administrators (elementary, secondary, guidance & counseling, community college, and university).
- Many professional development opportunities are provided through regional PTE partnerships for professional technical teachers, counselors, and administrators. Most local sub-grant applications include funds to assist teachers and schools with the improvement of PTE student performance.
- Developmental Program Assistance—One region recognized a major need for supporting new PTE teachers and developmental programs. The Regional Coordinator and PTE Consultant visited these programs on-site and met with counselors and principals in an attempt to help support their growth. The teachers were encouraged to get involved with their local and state-wide peer organizations and "coached" on developing their programs. To a large degree what we discovered was that the enthusiastic principals who were so supportive in the past were now focused on the Highly Qualified teacher issue, implementation of Oregon's "new" 2007 graduation requirements and Expanded Options, Oregon's newly implemented accelerated college credit program.

d) Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students through the integration of academics with vocational and technical education.

- The high schools in one Regional Consortium integrated Language Arts and Mathematics into professional technical programs. Schools focused on reading across all subject areas; cross curricular teams implemented contextual learning; provided tutoring support in core academic areas, implemented individualized education plans; continued professional development training (emphasis on ELL and students with disabilities); increased opportunities to practice assessments of Oregon mathematics content standards in professional technical classrooms; and complete core content standards work samples in professional technical courses.
- There has been a concerted effort by the PTE teachers to work with math teachers to build student's basic and advanced applied math skills. Further, in partnership with the math department, PTE teachers integrated curriculum and provided opportunities for PTE students to earn proficiency credit in math with the PTE programs. In addition, administrators, teachers, and district personnel met with representatives from local and state apprenticeship leaders to explore ways schools can better prepare students to meet the standards required for successful candidates in their apprenticeship programs.
- PTE instructors were members of teams that attended the Superintendent's Summer Institute on Teaching and Learning. The result was immediate. The PTE instructors spent time before school started re-evaluating their instructional strategies to be sure that students were reading and writing as part of their regular routine in PTE classes.

e) Providing preparation for nontraditional training and employment.

- At a sub-grant level, PTE program planning reflects a heightened awareness of recruiting young women into the math/science and technology fields. Specific activities included: designing and implementing recruitment activities to attract and retain students for nontraditional training and employment; providing targeted marketing materials and supplies; providing gender equity training for staff to enhance enrollment/completion rates of nontraditional students.

f) Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills.

- Recognizing that some students entering Oregon community colleges test into lower mathematics classes than needed to enter into pre-engineering course work, colleges held two (2), two-week, free Summer Math Institutes to provide opportunity for students to refresh or learn math skills in a non-graded environment. One Institute was held in the morning, the other in the evening to provide flexibility in meeting individual scheduling needs.
- Northwest Regional Education Service District, Tillamook County Service Center has a full-time assessment coordinator that works with each PTE program, high school and our region on performance indicator areas that have been identified as below the state performance targets. The coordinator provides ideas to augment the PTE curriculum accentuating the areas of writing and mathematics. The coordinator also serves as the link between the PTE teachers and the content area teachers in the area high schools.

g) Serving individuals in state institutions.

- As a result of a reorganization of educational programs in Oregon's youth correctional facilities (YCF), there is increased interest in offering professional technical education to incarcerated youth. We have established a policy that PTE programs at YCF high schools must meet the same program quality criteria as any approved secondary PTE program. We provided consultation to all YCF high schools in 2005-2006 resulting in PTE program approval at five YCF high schools. Coordination for an increased PTE presence in the YCF high schools is a partnership with the Oregon Department of Education, Office of Student Learning & Partnerships, Special Education/YCF High School unit.
- In 2005-2006 the Oregon Department of Correction made the decision not to access any Perkins funds for adult corrections.

h) Support for programs for special populations that lead to high skill, high wage careers.

- Matching funds were used to upgrade services in the printed materials conversation work center to produce academic and technical texts into electronic formats. This updating included the addition of a widescreen monitor and high speed scanner to convert printed materials into e-formats.

- Staff who are employed to work with students with disabilities in community college PTE programs such as **Employment Specialists, Technical Learning Skills Specialists,** and **Resource Specialists** are having a positive impact on successfully moving students from Perkins concentrators to completers.

Permissible Activities—*Examples from Oregon*

a) Provide technical assistance to eligible recipients.

EII education specialists provided PTE technical assistance to school districts, regional partnerships and community colleges for the ongoing improvement and evaluation of local professional technical education programs in 2005-2006. The following activities are examples of the types of technical assistance provided.

- Provided technical assistance to school districts, regional partnerships and community colleges on the use of the Oregon-adapted National Career Cluster models called "Oregon Skill Sets". The skill sets are a key element to the PTE Quality Assurance Process.
- Provided local schools PTE student performance data that measures one aspect of program effectiveness. By utilizing Oregon's statewide assessment system and matching individual student results with PTE enrollment data, we have met the increased demand for data driven PTE programs.
- Provided technical assistance to each community college on postsecondary PTE program approval processes. Oregon has experiences a significant turn-over of local PTE staff and the loss of institutional knowledge. The technical assistance addressed the "knowledge gap" in understanding the system requirements and expectations for approved PTE programs.

b) Improve career guidance and academic counseling programs.

- Retention rates of professional technical students improved through an upgraded orientation process at several community colleges that included an optional, one-credit course in college success strategies.
- A local community college Director of Counseling noted all of the college's counselors are associated with Carl Perkins and the professional technical education programs versus having a designated Carl Perkins counselor. This arrangement means there is a broad knowledge of the PT programs among counseling staff, as well as substantial PT program access to counselors.
- A promising guidance and counseling model includes students as part of a 4-year counseling program. Counselors meet with students at least twice a year and with their parents two times during their high school career. During this time, career goals are emphasized. This is connected with their career-based classes that students take during their freshman and sophomore years, and a strong career pathway program taken during their junior and senior years. All of these efforts together add legitimacy to a student's efforts in high school and in return help them complete high school.

c) Establish agreements between secondary and postsecondary programs for tech prep programs.

- One Tech Prep Consortium established individual listservs by cluster area which provides an electronic bridge between the high schools and college whereby faculty from both the college and high school levels are connected either in person, by phone or email to discuss topics of curriculum, industry, program information, exit/entry standards, etc.
- There is a growing awareness among educators through the Career Pathway effort in recognizing the various pathways students can pursue and the connections between what the high schools have available and what is available whether the student's path leads them to the community college, workforce or university system.

d) Support cooperative education programs.

