

Office of Learning
Oregon Department of Education

**Carl D. Perkins
Career & Technical Education Act of 2006**

**2017-2018 Update to the Perkins IV Local 5-Year Plan
Local Improvement Plan**

**Basic Annual Application
And
Annual Report**



It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.

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Introduction

This Introduction is a general overview of the Update to the Perkins IV Local 5-Year Plan, Local Improvement Plan, Basic Annual Application and Annual Report. For the purposes of this document, the Update to the Perkins IV Local 5-Year Plan, Local Improvement Plan, Basic Annual Application and Annual Report will be referred to by the short title of **the Local Plan Update**. For complete instructions on filling out this document, see [THE GUIDE](#) to the Perkins IV Basic Grant Application and Annual Report. For the purposes of this document, the Guide to the Perkins IV Basic Grant Application and Annual Report will be referred to by the short title of “**the Guide**.”

The focus of the Local Plan Update is on activities related to local secondary and postsecondary component designs for CTE Program of Study (POS) implementation. A minimum of 10% of the funds are required to be designated to professional development. (Reminder: This is 10% of the grant amount, but funding may be leveraged from other sources).

Each year of the Perkins IV authorization a detailed local plan updating the initial 5-year plan and previous updates has been submitted. The intent has been to reflect a single, 5-year plan that is updated annually, not a collection of five 1-year plans. Local Plan Updates will continue to update the 5-year plan annually, until the reauthorization of the Carl D. Perkins Act.

The Annual Report has been integrated into the Local Plan Update. The report sections may be completed throughout the program year as activities are completed. The **Annual Report is due Thursday, November 15, 2018**.. More information in completing the Annual Report is available in the Guide.

Program Design Performance: The Overview to the Local Plan Update is an opportunity to provide readers with the background and context to better understand the status of your plan. Each Core Element section must address at least one Indicator through at least one Planned Activity; well-designed SMART Goals will help you evaluate how successful your planning strategies were. (For more information about SMART Goals refer to the Guide.) If you are repeating an activity, please explain why you are repeating it. Include a discussion of the clearly measurable effectiveness that influenced your decision to repeat it, as well as an explanation of any enhancements to the activity. Planned Activities are required for Perkins Performance Measures that do not meet the 90% threshold rule. It is highly recommended that a detailed activity be included for any Perkins Performance Measure that has not been met by a comfortable margin.

Local Improvement Planning Process: This section will inform readers of the planning process used to create the plan and who was involved. Please note that Trend Data Worksheets are required for any Perkins Performance Measure that did not meet the 90% threshold.

Consortium Regional Investment Planning (Required for Consortium Basic Grant Plans ONLY): The Consortium Member Roster provides a quick look at who is involved in consortium planning and their role. When submitting the application, please attach a signed copy of the complete consortium operational agreement and copies of job descriptions of staff funded by the consortium (for more information refer to the Guide).

Annual Report: The Annual Report is integrated into the Local Plan Update; **do not delete these sections** when submitting your Local Plan Update. A section labeled “Summary Report” is provided for the Overview to the Local Plan Update; sections labeled “Report” are provided for each Smart Goal, Indicator, Performance Measure, and Planned Activity; the Perkins IV Basic Grant Budget Spending Report and the Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory are at the end of the document. These sections may be completed throughout the program year as activities are completed. The **Annual Report is due Thursday, November 15, 2018..**

Statement of Assurances: All eligible recipient fiscal agents must submit a Perkins Statement of Assurances signed by the eligible recipient’s highest level administrator. The Statement of Assurances submitted during the CIP Budget Narrative process will also apply to the Local Plan Update and Annual Report. Statement of Assurances can be found here: [2017-2018 Statement of Assurances](#).

Special Notes

Purchasing equipment is not an activity, but may support an activity. Please limit the Local Plan Update to activities; list all planned equipment purchases in the Budget Narrative and Spending Workbook. **Any budget changes of 10% or more must be approved in advance by ODE staff.**

Since the Local Plan Update is intended to be a planning document for all activities that will address CTE priorities, activities that will not use Perkins funding may be included. **Any changes to the Local Plan Update must be approved in advance by ODE staff.** (For more information, contact Donna Brant, 503-947-5622, donna.brant@state.or.us)

FAILURE TO RECEIVE ADVANCE APPROVAL FOR CHANGES MAY RESULT IN LOSS OF FUNDS

Publication Information

The Oregon Department of Education (ODE) may publish your Local Plan Update, in complete or in part, on ODE’s Web site or through other available means. We look forward to reviewing your local plan and initiatives to implement the Act in the coming years. ODE CTE Program Staff are available to answer questions that arise as you update and revise your plan.

