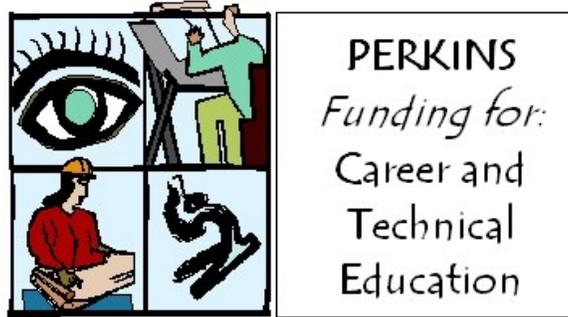


OREGON
2008—2009
CONSOLIDATED ANNUAL REPORT



In accordance with Carl D. Perkins
Vocational and Technical Education Act of 2006



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<[Oregon CTE Website](#)>



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OREGON CAR NARRATIVE FOR 2008-2009

STATE ADMINISTRATION

The State Board of Education is designated as the Oregon State Board of Career and Technical Education (CTE). To ensure equity, continuity, cooperation and accountability across the education-to-workforce continuum (grades 7-12, community colleges, and workforce development.) The State Board of Education maintained an interagency agreement between the Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (CCWD). This interagency agreement designated the Oregon Department of Education as the state eligible agency for both secondary and postsecondary Perkins funds.

At the state level, two work groups provided leadership for CTE: the ODE Secondary-Postsecondary Team and the CTE Work Group-ODE/CCWD. These groups addressed Perkins grant management, high school improvement, CTE Programs of Study (CTE POS) and workforce/career pathway development ranging from high school-to-postsecondary education and to workforce entry. ODE and CCWD leadership and technical assistance remained focused on our clients: school districts, community colleges, education service districts, and state workforce development agencies.

The Perkins local applications for secondary schools and postsecondary institutions continued as in previous years with a focus on developing at least one CTE Program of Study (CTE POS) for each school and community college and by 2011-2012, moving all appropriate programs to a CTE Program of Study (CTE POS). All eligible recipients, (e.g., secondary school districts, regional consortia and community colleges), submitted a local plan. [The Perkins local stand-alone application](#), which includes a program improvement action plan, fostered collaboration among the educational players and stakeholders to develop and implement targeted strategies for CTE student success. All local plans were tied directly to the core performance indicators so the sub-grantees and the state could monitor local performance and develop continuous improvement processes. Performance Charts for each school are available on the Oregon Department of Education website. <[Secondary CTE Performance](#)>

CTE Network

The Oregon established CTE<[Network](#)> remained the foundation for CTE system building in Oregon. This sixty member network is composed of eighteen secondary regional coordinators, seventeen community college deans, career pathways and dual credit coordinators, related CTE administrative staff, and state staff; this network provided a multi-faceted communication link across the state. Quarterly meetings provided for discussion, professional development and field input regarding policy, strategies, implementation, and evaluation as well as current and forthcoming activities. However, with the growth in the size of the network and reduced resources of time and dollars, the number of face-to-face meetings have been reduced and the use of webinars has increased.

Oregon's Delivery Models

Oregon's CTE Program of Study is a tool by which CTE is transitioning to standards based instruction that integrates academic and technical skill development as a shared responsibility of the secondary and postsecondary programs.

At the secondary level, two hundred twenty seven comprehensive high schools comprised the primary delivery structure. Additionally, as charter schools emerge, CTE is often an instructional component, and in some cases, the central theme for learning. There were no significant changes at the secondary level to the comprehensive high school delivery system. The exceptions remain as follows:

- A district-governed technical skill center operating in a large suburban school district serving the students from the district's three high schools (Sabin Schellenburg Technical Center, North Clackamas School District)
- A regional skill center governed by an educational service district serving students from several suburban school districts.
- A regional technical education center with shared governance among participating school districts, a community college and an education service district (Regional Technical Education Consortium (RTEC) located at Lane Community College), <http://www.lanecc.edu/hsconnections/rtec.html>.
- A regional distance education network providing videoconference and online Health Services to small, rural, remote school districts in North Central Oregon (Frontier Learning Network North Central Education Service District).

At the postsecondary level, CTE services in Oregon were delivered through an informal network of providers that include public community colleges, public and private four-year colleges and universities. Apprenticeship programs and private career schools are also part of the larger delivery system.

Oregon's 17 community colleges were the postsecondary eligible recipients for the Perkins federal funds. Instruction at the community colleges ranges from introductory instruction to advanced coursework that leads to the award of a credential, certificate, or an AAS degree. Oregon community colleges also partnered with apprenticeship committees to offer the training component of some registered apprenticeship programs. (CTE Study 2008) These programs go through extensive planning and development before State Board of Education approval. All programs must be aligned to industry standards and must meet local or regional workforce demand requirements.

DISTRIBUTION OF FUNDS

Oregon maintained its regional configuration for the primary distribution of Perkins funds. For 2008-2009, ODE recognized 18 consortia, 30 secondary school districts, and 10 community colleges as direct recipients for Basic Grants and 18 consortia receive the Reserve Fund (page 24).

Oregon chose to merge the Tech Prep Grant to the Perkins Basic Grant, therefore ODE distributes Perkins funding through three applications:

- Basic Grant Application and Budget Narrative & Spending Workbook: A 2008-2009 stand-alone application, for each eligible secondary or postsecondary direct recipient was submitted to ODE. The sub-grantee's annual budget was included in the school district's Budget Narrative and Spending Workbook.
- Consortia Regional Reserve Fund Application and Budget Narrative and Spending Workbook: A stand-alone application for consortia that includes an online Budget Spending and Narrative Workbook. Expenditures were limited to technical skill assessments and/or professional development. Each Regional Consortia that has a Perkins-eligible Youth Correctional Facility Education Program in their region had the 1% formula allocation added to their Perkins Basic distribution.
- Non-Traditional By Gender Grants:
This is a stand-alone application that provided funding for information and projects leading to careers in occupations that are non-traditional by gender. Seven secondary and postsecondary sub-grantees were awarded a total of \$60,000 in grants-in-aid.

ENROLLMENT

Approximately 28,700 secondary and 66,224 postsecondary students participate in CTE programs with 21,221 secondary concentrators, and 12,710 postsecondary concentrators.

[<Secondary/Postsecondary Enrollment Data>](#)

Concentrators

Top Row: Postsecondary

Bottom Row: Secondary

	Total	Male	Female
Agriculture, Food & Natural Resources	1,547	880	667
	1,296	744	552

Arts, A/V Technology & Communications	2,641	1,342	1,299
	2,464	1,244	1,220

Business, Management & Administration	2,441	1,177	1,264
	1,793	835	958

Architecture & Construction	1,217	1,053	164
	885	778	107

Education & Training	771	108	663
	691	103	588

Finance	1,464	654	810
	1,014	480	534

Transportation, Distribution & Logistics	1,326	1,179	147
	1,116	1,016	100

Marketing, Sales & Services	3,027	1,568	1,459
	2,900	1,590	1,310

	Total	Male	Female
Health Science	1,789	655	1,134
	1,483	494	999

Hospitality & Tourism	1,707	749	958
	1,832	786	1,046

Human Services	643	115	528
	566	110	456

Information Technology	407	303	104
	480	360	120

Law, Public Safety & Security	81	54	27
	95	66	29

Manufacturing	1,223	1,081	142
	947	824	123

Science, Technology, Engineering & Mathematics	937	798	139
	833	704	129

Government and Public Administration	152	41	111
	N/A	N/A	N/A

REQUIRED AND PERMISSIVE USE OF FUNDS-STATE AND LOCAL EXAMPLES

State Administration is responsible for the development and implementation of the Perkins IV State Plan, approved by the Office of Vocational and Adult Education in June, 2007.

Proving support for career and technical education programs that improve the academic and CTE of students through integration of academics with career and technical education...

The following activities are examples of work that supported system-wide initiatives for CTE development, expansion, and transition to CTE Programs of Study:

- Funds and professional development provided at the Oregon Association of Career and Technical Education Statewide Conference for teachers, administrators and partners. Professional development topics addressed financial management, technical skills assessment, student support services, Comprehensive Guidance and Counseling, CTE teacher licensure, credit for proficiency and Oregon diploma requirements.
- Ongoing leadership, professional development and technical assistance provided to the CTE Network on a monthly basis by state staff. Topics include financial management, data management, technical skills assessment, continuous improvement planning and student services support for CTE students.
- Credit for Proficiency was adopted by the Oregon State Board of Education; CTE state staff have provided leadership for this system-wide endeavor.
- Dual Credit Standards Taskforce moved towards the adoption of national standards, staff support the policy development and communications.
- Policy refinement was completed for Expanded Options policy and reporting database
<http://www.ode.state.or.us/news/announcements/announcement.aspx?=3163>
http://www.ode.state.or.us/teachlearn/subjects/postsecondary/exopts_200809thirdannual_report.pdf.
- CTE teacher licensure and endorsements were under revision to provide more avenues for teachers to become CTE endorsed, increase pedagogy requirements and ensure consistency of the teacher appraisal process was initiated.
- CTE programs were evaluated and approved at the state level; over 200 secondary CTE Programs of Study and over 1,000 certificates and degrees were approved at the postsecondary level (this includes Career Pathway Certificates, which range from 15 to 45 credits).

Program Design, Standards, Curriculum, and Instruction Enhancements and the Integration of Academics

The Oregon State Plan identifies a path to CTE standards based instruction that is supported by secondary postsecondary standards alignment and articulation in six career areas. Key implementation activities included:

- **Oregon Skill Sets/Standards**
The Oregon Skill Sets were still under revision by teams of industry partners and educators. Oregon has 101 focus areas are identified within the six clusters. Due to state staff changes and additional responsibilities for state staff, the completion date for revisions has been extended to June 2010.
- **Applied Academics**
Work began with the National Research Center for Career and Technical Education to develop an Applied Academics research project. Contract development began in late May 2009 for implementation of the 3-year project in 2010.
- **Math In CTE**
State level funding support was continued for Math in CTE for two workshops and 38 participants.
- **Successful Practices Network and the International Center for Education**
A presentation at the statewide conference (OACTE) was presented by five high schools that participated in this network. Professional development for at least one district addressed the three key elements: Gold Seal Lessons, Research on Essential Skills and the Curriculum Matrix which maps standards have been used to help improve instruction.

CTE POS Implementation Progress

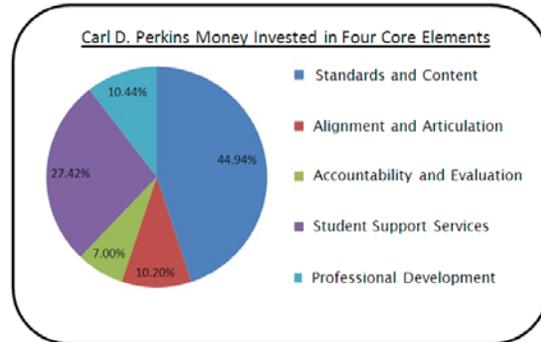
Developing, improving and expanding...

Oregon continues to refine the application process for CTE Programs of Study. The 08-09 application is included in this report. The revised application for 9-10 and 10-11, developed during this program year, is located at <http://www.ode.state.or.us/search/page/?id=1625&>. Oregon also revisited the requirements associated with consortium agreements and the budgeting process. Training was provided throughout 2009 to all eligible recipients.

➤ **Oregon's CTE Programs Study Goals**

○ Standards and Content

- 100% of Perkins-eligible programs of study align with Oregon Skill Sets [Oregon Skill Sets] or other industry-based standards;
- 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.



○ Alignment and Articulation

- 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
- 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;
- 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary certificate or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].