During this time of low unemployment and labor shortage, it is difficult to retain students in full-time programs. Often students do not complete their degree or certificate because they have obtained the skills they need to be gainfully employed. Colleges are offering opportunities for students such as cooperative education or an occupational skills program, which is based on individual goals and involves a large amount of credit for skills training on the job. Allowing students to complete programs that are self-paced and accelerated and offered through distance learning and at off-campus locations encourage higher rates of completion. Other methods of measuring the success of professional technical students, besides graduation and completion rates, are being considered to substantiate the belief that many students may be meeting their personal and professional goals without the formal completion of programs.

e) Support vocational technical student leadership organizations.

Perkins and state general funds are allotted to the Student Leadership Development Center to implement strategies that demonstrate the value of Professional Technical Student Organizations (PTSO's) in student attainment of Oregon's educational standards. The Center coordinates the activities of seven PTSO's: Associated Oregon Forestry Clubs (AOFC), DECA (An association of marketing students), Family Career and Community Leaders of America (FCCLA), FFA (An association of agricultural education students), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), and SkillsUSA-VICA. Each organization maintains relationships with business and industry representatives and professional technical education teachers to identify the knowledge, skills and assessment opportunities for specific educational activities offered by the organization. Technical assistance documents prepared by the Student Leadership Development Center with technical assistance from ODE/EII include the following:

- An overview of PTSO's and the opportunities to develop academic skills, help students meet Career Related Learning Standards, address Certificate of Advanced Mastery requirements, and provide evidence of applied assessments.
- An individual document for each professional technical leadership organization that demonstrated how samples of their educational programs and activities aligned with academic, technical and career standards. Potential assessment opportunities, connections to the community and examples of student success were also presented.
- An identical document was developed to help local chapters identify their own programs and align with the standards in a similar format.
- More information can be obtained at: http://www.oregonsldc.com/index.htm

f) Support education and business partnerships.

Statewide data reveals that nearly 10,000 employers worked with high schools and high school students in 2005-2006. The network of 15 Regional Workforce Investment Boards, with majority private sector membership, assisted school districts, community colleges and workforce agencies by providing a forum and mechanism for coordination, communication and strategic planning.

Sub-grantees continue to demonstrate their commitment to business partnerships through the use of local program advisory committees. The implementation of the professional technical quality assurance program approval process has reminded local PT teachers of the value of business and industry advisory committees. We are observing a growing trend by high schools and their local community college to strengthen their secondary-postsecondary partnership by combining their local program advisory committees into a regional program advisory committee that address the grade 9-14 structure of many Oregon PTE programs.

g) Support the improvement or development of new vocational and technical education courses.

Oregon has over a decade of experience in PTE program development and improvement within the structure of career pathways. Examples include:

Agriculture, Foods and Natural Resources: Major improvement initiatives are occurring to bring traditional agriculture/FFA program into a standards-based, pathways structure. This continues as a strong career area in Eastern Oregon where ranching and traditional agriculture thrive. Western Oregon is a national center for horticulture; specifically, nursery stock, and viticulture.

Arts, Information and Communications: This area is one of our fastest growing career areas with program being developed to address student interest and employer demand for skilled information technology employees for the computer gaming industry. There is a very active industry group representing the Oregon Software Association that is in regular communication with the Oregon Department of Education to support program development in this growing area. Computer Gaming programs are beginning to emerge as a program growth area.

Business and Management: Traditional programs in this area are in a period of transition. Former Administrative Services and Financial Services programs are evolving into broader management and marketing related programs. This career area also covers hospitality and tourism programs. Given Oregon's robust tourism industry, this continues to be a strong student and employer interest area.

Health Services: Like other parts of the country, health services is a high demand area with numerous initiatives underway to address the critical shortage of health care workers. Challenges such as postsecondary class size limitations by accreditation bodies and the shortage of teachers impact Oregon's ability to increase educational capacity in this area.

Human Resources: The primary area of focus has been the development of an educational pathway from early childhood education to graduate-level preparation as a professional educator. We are also responding to a growing interest in the area criminal justice.

Industrial & Engineering Systems: Oregon is fortunate to have interested, engaged industry groups offering a range of support for programs in this area such as the Oregon Auto Dealers Association, Oregon Homebuilders Association, Associated of General Contractors and the Oregon Pre-engineering and Applied Science Initiative. Secondary programs in this area are becoming more focused as an entry point to a career pathway. Construction and engineering-related programs represent growth areas.

Oregon, however, is not without challenges to address the employer demand for our graduates. To sustain quality PTE programs, we confront a reduced supply of qualified teachers, especially at the secondary level. We are fortunate to have an alternative teacher licensure process that permits an industry-qualified individual to obtain PTE teacher licensure. An increasing number of recent PTE teachers are entering classrooms through this option. In addition, this option provides an avenue for currently licensed teachers in other academic areas to obtain a PTE endorsement for instruction in an approved, state-recognized PTE program. This approach has helped build capacity for the integration of core academic content into PTE programs.

Distribution of Funds

Oregon maintains its regional configuration for the primary distribution of Perkins funds. This continued for 2005-2006. The Oregon Department of Education recognizes 73 eligible recipients—30 secondary school districts direct Basic sub-grant recipients, 19 regional consortia (33 separate sub-grants—15 Basic sub-grants & 18 Tech Prep sub-grants) and 10 community college direct Basic sub-grant recipients. Attachment C—Figures 1 & 2 are summaries of Oregon's distribution and eligible Perkins recipients.

Summary of Local Application for Funding:
Oregon distributes Perkins funding through one of three applications:

- Secondary Basic Grant Budget Narrative & Spending Workbook: Multi-year ***PLANNING*** for each eligible secondary recipient is incorporated into the school district's Continuous Improvement Plan. The sub-grantee's annual ***BUDGET*** is included in the school district's budget narrative and spending workbook. For school districts participating in a Regional Consortium, their local Consortium fiscal agent submits the Perkins budget narrative and spending workbook on their behalf. The Mid-Willamette Education Consortium served as the 1% corrections sub-grantee.
- Community College Basic Grant Application: this is a stand alone application that includes local, annual Perkins planning, budget narrative and spending workbook. Seven Oregon community colleges choose to have their college's Perkins budget narrative and spending workbook submitted by their local Regional Consortium in a combined secondary-postsecondary budget narrative and spending workbook.
- Tech Prep Application: this is a stand-alone application that includes Consortium Tech Prep planning, budget narrative and spending workbook. The local Consortium fiscal agent submits the Tech Prep application.