○ Accountability and Evaluation

- 100% of CTE concentrators who complete the secondary or postsecondary component of their program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
- No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
- 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

○ Student Support Services:

- 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;
- 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.

Transitioning to CTE Programs of Study

Oregon continued the process of transitioning 95% of its secondary programs (852) and 72% of the postsecondary (803) to CTE POS standards by June 2012. Because of the large number of programs that have indicated a goal of achieving a CTE Program of Study, Oregon has scheduled this transition over 5 years. Historically, CTE Regional Coordinators provided the primary review for program applications. However, in 2009 state staff began carefully reviewing all applications to evaluate and respond to the inputs, provide quality control and to use the method to determine technical assistance needs.

➤ Oregon's Six Career Areas

1. Agriculture, Foods and Natural Resources

Agricultural and Natural Resources are a major part of the Green Energy, sustainable systems and rural development programs within the State of Oregon. Major improvement initiatives are occurring to bring traditional agriculture/FFA program into a standards-based, CTE Program of Study / pathways structure. Agriculture is a strong career area in Eastern, Central and Southern Oregon where ranching and traditional agriculture thrives. The area of Western Oregon is a national center for horticulture, specifically nursery stock, and viticulture. During the past year there have been two new viticulture programs that have been established within the community colleges. Additionally, the Agriculture programs both at the secondary and community college level are a major source of transfer credits within the College of Agricultural Sciences at Oregon State University.

A total of 69 agriculture, foods, and natural resources programs transitioned from traditional career and technical education to Programs of Study or state recognized. Currently there is an interest from the Oregon Vocational Agriculture Teachers Association to create a standardized statewide Program of Study. The emphasis of this statewide initiative is to coalesce the academic standards, agriculture, foods and natural resources skill sets, professional development, technical skill assessment and community college alignment and articulation agreements into a uniform format to help ensure continuity and measurable outcomes.

2. Arts, Information and Communications

This area continues to be one of our fastest growing career areas with programs being developed to address student interest and employer demand for employees skilled in 21st century skills. The Oregon Software Association is in regular communication with the ODE to support program development in information technology. Creative approaches to teaching design continue to attract students and prepare them for 21st century careers. Communications Technology programs stay current with emerging technologies and adapt their approaches accordingly. Growth in the postsecondary program areas included a focus on multi media and graphic design award offerings with additional programs at several community colleges.

3. Business and Management

Some programs in this area are in a period of transition. In addition to Administrative Services and Financial Services programs, some programs are evolving into broader Management or Entrepreneurship programs. Additionally, some older Marketing related programs are shifting focus to Sports and/or Entertainment Marketing. 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.

4. 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. Emerging employment opportunities in high wage and high skill areas such as Health Informatics are being addressed in partnership between secondary and postsecondary programs. Challenges such as postsecondary class size limitations by accreditation bodies and the shortage or the inability to retain teachers impact Oregon's ability to increase educational capacity in this area.

5. Human Resources

Work continued on the development of an educational pathway from early childhood education to graduate-level preparation for professional educators, and new state teaching standards reflecting updated knowledge and skills are in process of being developed. While Oregon State University has recently decided to discontinue its Early Childhood Education program, community colleges continue to provide instructional programs to meet the state's needs.

6. Industrial & Engineering Systems

Over 50 Industrial and Engineering Systems programs transitioned to CTE Programs of Study during the last year. Many of the teachers in these programs indicated that the work was valuable to them because they were able to focus their programs using the Oregon Skill Sets and communication with community college instructors. There are a large number of manufacturing programs that have significant welding instruction.

Many of those programs are now more closely aligned with American Welding Society standards that informed previous work on the Oregon Skill Sets.

The Oregon Department of Education has worked closely with the Oregon Pre-engineering and Applied Science Initiative (OPAS) to expand STEM education. This has been particularly evident in the support of Project Lead the Way (PLTW). Currently a committee with representatives from state agencies, community colleges, universities, and industry guides the PLTW work.

Integration of academic and technical content has grown. Several schools now offer students opportunities to earn math and science credit through automotive and manufacturing courses. Manufacturing, Automotive, and Drafting teachers have participated in regional Math-in-CTE workshops to learn how to better integrate mathematics content into CTE courses. Oregon State University is working with Chemeketa Community College to develop resources for teachers that integrate science and construction. Rogue Community College is working on developing a construction math course that will eventually be offered to high schools and community colleges.

Oregon is one of five states that received a technical assistance grant to develop Green-Focused Programs of Study. In Oregon, the emphasis will be sustainable building. This project brings together multiple education and industry partners to develop a model for a statewide Program of Study.

Utilizing technology resources for more effective and efficient communication continues...

- State staffs have developed the use of Webinars for training and communication with the field.
- Work on online reporting and application systems continued.
- Oregon continues to support the use of current technology in its Green Programs both at the secondary and postsecondary level; wind technology continued to be an opportunity for employment.
- Secondary schools reported the integration of Perkins resources with the district technology plan which is based on Oregon' standards for technology instruction <http://www.ode.state.or.us/search/page/?id=1880>.
- Application, for funds, updates and annual reports were submitted electronically.

Offering professional development...

The need for professional development for all CTE staff is ongoing as new leaders emerge and more experienced teachers and administrators are challenged to meet new requirements. As a result, all Oregon eligible recipients were required to make a minimum 10% financial investment in professional development. State Leadership Activities in Oregon include:

- Monthly professional development for the CTE Leadership Network which included over sixty local and regional CTE staff
- Workshop presentations were conducted at the annual Oregon Association of Career and Technical Education Conference and the Superintendent's Summer Institute for secondary teachers and administrators
- Cohorts of "Math in CTE" implemented a "train the trainer" model; coverage now spans most of the state.
- Each of Oregon's state CTE secondary staff averaged between 8 and 10 professional development presentations during the 2008-2009 grant year. Participants included CTE teachers, administrators, regional coordinators, deans, and business and industry partners. Technical assistance was provided on an ongoing basis, upon request.

Preparation for non-traditional fields...(7 Grants)

- *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.
- *Middle School Exploration Institute: Implementation Phase*, an Umpqua Community College project involving middle school girls in their region.
- Three of those projects were focused on nontraditional occupations within Programs of Study:
 - Recruiting Females for High Tech, a project between secondary & Post-Secondary
 - Women in Engineering: The Road Less Traveled, a project between secondary &
 - Post-Secondary
 - Career Camp Development: Girls in Engineering (this grant was liquidated at the request of the grantee.)

Supporting partnerships among local education agencies and related partners...

- Students at Sabin Shellenberger technical high school learned about sustainable farming through the use of a bio-digester for green renewable energy. The teachers and students received an MIT grant for training.
- Coordination with district literacy coaches to develop lessons in literacy and math for credit by proficiency implementation
- Advisory committees for community colleges gave input and approved standards for locally developed CTE Programs of Study
- College instructors participated in internships with business and industry

Serving individuals in state institutions...

- A new welding technology program was developed at Deer Ridge Correctional Institution to provide inmates with training that would lead to American Welding Society (AWS) certification. Perkins funds were used to equip the program and to provide professional development for the instructor to become an AWS certified welding educator and inspector. The first cohort finished the Program in August of 2009.
- A production component for the Eyeglass Recycling Program was developed at Coffee Creek Correctional Facility. Inmates in the program gain real-world experience. Inmates and/or Health Services received eyeglasses for a lower cost. The Lions Club(s), who sponsored the original eyeglass-recycling project, requested customized lenses as needed for persons in other countries. Within the next year, a majority of prescribed eyeglasses for inmates will be fulfilled in the CCCF lab.
- Outdated automotive equipment was replaced at Deer Ridge Correctional Institution to improve inmate and instructor safety.

Providing support for programs for special populations that lead to high wage, high demand occupations...

- Oregon provided 7 grants specifically targeted to the development of CTE Programs of Study for students leading to high paying careers that are nontraditional by gender to increase participations in CTE Programs of Study.
- Perkins funds supported an annual cohort training in Comprehensive Guidance and Counseling for local educational staff.
- Umatilla Morrow Educational Service District and Blue Mountain Community college combined funds from Perkins, Pathways and first generation native speaker grants, to provide a Winter Workshop for college advisors and secondary counselors. The focus of the workshop was to bring together counselors from secondary and postsecondary institutions to determine their common goals, plan, and implement a workshop.
- Schools reported using SIOP training for CTE teachers to improve ELD (English Language Development) student performance
- Schools reported evaluation of student with special needs twice a year to determine if they require special help and activities are identified that support their plan for improvement. The staff resources include rehabilitation guidance counselors, learning disability specialists, sign language interpreters, real time captioners, special needs coordinators, and other professional staff.
- Lane ESD and University of Oregon worked collaboratively to provide Youth in Transition Program and Career Connections to prepare learning-disabled students for high skills, high wage, and high demand occupations that lead to self-sufficiency. Twenty-four students participated in this program and logged over 340 work experience hours.
- The Migrant Program Coordinator at Umatilla-Morrow ESD partnered with the FIPSE grant coordinator from Blue Mountain CC on a public service announcement aimed at the Hispanic population. Migrant home school liaisons attended the Winter Workshop Series for high school counselors & advisors. Dual credit materials were updated & translated into Spanish

Non-Trad Grant Participants	
Males	563
Females	3449
Total Students	3985
Teachers/Administrators	247
Counselors	19
Parents	16
Presenters & Helpers	280 +
Volunteers	Numerous
Total	4547 +

PERMISSIVE USE OF FUNDS- STATE AND LOCAL EXAMPLES

Improvement of career guidance and academic counseling programs...

- Distribution of a Careers Magazine annually to students (hard copy and online); produced by the Oregon Employment department and funded through partnership awards www.qualityinfo.org.
- Continued the work at the community college level to offer opportunities for pre-college assessment.
- An annual Student Success Conference for postsecondary partners was conducted <http://www.socc.edu/cssa/pgs/conferences/student-success-conference-2008.shtml>.
- CTE Programs of Study templates and Career Pathway roadmaps were refined to include the secondary component of the online application (state grant funds).

Establishment of agreements including articulation agreements...

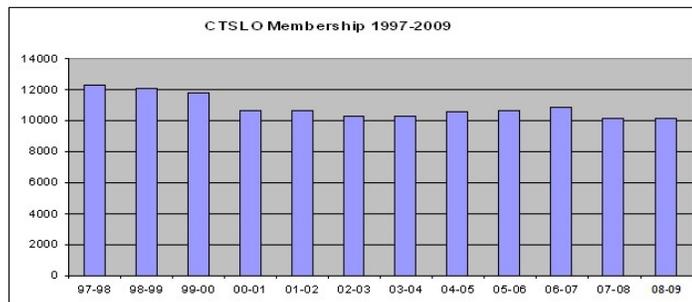
- Consortia continued to provide leadership in establishing alignment and articulation agreements between all 227 high schools and the 17 community colleges, as well as Oregon Universities. Consortia leaders play a major role in bringing the numerous secondary leaders to the table with the community college representatives that serve the region.
- Statewide program development and refinement (includes statewide articulation) continued for a variety of programs (6 AAS programs and 13 certificate programs). One new program (Administrative Office Professional AAS) is nearing State Board of Education approval.

Postsecondary data and concurrent enrollment programs...

- State staff met several times a year with the Oregon Community College Institutional Researchers, in addition, the I&R staff are represented on the accountability taskforces to discuss definitions and performance measures
- State staffs continued to contribute to the statewide dual and concurrent enrollment discussion; staff meet with dual credit coordinators. Concurrent enrollment data was collected and reported <http://www.oregon.gov/CCWD/pdf/DualCreditPolicyPackageFinal.pdf>

CTE student organizations...

- Student Leadership organizations continued to provide opportunities for leadership development through local, regional and national events.
- Student participation remains relatively consistent. The larger enrollments were:
 - FFA : 4,400
 - FBLA: 2,152
 - DECCA: 1,708



Partnerships with business...