Along with the Perkins Basic and Tech Prep formula sub-grants, ODE also distributed funding to support ***Nontraditional*** activities. Specifically:

- **$ 64,100** was distributed in grants-in-aid.
- **8 sub-grantees** represented secondary & post-secondary institutions statewide, including:
  - Two ***"Women in Trades Fairs"*** – one in Portland and one in Southern Oregon. Middle school and high school girls participated in tradeswomen led hands-on workshops in plumbing, carpentry, electrical, welding and more,
  - A ***Middle School Girls Conference*** in Washington County involved girls in hands-on sessions in science, engineering, mathematics, technology and the trades,
  - Focusing on bringing more males into nursing, the "***Men in Scrubs***" program gave young men information about careers and opportunities in nursing,
  - The ***Oregon SuperQuest*** summer workshop gave educators in computer technology an opportunity to learn strategies for recruitment and retention of female students in technology programs, and

- ***OPERATION SMART (Science, Math & Relevant Technology)*** was the program used in working with at-risk girls where the resources of the community are focused on helping girls learn skills of inquiry, guessing, predicting and risk-taking—making math & science an adventure.

Participants:			
➢ Students:	4702	➢ Parents:	25
(Males: 406; Females: 4296)		➢ Community/Business Reps:	113
➢ Teachers/Administrators:	621	➢ Presenters:	224
➢ Counselors:	54	**Total participants:**	**5739**

ACCOUNTABILITY

Secondary Professional Technical Education data is becoming a cornerstone of our program evaluation and improvement framework. We maintain a robust data base of PTE related data and meet regularly with the Department of Education's Office of Assessment and Information Services to continuously improve our data reporting site. We publicly post our PTE student performance data at:

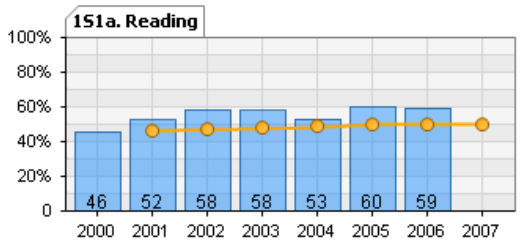
http://www.ode.state.or.us/data/stats/opte/rptplan.aspx.

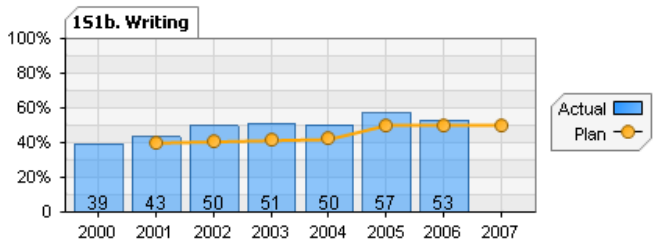
Selections can be made to view data by region, school district and individual high school. A summary and analysis of Oregon's 2005-2006 PTE **concentrator** student performance data is offered below:

Core Indicator 1. Student Attainment—This indicator seeks to assess student attainment of challenging State established academic and vocational and technical skill proficiencies at both the secondary and postsecondary levels.

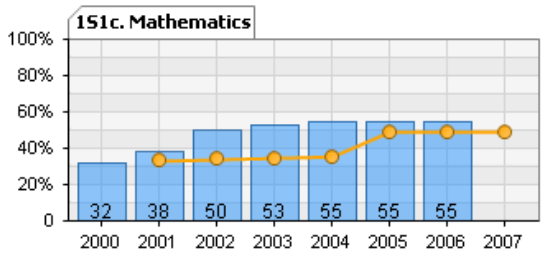
Secondary Indicator	#Tested	# Passed	Pass Rate	Negotiated Target
1S1a. Reading/Literature				
▪ All concentrators (11,743)	10,076	5,962	59.17%	50.00%
▪ Special Populations (9,440)	8,075	4,411	54.63%	Oregon's AYP
▪ Tech Prep (10,359)	9,045	5,341	59.05%	
1S1b. Writing				
▪ All concentrators (11,743)	9,657	5,101	52.87%	50.00%
▪ Special Populations (9,440)	7,717	3,745	48.53%	Oregon's AYP
▪ Tech Prep (10,359)	8,659	4,543	52.52%	
1S1c. Mathematics Multiple Choice				
▪ All concentrators (11,743)	10,295	5,653	54.97%	49.00%
▪ Special Populations (9,440)	8,269	4,123	49.86%	Oregon's AYP
▪ Tech Prep (10,359)	9,198	5,022	54.66%	
The rate at which high school Perkins concentrators meet or exceed state academic standards in **Reading/Literature, Writing and Mathematics.**				

Oregon maintained three academic measures for 2005-2006. The negotiated academic performance levels are matched to Oregon's NCLB adequately yearly progress (AYP) performance targets. Rationale for this transfer is to align secondary student performance to a single set of academic targets. Since PTE in Oregon exists almost exclusively in comprehensive high schools, it seemed appropriate for Oregon PTE to align Perkins performance with Oregon's AYP.





Statewide we met our expected concentrator-level Perkins targets; however, student performance in reading and writing declined from 2004-2005. We were relatively flat in mathematics student performance.



Watch Areas:

- Communicate the declining concentrator performance in each of the three academic performance measures and seek intervention strategies. 2006-2007 performance target levels will increase by 10% each for the 2007-2008 academic year. At the current rate, we will be facing even a larger gap in expected performance. A focus of the 2007-2008 Perkins application will be to address this potential performance gap.
- Concentrator performance in writing by special population students was below the target performance. We will be working with our regional partners to analyze possible explanations for this performance gap by this subgroup. We will focus on this performance gap in the 2007-2008 Perkins applications.
- Disabled and minority students failed to meet the concentrator performance in each of the three academic areas. We will network with colleagues within the Oregon Department of Education and bring effective practices to the PTE program administrators and teachers in these areas to address this performance gap.

Secondary Indicator	Concentrators	Gained	Percentage	Negotiated Target
1S2 Technical Skills				
▪ All concentrators	11,743	11,265	95.98%	95.00% Cap
▪ Special Populations	9,440	8,973	95.05%	
▪ Tech Prep	10,359	9,939	96.00%	
The rate at which Perkins concentrators makes satisfactory progress (letter grade of "C" or higher) in professional technical courses.				

Professional technical education students achieved a high rate of technical skills performance. Almost every student in every PTE course obtained the skills required for that specific course.

Oregon attributes this type of performance to a long history of delivering professional technical education through comprehensive high schools for **all** students. Performance measurement for this core indicator may change in the future due to the implementation of the Oregon Skill Sets and the use of industry-recognized, skill-based assessments rather than letter grades within technical courses.

Watch Area:

- The state exceeded the negotiated performance level in all subgroups with the exception of disabled students (93.40%) and minorities (94.19%). We will network with colleagues within the Oregon Department of Education and bring effective practices to the PTE program administrators and teachers in these areas to address this performance gap.