- Programs reported utilizing advisory committees at the local level to ensure alignment with industry needs and to help in the review of assessments.
- Industry was a key partner in the ongoing work of the Oregon Skill Set revision process.
- Collaboration with businesses throughout the state offered students internships, work study and mentoring opportunities.

New technical education courses and initiatives...

- Columbia Gorge Community College continued in the development of its wind-energy program; conducted a national institute for educators and business and industry partners on site.
- Work was underway to move Renewable Energy Technology to hybrid/online instruction.
- Green Programs were under development across the state at both the secondary and postsecondary level.
- Community colleges reported developing Civil Engineering Technician courses, representative of both Construction and Engineering cluster skills. Articulation with the OUS system is part of the CTE POS.

Entrepreneurship...

- Agriculture programs demonstrated leadership and instruction in entrepreneurship.
- Agriculture students developed a long-range plan to have a small scale feed facility and feed production plant as part of their school farm.

Data systems...

- Data driven decision making continued to be a significant topic for professional development.
- ODE provided workshops and Webinars on using data to inform planning.

Recruitment and Retention...

- Work continued on the CTE 101 instructional component to support the gap left by university systems for CTE preparation.
- Administrators reported that providing an ongoing professional development plan which includes the opportunity for teachers to attend national conferences and supports teacher retention.
- Policy was refined to include Oregon CTE teachers and administrators to be eligible to participate in Oregon's mentoring program <http://www.mentoringeducators.org/>
- CTE skill center provided a new teacher cadre for the first 3 years of their employment
- Career Pathways TV and radio spot was played more than 10,000 times on TV and radio stations across the state. <http://www.mypathcareers.org/>

Occupational and employment information resources...

- Funds and expertise were provided to support the Oregon Career Information System partnership for ongoing development and refinement of this online system for Oregon students and teachers
- Oregon Tradeswomen, Inc. continued to partner with ODE and schools to provide information on non-traditional career opportunities for women as well as exploratory opportunities

TECHNICAL SKILL ASSESSMENT (2008-2009)

The program areas for which the state had technical skill assessments

ODE and CCWD continued to leverage commercially and locally produced technical skill assessments that are both valid and reliable. An online database of technical skill assessments that are approved for use based on validity and reliability criteria has been populated with 221 individual assessments grouped by cluster area. Two of those assessments were developed locally and submitted for approval.

Four small grants were awarded in 2009 to secondary-postsecondary partnerships for development of local technical skill assessments. The purpose of the grants was to provide ODE and CCWD with information about the development and submission process for locally developed assessments. Three of the grantees produced performance-based assessments and one produced a multiple-choice test linked to specific standards identified in the Oregon Skill Sets. One of the assessments has been approved for use as a technical skill assessment. The others are in the process of conducting pilot tests to refine and submit assessments.

The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments.

Based on completion data criteria that will take effect for the 2010-2011 reporting year, we estimate that 8% of all high school concentrators in a given year will take technical skill assessments when all Programs of Study have implemented the assessments.

Based on licensing exam data from postsecondary institutions, we estimate that 65% of all CTE concentrators who are part of a CTE Program of Study will take technical skill assessments when all Programs of Study have implemented the assessments.

The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future.

2006-2008

The focus prior to this reporting year was to build capacity for technical skill assessment at the secondary and postsecondary levels by:

- Identifying appropriate technical skill assessments.
- Developing processes for approving locally developed technical skill assessments.
- Providing local and regional Professional Development on technical skill assessment.

2008-2009

During this reporting year was to continue building capacity and to create the infrastructure necessary for full implementation of technical skill assessments. The activities included:

- Developing an online database application that would link approved technical skill assessments with career clusters.
- Populating the online database with approved technical skill assessments.
- Working with local agencies to produce high quality examples of technical skill assessments.
- Building capacity in existing statewide data systems to incorporate technical skill assessment data for future reporting.
- Providing local and regional professional development related to technical skill assessment.

2009-2010

During this reporting year the focus is on finalizing secondary reporting systems and developing local assessments where needed. Activities include:

- Initiating reporting of secondary technical skill assessment data for some of the approved CTE Programs of Study through the statewide CTE data collection system.
- Negotiating baseline data for technical skill assessment at the secondary and postsecondary levels.
- Beginning approval of locally produced technical skill assessments.
- Providing professional development related to development of performance-based technical skill assessments.
- Continuing to use grades as the primary data source for reporting technical skill attainment.

2010-2011

The focus of this reporting year will be to include technical skill assessment data in the postsecondary data collection system and to expand the number of CTE Programs of Study that use technical skill assessments. The activities will include:

- Initiating collection of postsecondary technical skill assessment data for some of the approved CTE Programs of Study by implementing changes in the statewide data reporting system.
- Increasing the number of secondary programs that report technical skill assessment data.
- Reporting technical skill assessment data as the exclusive measure for technical skill attainment at the secondary and postsecondary levels.
- Continuing to collect grade data for internal data validity check.

2011-2012

The focus of this reporting year will be to increase the number of CTE Programs of Study that report technical skill assessment data. The activities will include:

- Providing professional development to help expand collection of technical skill assessment data for secondary and postsecondary programs.
- Evaluating existing process related to technical skill attainment data collection to improve the quantity and quality of data.

2012-2013

The focus of this reporting year will be to have 100% of CTE Programs of Study reporting technical skill assessment data. The activities will include:

- Providing technical assistance to CTE Programs of Study that have not begun using technical skill assessments.
- Evaluating existing processes and data to improve quantity and quality of data.

STATE AND LOCAL IMPROVEMENT PLANS

Oregon was not required to submit an improvement plan in 2008-2009 because it met the 90% targets for performance. However, work is underway to encourage and prepare local staff to build their planning to more effectively address the proposed performance outcomes.

Oregon has embedded a Local Improvement Plan in its annual application (09-10) to ensure that all programs address performance outcomes. Additionally, state and regional workshops and webinars have provided professional development for teachers, program coordinators and administrators. Workshops include the use of data, outcome based planning and continuous improvement planning.

Regional and State Program Approval

Because Oregon tied CTE program approval to CTE alternative teacher licensure, it is necessary to provide a tiered framework for program approval (secondary). A new framework was developed for implementation, effective July 1, 2008:

- CTE Program of Study (Perkins eligible, licensure eligible).
- State Recognized Programs (licensure eligible).
- CTE Electives (may meet diploma requirements).

Each eligible recipient provided a four-year transition schedule to bring fully developed CTE POS to implementation. In order to have one full year of complete data, Oregon plans to have the CTE POS transitions at full implementation at the beginning of the 2012-2013 school year.

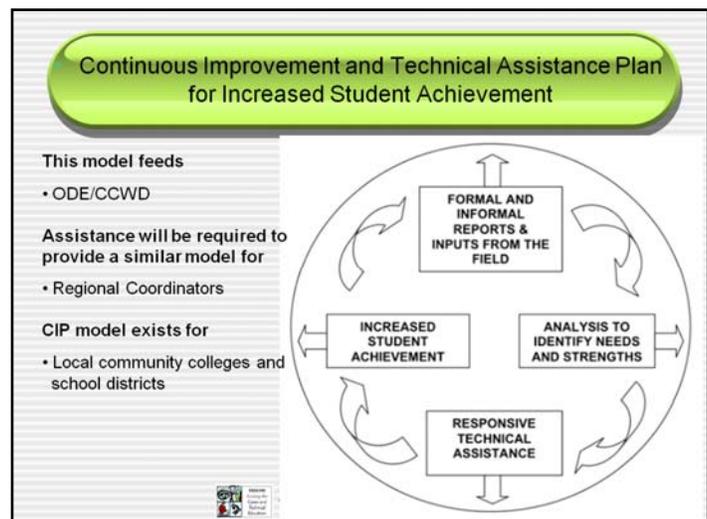
To date, 852 secondary programs components (of 895 at this time = 95%) and 579 postsecondary program components (of 803 at this time = 72%) are expected to meet CTE POS standards by June 2012. Since Oregon community colleges have multiple missions, it is not feasible to require every CTE program to have a secondary component.

With the implementation of CTE POS, state staff continue to take active roles in approving the secondary components. This action enables the state staff to better understand the field's development work and ensures that academic and technical standards are identified and assessed. The CTE Program of Study application is located at [<CTE POS Application>](#).

During spring of 2008, community college program approval transitioned to CCWD. The four new CTE staff are actively engaged in ensuring that all programs meet state standards; over 1,00 degrees and certificates programs were approved in 2008-2009.

With the new Perkins IV requirements, a more systematic approach is being developed to support continuous improvement through the inter-related components of technical assistance, professional development and program review. While the model must focus on both technical and academic achievement, it addresses a broad scope and follows the achievement of all CTE students in all programs.

- On-site technical assistance was provided to regional consortia leaders regarding technical skills development, CTE Programs of Study development, and Budget management and student performance.
- Technical assistance by phone and email address a variety of concerns, (e.g. CTE Program of Study development, technical skills assessments, consortia management, CTE teacher licensure, student performance).



ACCOUNTABILITY

Overview

Oregon maintained a robust databases of CTE related data and posts the CTE secondary and postsecondary student performance data on publicly accessible webpages beginning at: <http://www.ode.state.or.us/data/stats/opte/>. Selections can be made to view data by region, school district, and individual high school, or by individual community college. Most data may also be viewed by gender, ethnicity, or special population category. The data for 2008-2009 will be posted to these web pages by February 2009. There is an increasing expectation that grant recipients will analyze the data for planning and reporting.

Negotiated Definitions and Levels

Oregon has been careful in determining core indicator definitions that help us address the federal requirements while measuring what is most relevant to our priorities and conditions.

As Oregon prepared for the implementation of the new Perkins IV Act, we utilized a task force made up of secondary and postsecondary experts to address issues related to accountability. The Accountability Task Force recommended revisions to the secondary and postsecondary definitions of CTE participants and concentrators and careful adjustments to the performance measures. These recommendations led to the Final Agreed Upon Performance Levels (FAUPL) as accepted by OVAE in June 2007.

After analysis of the 2007-2008 performance data, Oregon convened another Accountability Task Force in 2009, to determine if further adjustments might be advisable. Based on this Accountability Task Force's recommendations, Oregon negotiated changes to select secondary and postsecondary student and core indicator definitions and performance level targets. Our new FAUPL was approved on June 30, 2009. Only the student definition revisions and a few adjusted performance levels are applicable to the 2008-2009 data for the 2009 CAR; the revised core indicator definitions do not apply yet.

Oregon uses an enhanced version of the FAUPL to depict the current and future Perkins performance measurement definitions, requirements and timelines (<http://www.ode.state.or.us/teachlearn/pte/perkinsivperformancemeasurement.pdf>).

Student Definitions

Our revised secondary and postsecondary student definitions now specify "CTE Program of Study (POS)" instead of the previous "CTE program" or "CTE program area." Our intent was to emphasize Oregon's focus on transitioning most of its programs to CTE POS's as defined in Perkins IV. However, it should be noted that Oregon collects and reports on all students participating in public career and technical education in the state. Revising these definitions supports the message that Oregon must be able to differentiate between approved CTE POS's and CTE programs that do not (yet) meet all of the criteria to be an approved CTE POS. As more CTE POS's receive approval, we will be able to provide comparative data, as well. The revised student definitions are as follows:

Secondary:

<u>Participant</u> – Any secondary student who has earned one-half (.5) or more CTE credits in any technical skill course part of an Oregon state-approved CTE program of study.
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<u>Concentrator</u> – Any secondary student who has earned one (1) or more credits in a technical skill course(s) part of an Oregon state-approved CTE program of study, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion.