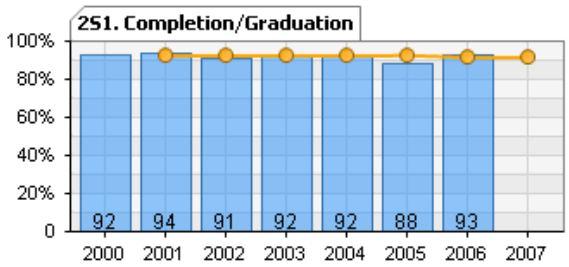
Postsecondary Indicator	2000 Baseline	2005-2006 Negotiated Performance	2005-2006 Actual Performance
1P1 Academic Achievement—The rate at which postsecondary concentrators achieves 2.0 GPA or better in academic courses.	87.48%	90.70% 3-year average	92.78%
1P2 Technical Skills Attainment—The rate at which postsecondary concentrators achieves 2.0 GPA or better in professional technical courses.	92.76%	95.00% Cap	95.79%

Academic achievement for 2005-2006 made a modest increased from 2004-2005 by +.26%. This is a result of our sustained effort to emphasize the academic components of our postsecondary professional technical education programs. Colleges have been working collaboratively to define consistent categories of general education competencies for all college students; including PTE students. Implementation of the Oregon Transfer Module has also contributed to a more consistent set of academic competencies for Oregon community college students.

We did reverse our previous year's decline in our technical skills attainment by recording a statewide increase of +.68%. Specific causes for this increase in performance are varied; however, we are seeing our postsecondary PTE programs responding directly to the technical skill requirements of employers. When entering students see more advanced students being hired prior to program completion based on their technical skill attainment, there is a desire to achieve technical skill attainment at a proficient level.

Core Indicator 2. Credential Attainment—This indicator seeks to assess student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Secondary Indicator	Seniors	Grads	Grad Rate	Negotiated Target
2S1 Completion/Graduation				
▪ All concentrators	10,718	9,979	93.09%	91.56%
▪ Special Populations	8,582	7,887	91.90%	3-year average
▪ Tech Prep	9,517	8,879	93.29%	
The rate at which secondary concentrators enrolled during their senior year graduated from high school.				



Oregon's performance on this indicator was identified as an area of concern in our 2004-2005 CAR. The Oregon Department of Education asked for and received a mid-term report from each secondary sub-grantee to analyze and implement interventions to address improvement in this area. Based on this 2005-2006, we are pleased to see a 5.18% increase in our statewide performance. However, like the previous performance measure, we need to address improvement by our disabled and minority concentrators.

Postsecondary Indicator	2000 Baseline	2005-2006 Negotiated Performance	2005-2006 Actual Performance
2P1 Postsecondary Degree Credential—The rate at which postsecondary Perkins concentrators receives a degree or certificate.	56.79%	57.05% 3-year average	59.87%

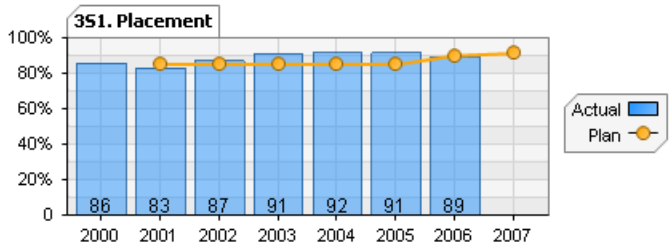
It may be difficult to determine the specific reasons for this gain in performance. As Oregon refines its workforce development strategies in a rebounding economy, one of the messages to citizens regarding workforce advancement is the advantage of higher levels of education. As Oregon's university capacity continues to be stretched to its limits, community colleges are seeing enrollment spikes at both the AA and AAS levels. Students are pursuing certificates and degrees to be competitive in Oregon's labor market as well as being prepared for higher levels of postsecondary education.

At the same time, Oregon is observing a course-taking pattern where students will start and stop their advanced training as employment opportunities and personal finances afford. A linear progression toward program completion followed by employment is being replaced with more of a "swirl" with periods of employment alternating with periods of education or concurrent employment and education. A postsecondary student may meet the definition of a concentrator; however, completion of a certificate or degree may not be the student's goal.

Core Indicator 3. Placement and Retention—This indicator seeks to assess vocational and technical education student placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

Secondary Indicator	Concentrators	Placed	Percent	Negotiated Target
3S1 Placement				
▪ All concentrators	9,478	8,434	88.99%	89.96%
▪ Special Populations	7,590	6,691	88.16%	3-year average
▪ Tech Prep	7,713	6,902	89.49%	
The rate at which secondary concentrators are employed or engaged in further education within one year after program completion.				

Oregon now has the ability to administratively match **unit** records with the Oregon Department of Community Colleges and Workforce Development, the Oregon University System, and the Oregon Employment Department. Through collaboration with our agency partners, for the first time our data includes **unit** record matching.



In many ways, our 2005-2006 performance rates for 3S1 establishes a new baseline. For the first time, we can now analyze 3S1 at the institutional level where in the past; we analyzed aggregate, statewide data. With our 2005-2006 performance, we can target our intervention more strategically toward those institutions that did not meet Oregon's planned performance. Oregon Department of Education staff will communicate 3S1 performance rates with our Regional PTE/CTE Network asking Network members to implement intervention strategies for the purpose of improving performance in this area.

The Oregon State Plan indicates that we will collect data on the full measure, but not the subparts. It has been our experience that the economy plays a large part in determining what path students take for their next steps; further education, employment or both. Therefore you will see data only on the combined outcomes for 3S1.

Postsecondary Indicator	2000 Baseline	2005-2006 Negotiated Performance	2005-2006 Actual Performance
3P1 **Postsecondary Placement**—The rate at which concentrators was employed or engaged in further education within one year of completion.	86.62%	89.83% 3-year average	91.69%

Oregon's placement rate has again exceeded our negotiated performance. Oregon's postsecondary placement rate increased 4.55% from 2004-2005. We continue to fine an increasing number of postsecondary students pursuing shorter-term certificates rather than an AA or AAS degree. As Oregon's employment continues to remain strong, students are finding faster entry into the workforce at the expense of completing a postsecondary degree. However, a shorter-term certificate may meet their current career goals and employment needs. For some students, employment finds them before they complete a degree, but they have met the requirements for a certificate.