Postsecondary:

<u>Participant</u> – A postsecondary student who has earned one (1) or more CTE credits in any CTE program of study within the reporting year.
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<u>Concentrator</u> – A postsecondary student who is enrolled for credit in the current academic year who has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program of study that terminates in the award of a degree, a certificate of completion, or an industry-recognized credential.

Performance Levels and Measurement Approaches

Secondary:

Core Indicator	Negotiated Performance (Target)	Oregon % (Actual)	Special Populations (Actual)		Measurement Approach
1S1 Academic Attainment: Reading/Language Arts <u>Met</u>	60.00%	70.40%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	27.3% 58.2% 21.7% 72.6% 46.0% 42.0%	State Academic Assessment System
1S2 Academic Attainment: Mathematics <u>Met</u>	59.00%	64.50%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	25.2% 51.1% 27.9% 65.6% 32.5% 39.4%	State Academic Assessment System
1S3 Academic Attainment: Writing <u>Did Not Meet</u> (Oregon-only measure)	60.00%	58.20%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	16.5% 44.9% 15.0% 61.0% 36.7% 32.3%	State Academic Assessment System
2S1 Technical Skill Attainment <u>Met</u>	95.00%	98.50%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	97.8% 97.9% 97.8% 98.6% 93.6% 97.6%	CTE course completion and grades
3S1 High School Completion <u>Met</u>	89.25%	93.50%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	86.5% 91.7% 89.5% 94.8% 77.6% 91.3%	State/Local Administrative Data
4S1 High School Graduation <u>Met</u>	68.10%	93.20%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	86.2% 91.6% 89.4% 94.7% 75.4% 91.3%	State/Local Administrative Data
5S1 Secondary Placement <u>Met</u>	60.00%	75.60%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	64.0% 71.4% 71.8% 77.7% 68.0% 66.0%	Administrative Record Exchange
6S1 Nontraditional Participation <u>Did Not Meet</u>	45.00%	43.10%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	37.6% 42.4% 38.5% 86.6% 45.5% 34.5%	State/Local Administrative Data
6S2 Nontraditional Completion <u>Met</u>	19.74%	30.00%	Ind w/ Disabilities Econ Disadv Limited Eng Prof Nontrad Enrollees Parent Migrant	22.3% 29.4% 13.7% 100.0% 27.3% 10.0%	State/Local Administrative Data

Comments on 2008-2009 Perkins Reporting (Secondary)

The data used to report on secondary Perkins performance is an extremely labor-intensive product that requires an effective and efficient local and state infrastructure to report, collect, compile, and process the data. Oregon is continuing with the development of tools and resources, communications, professional development, an improved website presence related to CTE data and technical assistance, to improve LEA and SEA processes. Our goal is to improve efficiencies, data quality, and use of data to inform planning and improvement. Within the Oregon Department of Education, we are refining and reassigning staff responsibilities and building improved inter-office collaboration to address the Perkins data requirements. Consequently, our data quality has improved and at least some of the improved performance may be attributed to these efforts.

For this CAR report, staff worked feverishly on processing data, making corrections, and reviewing the numbers for both the CAR and EDEN right up until the December deadline to submit the reports. The schedule this year, along with a few unanticipated delays, provided a short window of time to reflect on the data or do a thorough analysis after the validation process. However, the analysis will continue after the first of the year. Some initial observations follow:

There are wide variances in the performance of the special population categories on most of the performance measures. This is valuable information that will be used by the state to review LEA plans and resources. In addition, the LEAs will be requested to carefully evaluate their disaggregated data and target efforts where appropriate.

➤ **Performance on 1S1 Academic Attainment:**

Reading/Language Arts and 1S2 Academic Attainment: Mathematics both increased by approximately 9% over 2007-2008 performance and exceeded the performance level targets by 10.4% and 5.5%, respectively. Oregon also uses 1S3 Academic Attainment: Writing as a state performance measure. Performance dropped by nearly one percentage from 2007-2008 and has fallen below the 60.0% performance level target two years in a row (59.03% and 58.20%, respectively). Clearly, writing performance is not headed in the direction wanted and will also receive further scrutiny and attention by state and local staff.

➤ **Performance on 2S1 Technical Skill Attainment:**

Technical Skill Attainment improved slightly and exceeded the performance level target. All but the Parent special population category met the target level. Performance on 3S1 Completion and 4S1 Graduation both exceeded the performance level targets and the special populations performed comparably on both measures. Interestingly, given the state's economy, performance on 5S1 Placement increased slightly over 2007-2008 performance and exceeded the performance level target.

➤ **6S1 Nontraditional Participation:**

Non-Trad participation is the only Perkins performance measure Oregon did not meet in 2008-2009. Performance decreased from 44.52% last year to 43.10% this year, slightly below the 45.00% target. On the other hand, performance on 6S2 Nontraditional Completion went up slightly and exceeded the performance target by nearly 11%. Nonetheless, nontraditional student participation and success in CTE programs is a priority in Oregon. The state CTE programs appear to reflect contemporary views related to opportunities regardless of gender. In addition, there are organizations (e.g., Oregon Tradeswomen, Inc. <http://www.tradeswomen.net/>) in the state that are excellent partners in promoting nontraditional participation in CTE programs. Oregon will renew its commitment to improving performance on these measures.

Postsecondary:

Core Indicator	Negotiated Performance (Target)	Oregon % (Actual)	Special Populations (Actual)	Measurement Approach
1P1 Technical Skill Attainment <u>Met</u>	95.00%	96.14%	Ind w/ Disabilities 92.88% Econ Disadv 95.58% Displ Homemakers 90.91% Limited Eng Prof 96.30% Nontrad Enrollees 96.57%	Locally approved standards and assessments
1P2 Academic Attainment <u>Met</u> (Oregon-only measure)	92.54%	93.43%	Ind w/ Disabilities 87.79% Econ Disadv 93.10% Displ Homemakers 78.26% Limited Eng Prof 95.48% Nontrad Enrollees 94.15%	Embedded academic assessments in CTE or integrated courses
2P1 Credential, Certificate, or Degree Completion <u>Met</u>	42.50%	46.07%	Ind w/ Disabilities 50.58% Econ Disadv 49.08% Displ Homemakers 40.00% Limited Eng Prof 58.02% Nontrad Enrollees 54.52%	State/Local Administrative Data
3P1 Student Retention or Transfer <u>Did Not Meet</u>	75.44%	67.38%	Ind w/ Disabilities 72.35% Econ Disadv 70.80% Displ Homemakers 82.93% Limited Eng Prof 71.78% Nontrad Enrollees 67.45%	State/Local Administrative Data
4P1 Student Placement <u>Met</u>	75.00%	79.08%	Ind w/ Disabilities 58.11% Econ Disadv 78.45% Displ Homemakers 80.00% Limited Eng Prof 75.00% Nontrad Enrollees 76.21%	State/Local Administrative Data; Employment Wage Record Match
5P1 Nontraditional Participation <u>Met</u>	17.54%	17.54%	Ind w/ Disabilities 22.96% Econ Disadv 17.50% Displ Homemakers 20.51% Limited Eng Prof 13.64% Nontrad Enrollees ---	State/Local Administrative Data
5P2 Nontraditional Completion <u>Did Not Meet</u>	25.18%	14.90%	Ind w/ Disabilities 19.67% Econ Disadv 15.46% Displ Homemakers 25.00% Limited Eng Prof 9.09% Nontrad Enrollees ---	State/Local Administrative Data

Comments on 2008-2009 Perkins Reporting (Postsecondary)

Selecting CTE Concentrators:

- Oregon Community College Uniform Reporting System (OCCURS) selection of CTE Concentrators is based upon either (A) a combination of CTE major, 18 cumulative program credits earned, 9 CTE credits earned, and enrollment in the Program Year OR (B) Completion of a CTE degree or certificate and enrollment in the current Program Year.
- This year, to accommodate the change to the CTE concentrator definition, the coding was changed so that a student's major code would not be replaced by the code for any short term CTE certificate they had earned. A short term CTE certificate (less than 45 credits) does not count as a CTE completion because, in general, it does not generally clearly identify the academic integration. If the student's existing major was properly coded, the code would reflect the one- or two-year certificate or degree the short term certificate is related to. Thus the student would be selected as a CTE concentrator based on option (A) above, while they would not have been selected based on the substitution of a short term CTE program completion.

General comments on reporting:

- The Grand Total for the spreadsheet determined for each measure is based only on students having a valid gender identified (i.e., Male or Female). Students with unknown gender were included in Race, Economically Disadvantaged, and other breakouts (except Non-traditional).
- **1P1 Technical Skill Attainment: (Met)**
No change from previous years except in the definition of CTE concentrator.
- **1P2 Academic Attainment: (Met)**
No change from previous years except in the definition of CTE concentrator. There is no page on the CAR for Academic Attainment, so a separate table was generated.
- **2P1 Credential Certificate or Degree Completion: (Met)**
For the first time, completions of programs one year (45 credits) or less were not counted as completions. The Accountability Task Force recognized that many students may be “eligible for” but do not receive certificates or degrees. While there may be a variety of reasons that students do not claim a credential, one reason is that fees charged by community colleges to apply for graduation and to obtain the actual credential. The Accountability Task Force suggested that the data for 2P1 might indicate that a change in policy, concerning credential fees ‘charged by community colleges, might be warranted.

In addition, Oregon community colleges are not able to provide unit data on "credentials" that students may have been **eligible for, but did not receive**. Thus, our completion rate is lower than it would be if we had access to data on students who earned, but did not receive a degree or certificate, and if we counted the completion of certificate programs of 45 credits or less.

The denominator for disaggregations is the sum of all degrees and certificates awarded, so that percentages show what proportion are degrees and what proportion certificates.

This will be the final year that Oregon looks at only the program year (PY) itself for completions. Starting in 2010, we will look at the PY and PY+1 (2 years). Consequently, Oregon will be reporting on these same concentrators next year.

- **3P1 Student Retention or Transfer: (Did Not Meet)**
The current Student Retention definition requires that students NOT have earned a degree or certificate in the previous PY. This selection process differed slightly from previous years in that the completion of a short term (45 credits or less) program was not counted as a completion for this purpose.

Enrollment (of 2008 concentrators enrolled in fall term 2007) the following fall, was determined by the combination of (1) match for fall term 2008 to records from the National Student Clearinghouse and/or (2) enrollment for credit at Oregon community colleges in fall term 2008.

With a state performance level of 67.38%, Oregon community colleges exceeded our 2008 rate by 1.57%, but did not meet the negotiate performance level of 75.44% and our actual rate is below the 90% level of 67.90%. Since the definition remained essentially the same (except that programs 45 credits and less did not count as completions), and no significant changes in determining factors came into play, it is not surprising that we did not increase our rate by the nearly 10 percentage points we set as a target.

This version of the 3P1 measure is essentially a “Fall to Fall retention” measure, better suited to four-year baccalaureate programs than to community colleges. Our students often “stop out” for a term and then return to complete their programs, begin their enrollment in winter or spring, etc. The revised definition for 3P1 for use beginning in 2009-2010 should more accurately account for these issues.

- **4P1 Student Placement: (Met)**
It is important to note that this measure was calculated using only 2008 CTE concentrator- completers in order to be comparable to last year’s figures. The definition stated in our FAUPL does not restrict the calculation to completers. Beginning next year (2009-2010) the definition specifies completers.

To obtain this figure, 2008 completers were matched to (1) Oregon Unemployment Insurance (UI) wage match records for Q4 2008, (2) FISAP federal employment records for Q4 2008, (3) Department of Defense military records for Q4 2008, (4) Oregon community college Apprenticeship enrollments for fall term 2008. The US Postal Service data match, which has been available in the past, was temporarily suspended this year.