Postsecondary Indicator	2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
3P2 **Postsecondary Retention**—The rate at which concentrators were retained in employment or further education one year from placement or who attained a further degree or credential within once year of placement.	90.00%	88.81% 3-year average	89.86%

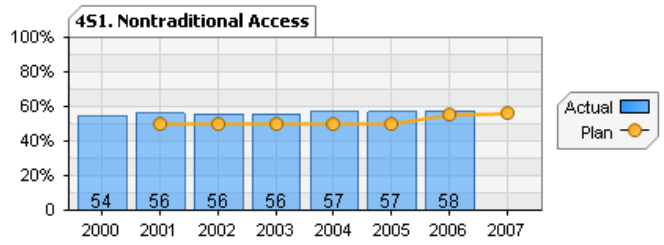
This was an area of focus for Oregon's community colleges in 2005-2006. This focus resulted in Oregon again meeting this performance measure. Oregon's economy has stabilized and is growing; however, there are fundamental shifts in the state's economy—transition from a natural resources-based economy to a service-based economy with growth in the manufacturing and technology sectors. Health care and construction continue to be stable. As Oregon economy stabilizes, employment growth has occurred. Students are being retained in employment at higher rates than we have experienced during the past few years.

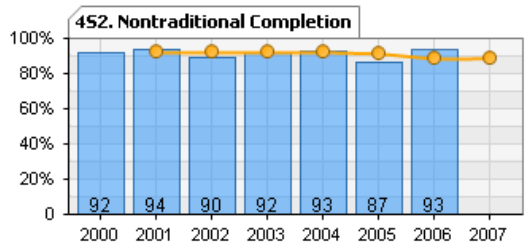
Core Indicator 4. Participation in and Completion of Non-Traditional Programs—This indicator seeks to assess student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

Secondary Indicator	NT Enrolled	NT Gender	Percent	Negotiated Target
4S1 Nontraditional Participation/ Access				
▪ All concentrators	10,948	6,326	57.62%	55.19%
▪ Special Populations	9,095	6,326	69.55%	3-year average
▪ Tech Prep	9,962	5,854	58.59%	
The rate at which secondary vocational participant access programs preparing for training and employment in career or occupations with significant under-representation by gender.				
Secondary Indicator	**NT Seniors**	**NT Grads**	**Grad Rate**	**Negotiated Target**
4S2 Nontraditional Completion				
▪ All concentrators	5,877	5,479	93.23%	88.34%
▪ Special Populations	5,877	5,479	93.23%	3-year average
▪ Tech Prep	5,485	5,117	93.29%	
The rate at which secondary vocational participant complete programs preparing for training and employment in career or occupations with significant under-representation by gender.				

Over 50% of PTE concentrators participate in non-traditional programs at the high school level. Oregon has a long tradition of recruiting and involving students in programs that are nontraditional for their gender. 4S2 completion by concentrators improved over 2004-2005 performance. This was address in concert with the intervention strategies mentioned for 2S1.

The nontraditional performance indicator has PTE concentrators from each sub-group meeting targeted performance.





Postsecondary Indicator	2000 Baseline	2005-2006 Negotiated Performance	2005-2006 Actual Performance
4P1 Access—The rate at which postsecondary vocational participant access programs that prepares them for training and employment in career or occupations with significant under-representation by gender.	7.02%	16.59% 3-year average	17.61%
4P2 Completion—The rate at which postsecondary Perkins participants complete programs preparing for training and employment in career or occupations with significant under-representation by gender.	12.30%	16.65% 3-year average	24.56%

The nontraditional employment and training access rate is much lower for postsecondary professional technical education students than for secondary. Postsecondary programs are specific to Classification of Instructional Programs (CIP) codes and are more narrowly defined than the high school programs. In Oregon, we find postsecondary students focused more on specific occupational preparation often driven by where the jobs are, not specifically considering an occupation that is nontraditional for their gender.

Definitions

Vocational Secondary Participant (Student): Students who have accumulated at least one credit of an approved professional technical education program during the four-years of high school.

Vocational Postsecondary Participant (Student): Postsecondary students who take a minimum of 6 credits or more in one year.

Perkins Vocational Concentrator -- Secondary: For federal reporting purposes, a "Perkins concentrator" is a student who has accumulated at least two credits in an approved professional technical education program during the four years of high school. In order to obtain this information, Oregon developed a four year individualized student record/course/program record system. Students who meet the concentrator threshold were extracted to provide the required performance management information.

Perkins Vocational Concentrator – Postsecondary: For federal reporting purposes, a "Perkins concentrator" is a student who has completed more than half of a state approved professional technical education certificate or degree program.

Secondary Vocational Technical Completer: Completer Students who earn a high school diploma or recognized equivalent

Vocational Postsecondary Completer: Students who earn a postsecondary degree or credential.

Secondary Tech-Prep Student: A Perkins Concentrator who has participated in an approved program that meets the tech-prep requirements of 2-years of secondary education connected to two-years of postsecondary education leading to a degree or certificate.

Measurement Approaches and Improvement Strategies

Secondary Measure	Measurement Approach	Quality of Data
1S1 Academic skills: (a) reading & literature, (b) writing, (c) mathematics	State Academic Assessment System	Exceed standard
1S2 Technical Skills	Vocational course completion	Meets standard
2S1 Completion	State/Local Administered Data	Meets standard
3S1 Placement	Administrative Record Exchange	Meets standard
4S1 Nontraditional Access	State/Local Administrative Data	Meets standard
4S2 Nontraditional Completion	State/Local Administrative Data	Meets standard
Postsecondary Measure	**Measurement Approach**	**Quality of Data**
1P1 Academic skills	Academic GPA	Meets standard
1P2 Technical Skills	Vocational course completion	Meets standard
2P1 Completion	State/Local Administered Data	Meets standard
3P1 Placement	Administrative Record Exchange	Meets standard
4P1 Nontraditional Access	State/Local Administrative Data	Meets standard
4P2 Nontraditional Completion	State/Local Administrative Data	Meets standard

Improvement Strategies for the 2006-2007 Program Year

Oregon has identified three major areas of work:

- Improvement in our measurement approach of technical skill attainment,
- Continuous improvement of data collection,
- Implementation of Tech Prep data collection

Technical Skill Measurement: Industry-recognized, third-party assessments are being researched by one of our regional consortia as one approach to the measurement of technical skill attainment. The assessments have been aligned to the Oregon Skill Sets, an adaptation of the national career clusters. Oregon is seeking an improved way to tie the student technical skill attainment with a menu of valid and reliable assessments resulting in improved secondary-postsecondary alignment, employer recognition and potential certification.

Data Collection Improvement: Although the Oregon Department of Education has confidence in the calculation and administrative matching of our unit record data, the reports we analyze and publish are only as good as the quality of data we receive from eligible recipients. We continue to identify technical assistance needed by eligible recipients to assure we are receiving comparable data that is accurate and complete. Since we merged our PTE data collection with the agency's consolidated student collection system, we have discovered there is staff now inputting data into the PTE data collection sub-set that are not experienced with the reporting of PTE data. This, in some cases, has created an anomaly in our data reporting. We have scheduled a series of technical assistance workshop to work with eligible recipients to address the processes used in the annual collection of our PTE data.

Tech Prep Data Collection: Oregon will utilize the community college data collection system (OCCURS) to collect and report the majority of Tech Prep data. Formatting OCCURS will be the function of the community college Institutional Researchers. ODE staff will be working with the Oregon Council of Community College Institutional Researchers (OCCCIR) to add the OCCURS fields that will be needed to collect Tech Prep data beyond what we currently collect. Once the systems are in place, we will use the 2006-2007 data collection as our beta collection with full implementation scheduled for 2007-2008. This will position Oregon well in meeting the Tech Prep accountability measures in Perkins IV.

WIA Incentive Grant Award Results

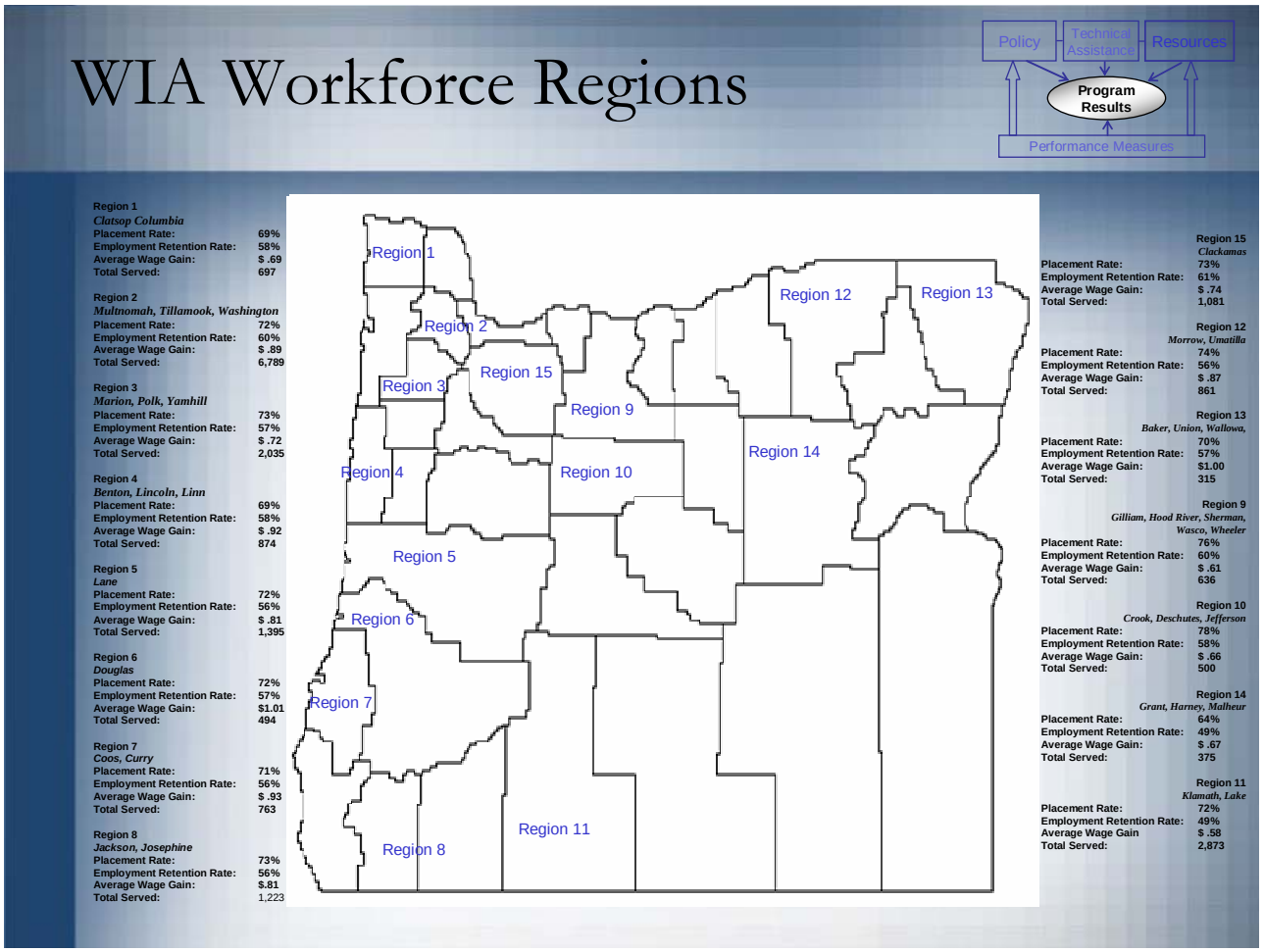
For 2005-2007, Oregon received WIA Incentive Grant funds in the amount of $874,471. Thirteen of Oregon's 15 workforce regions have received funding for Career Pathways projects, with a maximum amount of $75,000 available per region. The funds were made available under a competitive bid process.

Projects were funded as follows:

Region	Project Brief	Funds Awarded
1	20 ELL students / 3 pathways: business; health; and hospitality, travel and tourism	$58,150
2	Portland CC: DE cohort - management & supervisory development workshops // Mt. Hood CC: Allied health courses for non-native English speakers	$75,000
3	Blueprint for a Pathway - college redesign for Professional Technical students	$58,000
4	Inventory connectable curriculum, high school to community college / generate alignment matrix / pilot results	$58,500
5	Regional Technical Education Consortium: Align efforts around manufacturing - roadmaps, align curriculum, establish minimum competencies and prerequisites for technology course, expand Lane ESD's Web site on manufacturing pathways	$72,470
6	Introduction to the Trades class	$37,223
7	Develop systemic pathways process / develop and implement pathways awareness, marketing and recruitment plan / coordinate regional efforts	$66,226
8	Business Tech.: Complete pathways in retail and office and accounting Healthcare Pathway Roundabout: coordinate cycle of coursework Landscaping: Fill curriculum gaps, modularize and use distributed learning	$75,000
9	Develop retail/business and pre-engineering pathways / continue health occupations pathway / assess secondary students / summer institute for faculty / develop a cohort of Title IB clients / recruitment DVD and informational materials	$56,200
10	Health Information Technology (HIT) - restructure to reflect a comprehensive pathway	$70,950
11	High school to journeyman carpentry program	$37,500
14	Continue dual enrollment development with focus on alignment between secondary and community college	$39,000