➤ **5P1 Nontraditional Participation: (Met)**

There were no changes in methodology from last year. Before a slight data correction was applied, it was noted that a calculated Nontraditional Participation Rate of 17.53977%, which correctly rounds to 17.54% (State negotiated Performance Level for 2008-2009) was initially recorded as a “Did Not Meet.” After the data correction, which essentially added one Nontraditional Participant, the new calculated rate of 17.54075% was recorded as having “Met” the performance level target.

It is Oregon’s suggestion that the spreadsheet formula round to four decimal places (or two additional percentage places) before the comparison resulting in “Adjusted v. Actual” calculation. Possibly, a “Met” designation could be added for exact (to four decimal digits or two percentage-decimal digits) match between actual and target levels, as happened this year.

➤ **5P2 Nontraditional: (Did Not Meet)**

The actual rate for 5P2 is 14.90%, well below the performance level target of 25.18% and the 90% level of 22.66%. We now realize that the current definition for 5P2 Nontraditional Completion does not seem to inform us what we would logically want to measure. It seems that we would either want to measure: (1) Of all nontraditional program concentrators, what is the rate of degree or certificate attainment in a program leading to nontraditional employment, OR (2) Of all nontraditional completers, what is the rate of degree or certificate attainment in programs which lead to nontraditional employment.

While at first glance the current 5P2 definition may appear to be aligned with (2) above, it is not. The current definition includes in the denominator all completions in programs that are not gender-balanced. As a result, a high completion rate of females in programs leading to traditionally female occupations will negatively affect the 5P2 rate for females, while a lower overall completion rate, as males have this year, actually gives an advantage to males in the calculation of 5P2.

This was the situation for 2008-2009 reporting, with females showing just a 9.7% performance level while males showed a 26.18% performance level, though in fact, females were awarded 22.17% of the degrees and certificates in traditionally male programs, while males were awarded 11.79% of the degrees and certificates in traditionally female programs. However, since the denominators are different for each of these latter calculations, the only way to display the data showing these true percentages of non-traditional completions would be to have a CAR page for each gender.

It is our suggestion to do two page reporting for 5P2, or return to a straight completion rate measure (number of nontraditional completers / number of nontraditional (opposite gender) concentrators) for 5P2. The advantage of the latter is that the completion rate could be defined to parallel the regular completion rate (2P1). When this 5P2 is viewed in tandem with 5P1, Nontraditional Participation, we would have a fairly complete picture of progress in this area.

Data Collection and Reporting Improvement

Oregon realizes that we are fortunate to have developed effective data collection and reporting systems at both the secondary and postsecondary levels. In addition, we are grateful to have such a good working relationship with the key personnel within the two levels and within ODE, especially for access to data beyond that for CTE students and programs. We are continuously making improvements to our systems. Perhaps more importantly, we are placing increasing emphasis on more comprehensive understanding, and use of data to drive decision-making to improve student performance.

Data is a cornerstone of our career and technical education program evaluation and improvement framework, and technical assistance model. Consequently, we have provided significant professional development and resources to the field concerning the use of data as an integral part of CTE program planning and improvement of student achievement. Here are examples of steps taken to improve data reporting and use of data:

- The data and accountability issues are now assigned to two staff members (the CTE/Perkins Data Manager and the ODE Perkins Grant Manager), instead of assigned to only one staff person with multiple responsibilities.
- The CTE/Perkins Data Manager, works closely with the Director of the Oregon Community College Uniform Reporting System (OCCURS) and attends meetings of the community college institutional researchers to address CTE and Perkins data reporting issues.
- The CTE/Perkins Data Manager also attends the ODE-sponsored Data Collection Committee quarterly meetings. The Data Collection Committee consists of representative members of ODE staff, school district staff, and Educational Service District (ESD) staff. The purpose of the Data Collection Committee is to provide ODE with feedback on the current data collection processes, a sounding board for proposed new collections and approval of any changes to existing collections.

- A Research Analyst from another ODE/EII team has been assigned to assist with CTE and Perkins data issues.
- An additional temporary Research Analyst was recently hired to assist with specific data related projects that required additional expertise in analyzing the 2008-2009 data.
- A new data application is being designed for schools to use to update their CTE data to correct problems and enhance efficiency.
- Our working arrangements and communications with the appropriate staff in ODE's Office of Assessment and Information Services (OAIS) have been refined. We rely on OAIS to process our data, produce reports, and post data on public webpages for use by LEAs.
- Web pages used to provide LEAs with CTE reports and data were redesigned and enhanced; the refinement process continues with the help of OASIS <http://www.ode.state.or.us/data/stats/opte/>.
- The OAIS managed Data NEWSline monthly e-mail newsletter to communicate with LEAs regarding topics, deadlines, developments and other issues related to CTE and Perkins data is being regularly utilized.
- The "CTE Data Collection and Reporting" webpages (<http://www.ode.state.or.us/search/page/?id=1623>) have been redesigned and we have posted new resources and links intended to assist LEAs with issues related to data.
- State staff have made presentations, provided professional development, and addressed questions through meetings, Email and Webinars, concerning CTE and Perkins data and accountability issues.
- CTE and Perkins data topics are regularly included in e-mail updates sent to the CTE Network by the Perkins Grant Manager.
- A CTE Network listserv was recently developed to facilitate communications with LEA staff regarding pertinent topics, including CTE and Perkins data issues.
- The annual Webinar provided to train LEA staff on the technical issues related to the CTE data collections used to report data to ODE is being updated.
- LEA staff participated in training offered by the Oregon Data Project (<http://oregondataport.org/>), a multi-agency effort to promote data-driven decision making by educators, is being promoted. The Oregon Data Project's Director of Training provided an overview at one of our CTE Network meetings.
- Steps are being taken to adjust the timing of when data is due from LEAs to the SEA and increasing the consequences of late, incomplete, and inaccurate data. In addition, we will continue to provide the necessary professional development and technical assistance to support LEAs in improving their reporting processes and data quality.
- Oregon Department of Education staff is working with the outside entities on whom we depend for data matching and other data elements to arrange earlier timelines.
- The program staff and the technical staff are taking steps to further refine the timing and processes of completing CTE data processing earlier to provide state and local staff more time to review and use more current data for planning and reports, including the CAR.
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CTE DATA & PERKINS ANNUAL CYCLES & ASSOCIATED DATES*
ANNUAL GRANT TERM: JULY 1 - JUNE 30*

SUMMER (July, August)

<p>July 1</p> <ul style="list-style-type: none">• New Fiscal Year Begins- ODE receives State Perkins Funds from USDOE (20%) <p>July 31</p> <ul style="list-style-type: none">• ODE target date for official sub-grant award notifications of first Perkins distribution (20%) (Pending receipt of data from local education agencies and approval of Annual Plan Revisions). <p>August 13</p> <ul style="list-style-type: none">• Secondary CTE Program Update (formerly, CTE Annual Program Review) opens. <p>August 30</p> <ul style="list-style-type: none">• Due date for college CTE student data as part of OCCURS. (This due date is important to meet state and federal reporting requirements and timelines).• Target date for state staff approval of CTE Programs of Study applications.

FALL (September, October, November)

<p>September 30th</p> <ul style="list-style-type: none">• Final date to encumber Perkins funds for prior year. <p>October 1</p> <ul style="list-style-type: none">• ODE receives USDOE 80% funds award. <p>October 15</p> <ul style="list-style-type: none">• Deadline for schools to complete the secondary CTE Program Update <p>October 30</p> <ul style="list-style-type: none">• Deadline for CTE Regional Coordinators to approve CTE Program Updates• ODE completion date for official sub-grant award notification of second Perkins distribution (80%); (pending all required data are report elements submitted to ODE by required due dates.)• CTE Program & Course Update (online application to audit and update CTE course database. Course data is matched with the CTE student and course enrollment data to determine student performance.) <p>November</p> <ul style="list-style-type: none">• All Perkins expenditures submitted online (Nov. 15).• Local Perkins Annual Report due to ODE (TBD-approximately Nov. 20. Must be received in order to prepare State's federal annual report. Failure to submit on time may jeopardize future funding of local recipients.

WINTER (December, January)

<p>December 1</p> <ul style="list-style-type: none">• Release of performance data for review and adjustments in instruction, as well as necessary revisions to the 5-Year Plan (required annually).• Assess progress on transition from approved programs to CTE Programs of Study. <p>March 12</p> <ul style="list-style-type: none">• Nontrad Grant Applications Out

SPRING (March, April, May & June)

<p>April</p> <ul style="list-style-type: none">• Publish Perkins Basic & Regional Reserve fund allocation (and focus) for following school year. <p>May 28</p> <ul style="list-style-type: none">• Nontrad Grant Applications Due <p>June 30 DUE DATE</p> <ul style="list-style-type: none">• Local CTE Annual Application including Budget Narrative and Spending Workbook.• Deadline for secondary CTE Course Enrollment Data and CTE Student Data collections. (CTE student and course data is matched with fall CTE Program Update and statewide assessment data to determine CTE student performance.)• All scheduled CTE Programs of Study applications submitted to ODE for state staff review.

**This document addresses three inter-related grant cycles and a partial list of associated due dates:
1. Grant Awards and Release of Funds | 2. Program and Course Updates | 3. Program Planning, Evaluation & Reporting*

PERKINS IV REQUIRED USE OF FUNDS 2008-2009

“SEC. 135(b). **REQUIRED LOCAL USES OF FUNDS**”

NOTE: Eligible recipients must first satisfy the required activities for uses of Perkins funds before any expenditure of funds are permitted for permissive activities [Sec. 135(c)]. The Sec. 135(b) required activities do not need to be exclusively satisfied through the use of Perkins funds. Some required activities may be accomplished through existing, general fund supported programs and policies; some required activities may be accomplished through support from other federal, state or local funding sources; or some required activities may require the use of Perkins funds as the sole funding source.

“(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) **REQUIREMENTS FOR USES OF FUNDS.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

Clarification:

- CTE programs receiving Perkins funding support shall be **approved** CTE programs.
- Approved CTE programs shall reflect an industry-endorsed, coherent and focused sequence of courses. (*Industry-endorsed = e.g. advisory committee endorsement, adoption of career cluster program of study plan.*)
- CTE subjects shall include technical knowledge and skill content from the Oregon Skill Sets.
- CTE subjects shall include the integration of rigorous and relevant academic content that instructs the application of the academic content in a technical context.
- Should an eligible recipient fail to meet 90% of one of the Perkins performance measures, the recipient shall—
 - ✓ In the first year of failing to meet one of the performance measures, implement an improvement plan to specifically address the performance deficiency;
 - ✓ If the same performance deficiency continues for a second year, update and continue the improvement plan and direct Perkins funds toward addressing the performance deficiency; and
 - ✓ If the same performance deficiency continues for the third year, update and continue the improvement plan and the Oregon Department of Education will direct activities and local Perkins funding until the performance deficiency is corrected.

“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

Clarification:

- Each Oregon high school and community college with approved CTE programs shall implement and offer one CTE program of study by September 2008.
- Aligned or articulated secondary-postsecondary CTE programs shall operate under the authority of an institutional articulation agreement.
- Approved CTE programs shall explicitly identify (1) how the secondary CTE program aligns or articulates to a postsecondary CTE program in the same program of study in a nonduplicative way; and (2) what opportunities are provided a student to earn and transcript dual or concurrent credit.

“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

Clarification:

- Approved CTE programs shall provide the student with instruction beyond occupationally-specific skill attainment to include how a specific career fits into the larger system of an industry.
- Approved CTE programs with a work-based learning component should contribute to a student satisfying the diploma requirement of career-related learning experiences.