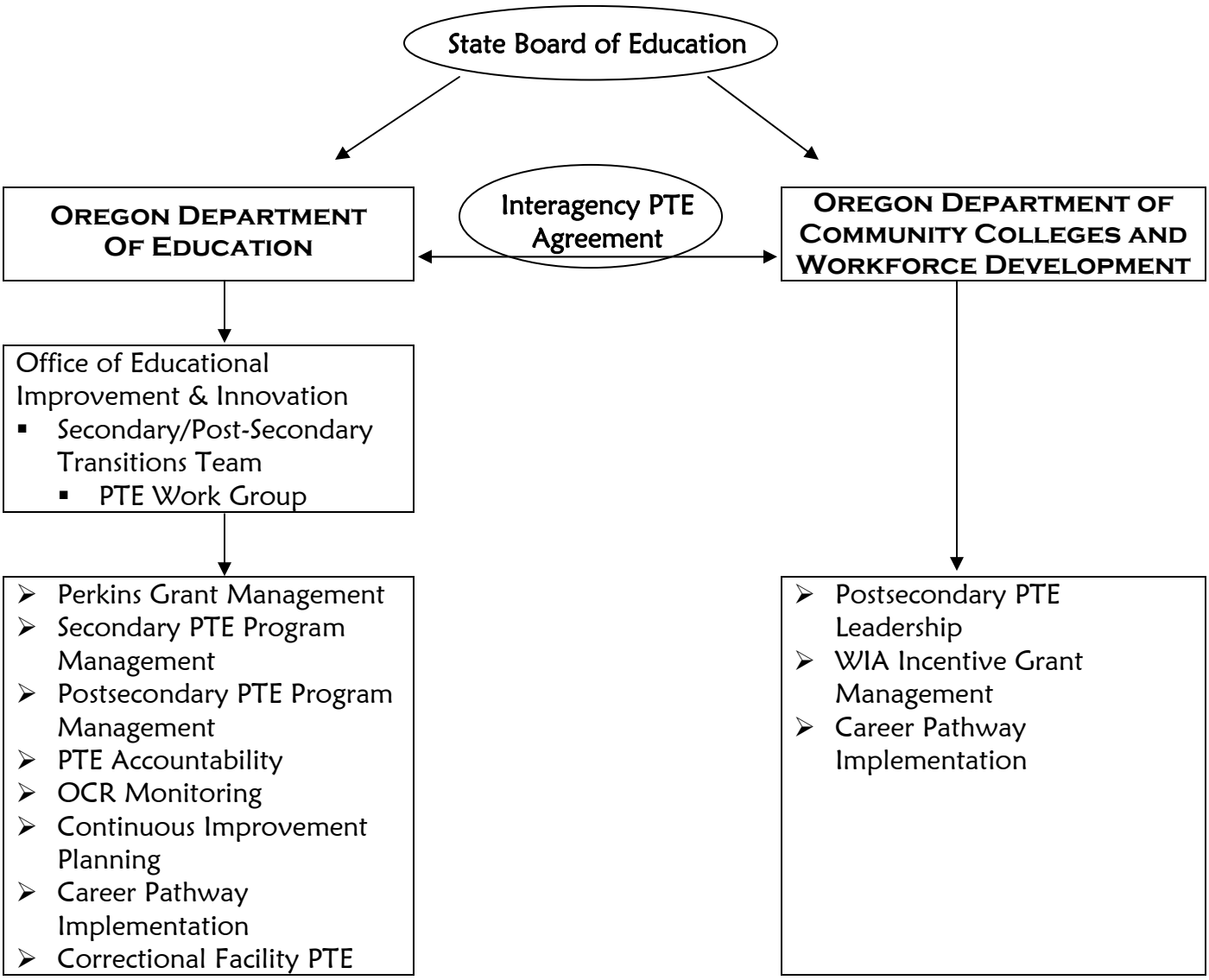
15	Assessments for high school seniors / improving linkages between one-stop and Clackamas CC for more comprehensive basic skills assessments, pathway planning and job search assistance	$47,406

Oregon's Career Pathway Web site can be found at: http://egov.oregon.gov/WORKSOURCE/PATHWAYS/.



Appendix A

Oregon PTE
Organizational Chart
Key Activities



Appendix B

PTE/CTE Data & Perkins Annual Cycle
Annual Grant Term: July 1 – September 30

FALL *[September, October, November]*

- **September 15**—Deadline for annual Perkins Budget Narrative & Spending Workbook updates to local, 5-year Perkins plan.
- **October 1**—ODE Target date to send official sub-grant award notification for second Perkins distribution (80%). *[Pending receipt of Perkins Budget Narrative & Spending Workbook.]*
- **October 31**—Deadline for Annual Program Review of approved secondary CTE programs to update program course information *[Online application to audit and update CTE course database. Course data is used with the Spring CTE student and course enrollment data in calculating CTE student performance.]*
- **November 15**—Deadline for Perkins Sub-Grant Annual Report and analysis of previous year's CTE student performance.

WINTER *[December, January, February]*

- **December 31**—*Suggested* deadline for applications of new CTE programs to be implemented in the second semester and considered part of current school year.
- **No local Perkins deadlines**