“(4) develop, improve, or expand the use of technology in career and technical education, which may include—

“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

Clarification:

- Program instructional practice shall, to the extent practicable, use and model program-related technology for the application of skills appropriate to the CTE program of study (*e.g. instruction of skills practical to the level of skill attainment that is possible for the local CTE program*).
- Technology-based equipment, software and instructional material shall explicitly contribute to student academic, with specific attention to mathematics and science, and technical skill attainment.

- Technology-based equipment, software and instructional material purchases shall be limited to approved CTE programs of study that lead to high skill, high wage or high demand occupations in current or emerging careers.
- Costs for distance education shall be limited to program or connectivity costs; not student-related enrollment costs or fees.

“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

“(A) in-service and preservice training on—

“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

“(ii) effective teaching skills based on research that includes promising practices;

“(iii) effective practices to improve parental and community involvement; and

“(iv) effective use of scientifically based research and data to improve instruction;

“(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

“(C) internship programs that provide relevant business experience; and

“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

Clarification:

- Each teacher in an approved CTE program (*defined as holding an active TSPC, 024 CTE endorsement*), shall have a professional development plan that is consistent with the policies of the eligible recipient and meets the criteria of (5) above.
- Professional development activities shall be consistent with the definition of professional development as described in the Perkins Act (*sustained, intensive, over time*).
- Professional development activities shall explicitly contribute to the improvement of instructional practices that lead to improved academic and technical skill attainment of CTE students.
- CTE professional organization conference and student leadership conference attendance may meet the required professional development activity criteria as long as the conference attendance is an integral and relevant part of a teacher’s professional development plan.

“(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title;

Clarification:

- The secondary CTE program renewal process can be used as a tool for CTE program evaluation.
- Secondary CTE program evaluations shall be part of the ODE Continuous Improvement Process (CIP).
- Postsecondary CTE program evaluations shall be part of the college’s internal evaluation and accreditation processes.

“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

Clarification:

- Relevant technology, equipment and related instructional material and supply purchases are eligible expenditures as long as there is a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTE program of study.
- Use secondary CTE program renewal process to identify areas for CTE program of study improvement.

“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

Clarification:

- CTE programs that are designated as **approved** meet the criteria of “sufficient size, scope, and quality to be effective” by having completed the secondary or postsecondary quality assurance process.

“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Clarification:

- Analyze disaggregated CTE student performance to identify and design activities that support special populations in meeting Perkins performance measures.
- Review special population student pre-requisite—**not** remedial—requirements that equip students with the readiness skills to be successful in a CTE program of study.
- Remedial or developmental education activities are **not** eligible activities for the use of Perkins funds. Funding support of re-requisite courses for entry into a CTE program of study may be an eligible activity.
- Special population student support for individuals **already enrolled** in a CTE program as described above is a required activity for the use of Perkins funds.

Additional clarification:

Administrative Costs

Each eligible recipient receiving funds shall not use more than 5 percent of the funds for administrative costs.

Career and Technical Student Organizations

Funds may be used for the development and acquisition of instructional materials, supplies, and equipment needed to support a student organization *as an integral part of career and technical education instruction*. Qualified career and technical educators must supervise the instruction that relates to the student organization.

The following do not represent *an integral part of the career and technical instruction* and are not eligible for Perkins support:

- Lodging, food, conveying or furnishing transportation to conventions or other gatherings of CTSO students;
- Purchase of supplies, jackets and other effects for students' personal ownership or use;
- Cost of non-instructional activities such as athletic, social or recreational events;
- Printing and disseminating of non-instructional materials;
- Purchase of awards for recognition of students, advisors or other individuals; or
- Payment of membership dues.

**2008-2009 PERKINS IV ELIGIBLE RECIPIENT ALLOCATIONS
GRANT DISTRIBUTION SUMMARY**

SECONDARY	BASIC	CONSORTIUM	BASIC	RESERVE
2243—Beaverton	\$308,992	2499—Clatsop CC (Reg. Consortium: HS + Clatsop CC & 1%=South Jetty)	\$149,632	\$32,755
2185—Centennial	\$92,625	2230—NWRES D (Reg. Cons HS + Tillamk CC)	\$60,177	\$19,979
1965—Coos Bay	\$52,115	2506—Portland CC/PAVTEC (HS Consortium)	\$59,279	\$208,970
2187—David Douglas	\$154,659	2148—Multnomah ESD (Reg. Reserve)		\$87,864
2082—Eugene	\$166,950	2498—Chemeketa CC/MWEC (Reg. Consortium: HS + Chemeketa, Oregon Coast CC & 1%=Lord HS, Ferrell HS, School for Deaf)	\$1,440,660	\$183,620
2084—Fern Ridge	\$20,765	2503—Linn Benton CC (HS Consortium)	\$263,652	\$90,684
2241—Forest Grove	\$71,904	2064—Lane ESD (HS Consortium)	\$166,020	\$95,644
2183—Gresham-Barlow	\$126,206	2511—Umpqua CC (Reg. Consortium: HS + Umpqua CC)	\$306,929	\$59,239
2239—Hillsboro	\$167,255	1949—South Coast ESD (HS Consortium)	\$107,928	\$52,094
2024—Hood River	\$44,312	2025—Southern Oregon ESD (HS Consortium & 1%=Newbridge HS)	\$606,346	\$90,953
1926—Oregon Trail	\$41,148	4131—No Wasco County SD (HS Cons)	\$40,775	
2181—Parkrose	\$52,577	2500--Columbia Gorge CC (Reg. Reserve)		\$35,311
2180—Portland	\$691,030	1975—High Desert ESD	\$536,366	\$90,195
2182—Reynolds	\$164,546	2058—Lake County ESD (HS Consortium)	\$14,406	
1991—Roseburg	\$63,095	2501—Klamath CC (Reg. Reserve)		\$44,130
2142—Salem-Keizer	\$429,217	2200—Umatilla-Morrow ESD	\$316,629	\$46,410
2083—Springfield	\$130,100	2211—Union-Baker ESD (HS Consortium)	\$90,729	\$40,793
1948—St. Helens	\$29,433	2106—Malheur ESD (HS Consortium)	\$102,442	\$37,094
2242—Tigard-Tualatin	\$86,547	1902—Clackamas ESD/CTEC	\$622,665	\$88,390
SEC. TOTAL [N=19]	\$2,893,476	CONSORTIUM & RESERVE TOTAL [N=19]	\$4,884,635	\$1,304,125

POSTSECONDARY	BASIC
2500—Columbia Gorge CC	\$74,969
2501—Klamath CC	\$120,036
2502—Lane CC	\$886,189
2503—Linn Benton CC	\$370,943
2504—Mt. Hood CC	\$418,177
2506—Portland CC	\$1,380,635
2507—Rogue CC	\$440,928
2508—Southwestern Oregon CC	\$151,671
2510—Treasure Valley CC	\$192,188
COLLEGE TOTAL [N=9]	\$4,035,736

Office of Educational Improvement & Innovation

**Carl D. Perkins Career & Technical Education Act of 2006
2008-2013 LOCAL PLAN GUIDE**

Local or Consortium Basic Grant & Regional Reserve Fund

January 2008



It is the 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, sexual orientation, marital status, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone: (503) 947-5740; fax: (503) 378-4772; or TDD: (503) 378-2892.

INTRODUCTION

The Office of Educational Improvement & Innovation (EII) has developed this guide to assist eligible recipients in preparing their 2008-2013 local plan for the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) [[ODE Perkins IV Web Page](#)]. Section 134(a) of the Act requires each eligible recipient to prepare and submit a local plan to the Oregon Department of Education. Oregon has elected to request a 5-year plan for program years (PY) 2008-2013 which operates from July 1, 2008 – September 30, 2013. The 5-year local plan is due **June 30, 2008**.

The framework for the guide is based on the requirements of the Act, Oregon's State Perkins Plan and a renewed vision for Oregon's career and technical education (CTE) built on the development and implementation of CTE programs of study. The Act's intent is for CTE students to achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, strengthens State and local accountability, and reinforces the connection between secondary and postsecondary education through CTE programs of study.

ODE has established a set of statewide **benchmarks** with measurable **performance indicators** to guide the local investment of Perkins IV funds. The indicators establish performance targets ODE and CCWD desire all eligible recipients to attain by 2012-2013. Eligible recipients will want to assess their current performance against these performance indicators. Perkins-eligible program benchmark performance should guide the eligible recipient's yearly strategic focus and be used as a data source for the design of activities that lead toward meeting 2012-2013 performance. Eligible recipients are also asked to identify progress markers that documents progress toward meeting the performance indicators. Documented progress will be reported as part of each year's Perkins Annual Report.

This planning guide organizes the required Perkins elements into five **benchmarks**. The Oregon Perkins IV Benchmarks are:

1. Standards and content;
2. Alignment and articulation [*2008-2009 Reserve Fund Focus*];
3. Accountability and evaluation;
4. Professional development [*2008-2009 Reserve Fund Focus*]; and
5. Student support services

Each of the five benchmarks **must be** addressed in the Local or Consortium Basic Grant 5-year plan submission. Benchmarks for **Alignment & Articulation** and **Professional Development** are the focus for the 2008-2009 Regional Reserve Fund submission and **must be** addressed. 2008-2009 Reserve Funds will be limited to funding activities supporting these two benchmarks. Annual reflection and analysis of local and consortium progress toward meeting all benchmarks will influence the identification of each year's focus for the use of the Reserve Fund.

Local or Consortium Basic Grant submissions will focus benchmark activities on local secondary and postsecondary component design for CTE programs of study implementation. The Regional Reserve Fund submission will focus on consortium-wide activities that foster local implementation of CTE programs of study.

The format for the Local or Consortium Basic Grant submission will be a narrative response for each of the benchmarks and their indicators. Because this submission is for the 2008-2013 period, your responses are expected to be more detailed for the 2008-2009 year than for the 2012-2013 year. Each subsequent year, an updated, more detailed local plan will be submitted that builds on the initial 5-year plan. The intent of this submission is to reflect a **single, 5-year plan**; not a collection of five, 1-year plans.

- **For Consortium Basic Grant Plans ONLY**, there is Question #6 requesting a required response describing how Perkins IV Consortium funds will be allocated among members of the Consortium and the rationale for such distribution.

Regional Reserve Fund Plan—limited to the 18 recognized regional consortia.

There is a section requesting required responses describing how Perkins IV Regional Reserve Funds will be used to support the two 2008-2009 Reserve Fund benchmark focus areas of regional **Alignment & Articulation** and **Professional Development**. The format for the Regional Reserve Fund submission will also be a narrative response for each of the two, 2008-2009 selected benchmarks. Because the Reserve Fund is intended to be a targeted, focused use of Perkins funds, the intended use of funds may be redirected from year to year. However, the focus will always be limited to the five benchmarks. Unlike the Local or Consortium Basic Grant submissions, the Regional Reserve Fund submission should reflect a **1-year plan** that supports the 2008-2009 Local or Consortium Basic Grant activities.