SPRING *[March, April, May, June]*

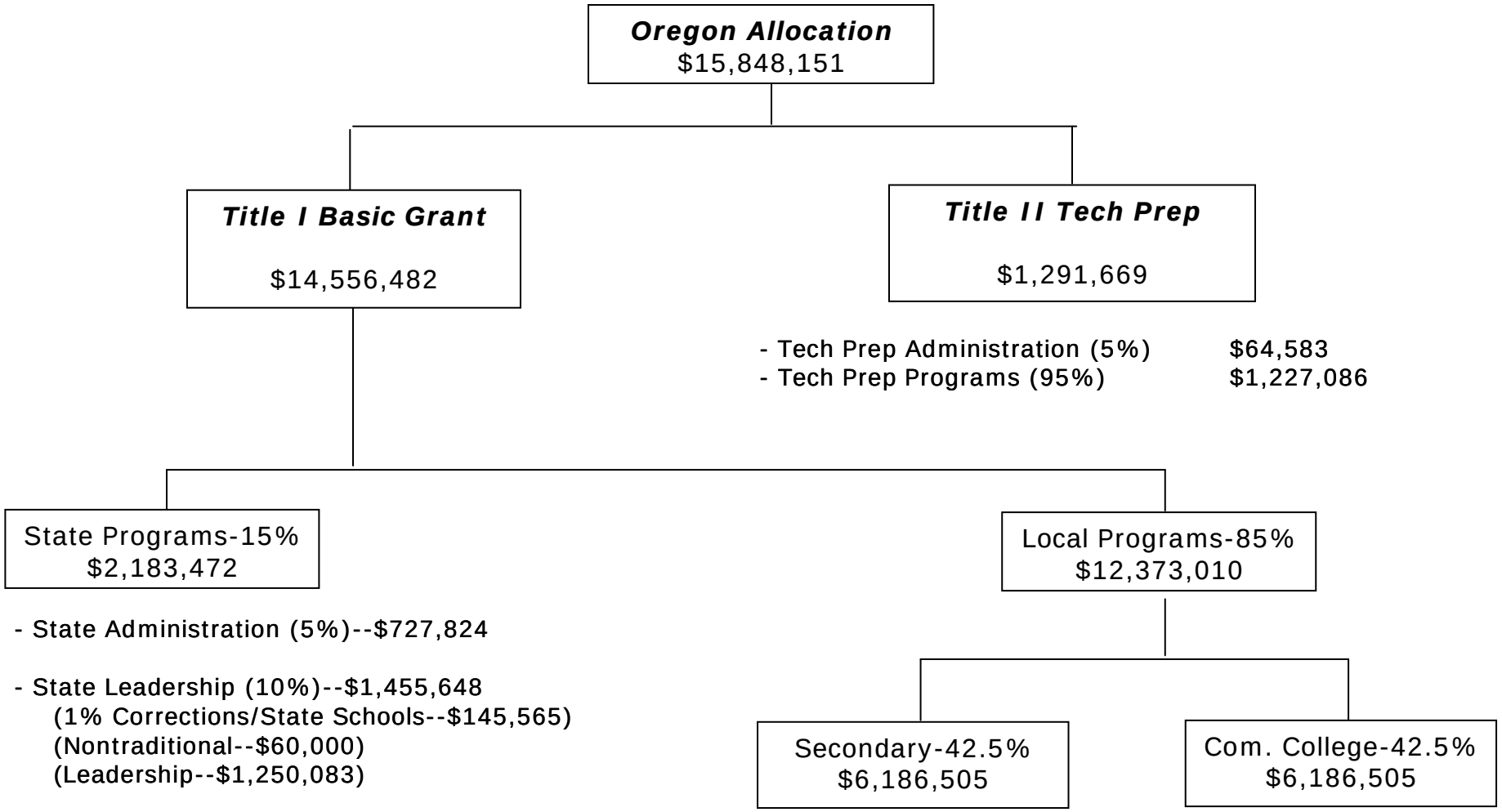
- **April**—Perkins Basic sub-grant allocations for following school year sent to sub-grant contacts.
- **June 30**—Deadline for CTE student enrollment and CTE course enrollment submission as part of the consolidated student collection *[Online application to gather CTE student and course enrollment data. CTE student and course enrollment data is matched with fall Annual Program Review updates and statewide assessment data to determine CTE student performance. Deadline is important to meet October 31 release of CTE student performance for pervious year and meeting the November 15 deadline for Annual Perkins Report submission.]*
- **June 30—***Suggested* deadline for submission of new CTE program applications for the following school year.

SUMMER *[July, August]*

- **No local CTE or Perkins deadlines**
- **July 1—**ODE Target date to send official sub-grant award notifications for first Perkins distribution (20%). *[Pending receipt of spring CTE student and course enrollment data.]*

Carl D. Perkins Vocational and Technology Education Act of 1998

FY 2005 OREGON DISTRIBUTION
JULY 1, 2005 – SEPTEMBER 30, 2006
FINAL Allocation



2005-2006
Perkins Basic Grant and Tech Prep Distribution Summary

	Basic Sub-Grant Awarded
2A—Beaverton	$315,183
10—Bend-LaPine	$154,211
5—Bethel	$62,759
2B—Centennial	$69,775
7—Coos Bay	$55,830
4A—Corvallis	$62,796
2B—David Douglas	$128,498
5—Eugene	$184,475
5—Fern Ridge	$24,840
2A—Forest Grove	$72,735
4A—Greater Albany	$82,835
2B—Gresham-Barlow	$111,051
2A—Hillsboro	$170,520
5—Junction City	$20,244
4A—Lebanon	$50,393
4B—Lincoln County	$89,312
2B—Oregon Trail	$49,132
2B—Parkrose	$42,248
2C—Portland	$654,155
2B—Reynolds	$144,241
6—Roseburg	$73,135
5—Siuslaw	$25,711
5—South Lane	$42,872
6—South Umpqua	$30,311
5—Springfield	$155,010
2A—St. Helens	$29,243
6—Sutherlin	$20,046
4A—Sweet Home	$30,579
2A—Tigard-Tualatin	$79,720
6—Winston-Dillard	$17,514

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	Basic Sub-Grant Awarded	Tech Prep Sub-Grant Awarded
1A—North Coast Alliance *(Clatsop CC)*	$145,317	$18,636
1B—NWRESD *(Tillamook Bay CC)*	$75,030	$15,000
2A—Portland CC/PAVTEC Small Schools	$51,735	$273,446
2B—Multnomah ESD		$104,501
3—Mid-Willamette Education Consortium *(Chemeketa & Oregon Coast CC)*	$1,729,415	$174,657
4A—Linn Benton CC & ESD	$36,745	$61,251
4B—Lincoln County School District		$15,000
5—Lane ESD	$57,770	$98,086
6—Douglas ESD	$49,384	$36,777
7—South Coast ESD	$119,866	$35,910
8—Southern Oregon ESD	$710,213	$97,285
9—Region 9 ESD	$86,558	$17,525
10—High Desert ESD *(Central Oregon CC)*	$461,678	$68,185
11—Lake County ESD	$16,307	
11—Klamath CC		$43,285
12—Umatilla-Morrow ESD *(Blue Mountain CC)*	$373,635	$40,447
13—Union-Baker ESD	$282,212	$31,309
14—Malheur ESD	$110,594	$15,000
15—Clackamas ESD/CTEC *(Clackamas CC)*	$714,349	$80,786
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	Basic Sub-Grant Award
#9—Columbia Gorge CC	$81,089
#11—Klamath CC	$131,257
#5—Lane CC	$923,307
#4A—Linn Benton CC	$463,599
#2B—Mt. Hood CC	$427,559
#2A—Portland CC	$1,284,726
#8—Rogue CC	$540,387
#7—Southwestern Oregon CC	$141,086
#14—Treasure Valley CC	$279,511
#6—Umpqua CC	$164,840

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