<i>Tentative Timeline</i>	<i>Actions</i>
January 2008	ODE issues the 2008-2013 Local Plan Guide.
March 2008 – April 2008 (<i>estimated</i>)	ODE calculates and publishes Perkins 2008-2009 Perkins IV allocations.
April 16, 2008	ODE/CCWD/OACTE Pre-conference workshop on 2008-2013 Perkins IV Local Plan development.
June 30, 2008	Due date for submission of Perkins IV 2008-2013 Local or Consortium Basic Grant 5-year plan and the Regional Reserve Fund 1-year plan.
July 1 – August 31, 2008	ODE reviews plans, including budget narrative, and interviews selected eligible recipients on their local plan and approves local 5-year plans. [Selected recipients = 2008-2009 allocation > \$100,000]
July 1, 2008	ODE issues 1 st installment of grant award funds (20%) for program year July 1, 2008 – September 30, 2009 to local sub-grantees via official Perkins sub-grant award notification <i>pending ODE approval of 2008-2013 local plan and ODE receipt of Perkins funds from U.S. Department of Education.</i>
October 1, 2008	Department issues supplemental (and final) installment of sub-grant award funds (80%) for program year one to local sub-grantees via official Perkins sub-grant award notification amendment <i>pending ODE approval of 2007-2008 local transition plan and ODE receipt of Perkins funds from U.S. Department of Education.</i>

Submission Instructions

Complete local plans shall be submitted no later than close of business (5:00 pm PT) on **June 30, 2008**. Plan narrative, including cover page, are asked to be submitted electronically as an attachment to an e-mail. A hard copy original, including the signed Perkins Statement of Assurance, must be mailed to the submission address below. The Perkins Statement of Assurance must be signed by the highest level administrator for the eligible recipient. If a single eligible recipient is submitting both a Basic Grant plan and a Reserve Fund plan, only one signed Perkins Statement of Assurance is required.

For Consortium Basic Grant Submission ONLY: Consortium Basic Grant submissions must include a completed Consortium Member Roster [Appendix C].

Special Note

Guidance provided in this document is for the local plan only; not for the 2008-2009 Perkins budget narrative & spending workbook [BNSW]. The BNSW is a separate submission using ODE's online, web-application [[ODE District Web Site Log-In](#)]. The local plan is to reflect the strategic, coherent plan for the local or regional implementation of Perkins IV intent. The local plan must indicate what annual activities will be implemented that leads toward meeting the 2012-2013 benchmarks. There may be duplication in the text describing the plan's activities and the budget narrative. This is expected and acceptable. There is an expectation for direct alignment of the plan's activities with the budgeted expenditures. This will require collaboration between the CTE program staff and the fiscal staff. The budget narrative describes in detail how the annual allocation will be invested in a way that supports the 5-year Basic Grant plan or the 1-year Reserve Fund plan. Budget narrative detail will be analyzed to determine if local spending complies with the Perkins statute and EDGAR regulation. The spending workbook portion of the BNSW submission is the official, sub-grant accounting document. The spending workbook is the accounting tool used by ODE's fiscal staff to monitor the spending of the local or regional Perkins sub-grant allocation.

There will be a separate Perkins budget narrative & spending workbook submission for the Local or Consortium Basic Grant and a separate BNSW submission for the Regional Reserve Fund.

Budget Narrative & Spending Workbook Due Date: June 30, 2008

Perkins IV and EDGAR Assurance

All eligible recipient fiscal agents must submit a Perkins Statement of Assurance [Appendix B] signed by the eligible recipient's highest level administrator. The signed, original assurance will be sent as a "hard copy" and must be received by the Oregon Department of Education by the due date for local plans to be considered complete. If a single fiscal agent is submitting both a Basic Grant plan and a Reserve Fund plan, only one, signed Perkins Statement of Assurance is required.

Submission Address

Jim Schoelkopf

CTE and Perkins Administration
Office of Educational Improvement & Innovation
Oregon Department of Education
255 Capitol Street NE
Salem OR 97310

Questions?

2008-2013 Plan Narrative:

Jim Schoelkopf
503-947-5697
jim.schoelkopf@state.or.us

Budget Narrative & Spending Workbook:

Barb O'Neill
503-947-5787
barbara.oneill@state.or.us

Publication Information

The Department may publish your local plan, in whole or in part, on our Web site or through other means available to us. We look forward to reviewing your local plan and your initiatives to implement the new Act in the coming years. CTE Program Staff are available to answer questions that arise as you prepare your plan. Staff listing available at:

[State CTE Staff List](#)

**Carl D. Perkins Career and Technical Education Act of 2006
2008-2013 LOCAL PERKINS IV PLAN
COVER PAGE**

Agency Name, Address and Authorizing Signature of Eligible Recipient:

Eligible Recipient Agency Name

Mailing Address, City & ZIP

Authorizing Signature (Chief Administrator)

ate

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

Name: _____

Position: _____

Telephone: (_____) _____

Email: _____

Type of 2008-2013 Perkins IV Plan *(check all that may apply)*:

Individual Secondary School District Basic Plan

Individual Community College Basic Plan

Consortium Basic Plan

Regional Reserve Fund Plan

LOCAL or CONSORTIUM BASIC GRANT PLAN

Eligible Perkins recipients must prepare and submit to the Oregon Department of Education a 5-year plan describing local operation of Perkins-eligible CTE programs of study if 2008-2009 Perkins funds are desired [Sec. 134(a)]. The submission format will be a narrative description of the strategic activities planned for each benchmark performance indicator. The plan must describe activities for each year of the Act's 2008-2013 authorization. Your responses will contain greater detail for the 2008-2009 program year than for succeeding years. However, there is an expectation and requirement you submit a plan reflecting coherent 5-year planning that leads toward meeting the 2012-2013 performance indicators. Additional detail on the intent and expectation of Perkins IV can be found in Oregon's 5-year plan [[CTE Web Page](#)] and Perkins IV Taskforce recommendations [[ODE Perkins IV Web Page](#)].

1. Standards & Content

Standards and content are core elements for Perkins-eligible programs of study and include:

- Relevant, rigorous standards-based content aligned with challenging academic standards;
- Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;
- Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and
- Assure secondary and postsecondary students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employment trends.

By 2012-2013:

- a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards;**
- b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

2. Alignment & Articulation

Alignment and articulation are core elements for Perkins-eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon’s credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

By 2012-2013:

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;**
- b. 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;**
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary certificate or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level. Also **submit a CTE Program of Study template** or other visual program of study organizer as documentation of CTE programs of study implemented for 2008-2009. [See Appendix D for a CTE Program of Study template example]. The submitted version of the CTE program of study template **must** be signed by both the appropriate high school and postsecondary administrator. Each year, CTE Program of Study templates will be requested as new programs of study are implemented.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.
2009-2010	a. b. c.	a. b. c.
2010-2011	a. b. c.	a. b. c.
2011-2012	a. b. c.	a. b. c.
2012-2013	a. b. c.	a. b. c.

3. Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins-eligible programs of study and require:

- Each eligible recipient's CTE student and program performance will be measured against the set of Perkins-required performance measures. [Perkins Section 113 (2)(A-B)].
- ODE collects data and reports student and program performance using the measurement definitions described in [Perkins IV Measurement Definitions](#).

By 2012-2013:

- a. 100% of CTE concentrators who complete the secondary or postsecondary component of their program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;**
- b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;**
- c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. **Specifically identify, by name or description,** the assessment used to measure technical skill attainment. Assessment identification shall indicate if the assessment is regionally developed using state-approved guidelines or 3rd-party, vendor developed. Also describe if the assessments measure cognitive knowledge, performance, or a combination. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.
2009-2010	a. b. c.	a. b. c.
2010-2011	a. b. c.	a. b. c.
2011-2012	a. b. c.	a. b. c.
2012-2013	a. b. c.	a. b. c.

A. Secondary

Participant –

Any secondary student who has earned one-half (.5) or more credits in any technical skill course as part of an Oregon state-approved CTE program. *[Oregon approved CTE program = 2 credits or more]*

Concentrator –

Any secondary student who has earned one (1) or more credits in a technical skill course(s) as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a “required” CTE course for program completion. *[Oregon approved CTE program = 2 credits or more]*

B. Postsecondary

Participant –

A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. *[CTE credit = ACTI code 21 or 23]*

Concentrator –

A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12 - 17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.

Secondary Measures	Postsecondary Measures
1S1 Academic Attainment – Reading/Language Arts	1P1 Technical Skill Attainment
1S2 Academic Attainment – Mathematics	1P2 Academic Attainment [Oregon Only]
1S3 Academic Attainment – Writing [Oregon Only]	2P1 Credential, Certificate, or Degree Completion
2S1 Technical Skill Attainment	3P1 Student Retention in Postsecondary Education and Transfer to a Baccalaureate Degree Program
3S1 Secondary School Completion	4P1 Student Placement
4S1 Student Graduation Rates	5P1 Employment Retention
5S1 Secondary Placement	6P1 Nontraditional Participation
6S1 Nontraditional Participation	6P2 Nontraditional Completion
6S2 Nontraditional Completion	

Annual performance will be posted on the ODE web site at: [CTE Performance Data](#)

4. Professional Development

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

SPECIAL NOTE: Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Basic Grant allocation specifically for professional development. Professional development financial support does not require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the local Perkins Basic Grant allocation. The professional development investment can be a combination of Perkins and other local funds. Please explicitly indicate in your plan activities and budget narrative the source of professional development funds equal to 10% of the local Perkins Basic Grant allocation. **Perkins Reserve Funds can not supplant the Perkins Basic Grant professional development funding requirement.**

By 2012-2013:

- a. 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;**
- b. 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

5. Student Support Services

Student support services are a core element for Perkins-eligible programs of study and include:

- All CTE students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicative manner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

By 2012-2013:

- a. **95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;**
- b. **100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

6. Distribution of Perkins IV Consortium Funds *[Required for Consortium Basic Grant Plans ONLY]*

(2) FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131(f)(2)]

Describe how the regional eligible recipient for the consortium will distribute Perkins IV funds for career and technical education programs among the members of the consortia, including the rationale for such allocation.

	Description of How Consortium Funds are Distributed to Members	Rational for Regional Distribution of Consortium Funds to Members
2008-2009		
2009-2010		
2010-2011		
2011-2012		
2012-2013		

REGIONAL RESERVE FUND PLAN

Eligible recipients for the Perkins Regional Reserve Fund [the 18 ODE-recognized regional consortia] must prepare and submit to the Oregon Department of Education a 1-year Reserve Fund plan describing regional consortia support of Perkins-eligible CTE programs of study if 2008-2009 Perkins Reserve Funds are desired [Sec. 134(a)]. The submission format will be a description of the strategic activities planned for each of the two benchmark performance indicators. There is an expectation and a requirement you submit a plan that reflects coherent planning that leads toward meeting the 2012-2013 performance indicators. Additional detail on the intent and expectation of Perkins IV can be found in Oregon’s 5-year plan [[CTE Web Page](#)] and Perkins IV Taskforce recommendations [[ODE Perkins IV Web Page](#)].

R1. Regional Alignment & Articulation

Alignment and articulation are core elements for Perkins-eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon’s credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

By 2012-2013:

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;**
- b. 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;**
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary certificate or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level. Also **submit a CTE Program of Study template** or other visual program of study organizer as documentation of CTE programs of study implemented for 2008-2009. If a single eligible recipient is submitting both a Basic Grant plan and a Reserve Fund plan, only a single copy of each CTE Program of Study template is required. [See Appendix D for a CTE Program of Study template example]. Each year, CTE Program of Study templates will be requested as new programs of study are implemented.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.

R2. Regional Professional Development

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

SPECIAL NOTE: Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Regional Reserve Fund allocation specifically for professional development. Professional development financial support does not require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the Region’s Reserve Fund allocation. The professional development investment can be a combination of Perkins and other local funds. Please explicitly indicate in your plan activities and budget narrative the source of professional development funds equal to 15% of the Region’s Reserve Fund allocation. **Perkins Basic Grant funds can not supplant the Perkins Regional Reserve Fund professional development funding requirement.**

By 2012-2013:

- a. **95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;**
- b. **95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.

APPENDIX A

Perkins IV 2012-2013 Benchmarks

[Required for Perkins-eligibility and CTE Programs of Study]

ODE has established a set of statewide **benchmarks** with measurable **performance indicators** to guide the local investment of Perkins funds. The indicators establish performance targets ODE and CCWD desire all eligible recipients to attain by 2012-2013. Eligible recipients will want to assess their current performance against these performance indicators. Perkins-eligible program benchmark performance should guide the eligible recipient's yearly strategic focus and be used as a data source for the design of activities that lead toward meeting 2012-2013 performance. Eligible recipients are also asked to identify progress markers that documents progress toward meeting the performance indicators. Documented progress will be reported as part of each year's Perkins Annual Report.

1. Standards & Content

- a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards;
- b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.

2. Alignment & Articulation

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
- b. 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].

3. Accountability & Evaluation

- a. 100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
- b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
- c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

4. Professional Development

- a. 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;
- b. 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.

5. Student Support Services

- a. 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;
- b. 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
STATEMENT OF ASSURANCES**

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

The Eligible Recipient Fiscal Agent certifies the following statements:

1. The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Act of 2006.
2. The Fiscal Agent will use federal funds to supplement the eligible recipient's CTE programs of study and will not use federal funds to supplant existing funds or reduce general or other funds.
3. The Fiscal Agent will provide, on request, complete and accurate data as required.
4. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. Note: These assurances can be found on the Oregon Department of Education website at:

[Perkins IV Assurances](#)

Eligible Recipient Address:

(Fiscal Agent Name and Mailing Address):

_____, OR _____

Telephone: _____ Ext. _____

County: _____

Authorized Representative:

Name

Signature

Date Signed

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APPENDIX C

CONSORTIUM: _____

Please expand as needed.

Name	Organization & Position	Level of Participation [planning, implementing or evaluating]
------	-------------------------	--

School Districts

Postsecondary Partners (Community College, Private Career College, Apprenticeship, University, etc.)

Business or Industry

(2) FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131 (f)(2)]

CONSORTIUM MEMBER ROSTER



APPENDIX D

SAMPLE

CTE Program of Study Template

SAMPLE provided for illustration ONLY and may be used if desired; plan submission must include a Program of Study visual organizer

The submitted version of the CTE Program of Study template **must** be signed by both the appropriate high school and postsecondary administrator

COLLEGE: _____
 HIGH SCHOOL(S): _____

CLUSTER: _____
 PROGRAM OF STUDY: _____
 DATE: _____

	GRADE	REQUIRED COURSES				RECOMMENDED ELECTIVE COURSES			
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED OR ELECTIVE COURSES			
						CAREER AND TECHNICAL EDUCATION COURSES			
SECONDARY	9								
	10								
	11								
	12								
POSTSECONDARY	Year 1 1st Quarter								
	Year 1 2nd Quarter								
	Year 1 3rd Quarter								
	Year 2 1st Quarter								
	Year 2 2nd Quarter								
	Year 2 3rd Quarter								



College and Career Transitions Initiative

Funded by the U. S. Department of Education
 (V051B020001)

Required Courses
Recommended Elective Courses
Career and Technical Education Courses
Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, College Now) (◆=High School to Com. College) (●=Com. College to 4-Yr Institution) (■=Opportunity to test out)
Mandatory Assessments, Advising, and Additional Preparation

High School Administrator

Postsecondary Administrator or Community College Dean

Example of Perkins Online Budget Narrative and Spending Workbook

Perkins Basic - Overview

Purpose

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 [Perkins IV] is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

Perkins funds are distributed by formula and secondary eligible recipients must generate a formula allocation of at least \$15,000 to apply directly. The formula eligibility threshold for colleges is \$50,000 to apply directly. Eligible recipients generating a formula allocation less than \$15,000, secondary; or \$50,000, college; must participate in a Consortium to access Perkins funds. Eligible recipients generating more than the minimum allocation may voluntarily join a Consortium.

Oregon has established a set of statewide **benchmarks** to guide the local investment of Perkins IV funds. Implementation of the benchmarks should guide the yearly strategic focus and be used for the design of activities that lead the eligible recipient toward meeting the desired, 2012-2013 benchmark performance.

The Oregon Perkins IV Benchmarks are:

1. Standards and content;
2. Alignment and articulation;
3. Accountability and evaluation;
4. Professional development;and
5. Student support services.

The 2008-2009 budget narrative describes in detail **how** the annual allocation will be invested in ways that support the 5-year Basic Grant plan. Budget narrative detail will be analyzed to determine if local spending complies with Perkins IV statute and EDGAR regulation. There is an expectation for direct alignment of the local plan's activities with the budgeted expenditures. The spending workbook portion of the BNSW submission is the official, sub-grant accounting document. The spending workbook is the accounting tool used by ODE's fiscal staff to monitor the spending of the local or regional Perkins sub-grant allocation.

Perkins Basic - Budget Narrative

The Perkins IV 2008-2013 Local Plan reflects a 5-year strategic, coherent plan for the local or regional implementation of Perkins IV intent. The local plan indicates **what** annual activities will be implemented that leads toward meeting the 2012-2013 benchmarks.

The 2008-2009 Budget Narrative reflects the 1-year spending plan to support implementation of your Local Plan's activities for 2008-2009. The budget narrative describes in detail **how** the annual allocation will be invested in a way that supports the 5-year Local Plan.

There may be duplication in the text describing the plan's activities and the budget narrative. This is expected and acceptable. There is an expectation for direct alignment of the plan's activities with the budgeted expenditures. Approval of the 2008-2009 Perkins Budget Narrative and Spend Workbook [BNSW] will depend on how explicitly aligned the local budget is with the local plan.

Budget narrative detail will be analyzed to determine if local spending complies with the Perkins statute and EDGAR regulation. The spending workbook portion of the BNSW submission is the official, sub-grant accounting document.

Both the Budget Narrative and Spending Workbook will ask for local spending to be aligned with the 5 Perkins IV benchmarks of:

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

SPECIAL NOTE: Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Basic Grant allocation specifically for professional development. Professional development financial support does **not** require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the local Perkins Basic Grant allocation. The professional development investment can be a combination of Perkins **and** other local funds. Please **explicitly** indicate in your plan activities and budget narrative the source of professional development funds equal to 10% of the local Perkins Basic Grant allocation. **Perkins Reserve Funds can not supplant the Perkins Basic Grant professional development funding requirement.**

Function Codes:

Code	Description
Standards & Content	Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input.
Alignment & Articulation	A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
Accountability & Assessment	Each eligible recipient's CTE student and program performance will be measured against the set of Perkins-required performance measures.
Professional Development	Promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
Student Support Services	All CTE students have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicativemanner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

Program Activities

Budget Narrative	Budgeted Amount														
Describe explicitly the programs, activities, and staff being funded by this title.															
<p>Perkins funds will support ODE approved CTE programs as follows:</p> <p>*Fund district and building CTE Coordinators, the cornerstone of delivery of activities/services outlined in Student Support Services *Contribute to purchase of CIS and Autodesk software *Fund sub time and extended contracts as needed for Professional Development and Program of Study work *Support consortium activities</p> <p>Standards & Content</p> <p>a. In collaboration with ODE and PAVTEC, convert all CTE programs to Perkins eligible CTE Programs of Study. 75% of programs will be complete by June 30, 2009, with the remaining 25% substantially complete and in the process of fulfilling all Program of Study requirements by December 2009. Program of Study work will include challenging academic standards, alignment of curriculum with industry-based standards and preparation of students for post secondary studies for high wage, high demand occupations. Explore possibility of district wide marketing curriculum based on industry-based standards. Expand CTE options thru alternative high school programs including, but not limited to, Early College High School at PCC and Health & Science Academy.</p> <p>b. Inventory and identify relevant technology-based equipment, software and instructional materials that will enhance student attainment of technical skills and academic skills. Requests for technology enhancements in CTE programs will be prioritized in coordination with district IT.</p> <p>Alignment & Articulation</p> <p>a. Meet articulation/alignment requirements for approved Perkins eligible Programs of Study b. Continue to work with PCC Dual Credit Coordinator to: Streamline registration process. Provide CTE courses for dual credit wherever possible. Target courses/subject areas to expand dual credit. Participate in regional HS/PCC alignment activities sponsored by PAVTEC. Promote CTE career pathways in Early College High School. Through the work of the District Learning Options Strategic Planning Advisory team, explore opportunities to develop new CTE delivery models leveraging community and post secondary partners. c. Share current high wage, high demand occupations information with CTE teachers.</p> <p>Accountability & Evaluation</p> <p>a. Participate in regional and statewide work around identifying appropriate tools for valid, reliable, third party assessment of technical skills. Best practices will be closely monitored as they are developed. Options will continue to be discussed. b. Collaborate with PAVTEC member schools to identify an appropriate indicator to measure progress toward the Perkins goal that no more than 5% of secondary concentrators require remediation upon post secondary entry. Work with the district data staff to determine feasibility of tracking CTE concentrator Plan/Explore/ACT results to benchmark post secondary readiness. c. Analyze ODE provided Concentrator Performance Charts, as well as disaggregated data, in Enrollment by Subgroups and Enrollment by Program Area reports. Where performance levels are not being met, develop targeted strategies to remedy the situation.</p>	<table border="1"> <thead> <tr> <th>Function</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Standards & Content</td> <td>\$32,300.00</td> </tr> <tr> <td>Alignment & Articulation</td> <td>\$25,000.00</td> </tr> <tr> <td>Accountability & Evaluation</td> <td>\$25,000.00</td> </tr> <tr> <td>Professional Development</td> <td>\$23,692.00</td> </tr> <tr> <td>Student Support Services</td> <td>\$203,000.00</td> </tr> <tr> <td></td> <td>\$308,992.00</td> </tr> </tbody> </table>	Function	Amount	Standards & Content	\$32,300.00	Alignment & Articulation	\$25,000.00	Accountability & Evaluation	\$25,000.00	Professional Development	\$23,692.00	Student Support Services	\$203,000.00		\$308,992.00
Function	Amount														
Standards & Content	\$32,300.00														
Alignment & Articulation	\$25,000.00														
Accountability & Evaluation	\$25,000.00														
Professional Development	\$23,692.00														
Student Support Services	\$203,000.00														
	\$308,992.00														

Perkins Basic - Spending

Perkins Basic grant allocation for 2008-09 CIP Budget Narrative							308,992
Function	Standards & Content	Alignment & Articulation	Accountability & Evaluation	Professional Development	Student Support Services	Total by Object	
Object							
111	0	0	0	0	0	0	
112	14,000	14,000	14,000	4,000	117,000	163,000	
113	0	0	0	0	0	0	
12X	1,500	0	0	3,000	0	4,500	
130	500	0	0	1,000	0	1,500	
2XX	9,300	9,000	9,000	1,900	80,000	109,200	
3XX Local	0	0	0	0	0	0	
3XX Regional	2,000	2,000	2,000	1,405	1,000	8,405	
340	0	0	0	12,387	0	12,387	
4XX	0	0	0	0	0	0	
470	5,000	0	0	0	5,000	10,000	
480	0	0	0	0	0	0	
5XX	0	0	0	0	0	0	
690	0	0	0	0	0	0	
	690 Grant Indirect Charges @ 0.00 %						0
Total by Function	32,300	25,000	25,000	23,692	203,000	308,992	
Narrative Totals	32,300	25,000	25,000	23,692	203,000	0	
Difference	0	0	0	0	0	Dollars Remaining	

Hover your mouse pointer over a function or object code to see a long description for that item.

Perkins Basic grant allocation for 2008-09 CIP Budget Narrative	Your approved Indirect Rate for 2008-09 CIP Budget Narrative [0.00 %]	Budget Narrative Lines Total	Dollars Remaining
\$308,992.00	\$0.00	\$308,992.00	\$0.00

Code Definitions

Function Codes

Code	Description
Standards & Content	Academic and industry-based content & standards
Alignment & Articulation	Standards alignment and secondary-postsecondary articulation
Accountability & Evaluation	CTE Program Accountability & Evaluation including technical skill assessment
Professional Development	CTE Professional Development
Student Support Services	Services to Special Populations and Career Guidance & Academic Counseling