SUBMISSION INSTRUCTIONS

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Completed Local Plan Updates shall be submitted no later than close of business (5:00 pm PST) on **Thursday, June 29, 2017**. The Local Plan Update, including cover page, is to be submitted electronically as an attachment to an e-mail. A hard copy original of the cover page and signed Statement of Assurances should be mailed to the submission address below.

Electronic Submission Address:

Perkins.Submit@state.or.us

Hard Copy Submission Address:

Lauren Dressen
Office of Teaching and Learning
Instruction, Standards, Assessment & Accountability Unit
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5636

Questions?

Local Plan Update:

Denise Brock , Education Specialist
denise.brock@state.or.us
503-947-5794

Budget Narrative & Spending Workbook:

Reynold Gardner, Education Specialist
reynold.gardner@state.or.us
503-947-5615

[State CTE Staff List](#)

Carl D. Perkins Career and Technical Education Act of 2006
**2017-2018 Update to Perkins IV Local 5-Year Plan,
Local Improvement Plan, Basic Annual Application, and Basic Annual Report**

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Agency Name, Address and Authorizing Signature of Eligible Recipient:

Portland Community College

Eligible Recipient Agency Name

P.O. Box 19000, Portland OR 97280

Mailing Address, City & ZIP

Authorizing Signature (Chief Administrator)

Date

Jim Langstraat, VP Finance

Fiscal Agent

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

AUTHORIZED REPRESENTATIVE

Name: **Beth Molenkamp**

Position: **Regional Coordinator**

Telephone: **(971) 722-7735**

Email: **Elizabeth.molenkamp@pcc.edu**

FISCAL AGENT

Name: **Jim Langstraat**

Position: **VP Finance**

Telephone: **(971) 722-4200**

Email: **Jim.langstraat@pcc.edu**

Type of Perkins IV Local Plan Update/Application:

☐ Direct Secondary School District Basic Plan

Complete the following:

- ☐ Local Plan Update
- ☐ Budget Narrative & Spending Workbook
(Submitted Online)

☒ Consortium Basic Plan

Complete the following:

- ☐ Local Plan Update
- ☐ Budget Narrative & Spending Workbook
(Submitted Online)
- ☐ Consortium Operations Agreement
- ☐ Job Description(s) for consortium funded staff

☐ Direct Community College Basic Plan

Complete the following:

- ☐ Local Plan Update
- ☐ Budget Narrative & Spending Workbook
(Submitted Online)

PROGRAM DESIGN PERFORMANCE

(For guidance in completing this section, refer to [the Guide](#).)

Overview to the Local Plan Update

Identify major opportunities and challenges that are addressed in this plan.

Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued:

- Our region is adding several new programs of study this year. We now have a total of 125 in the region with 38 coming directly from our consortium. Within those programs we also have several retirements which will result in new teachers being at the reins of successful programs. The increased number of programs creates an opportunity to provide more support for first-year teachers.
- Equipment that has been purchased through Perkins or the state funded Career Pathways grants have improved the overall classroom environment for many programs and the status of those programs in their schools.
- The change in attitude towards, and focus on, CTE and Career Pathways has definitely improved the overall status of programs in the schools, for students and administrators. Building on this changing attitude is an opportunity to create better understanding among parents and counselors as well.
- The opportunity to delve into issues surrounding non-trad participation and completion through the PIPE project is one that our region is looking forward to.

Challenges that will be addressed:

- The increased interest in and number of programs of study combined with a significant decrease in funding is extremely challenging. It was very difficult to figure out priorities for the budget.
- Providing support to the new teachers with such limited funds will be a challenge too.
- Balancing the work load to support all programs means there are significant issues to work to resolve.
- The need to reorganize our renewal schedule is essential to easing the workload for all involved and to prevent further challenges to managing the program.

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

- We have had SO much work to do in this area this year. We had 36 renewals this year. That is a significant amount of work that has to be done and our partnership funds have helped to support a staff member to assist teachers in the completion of that work.
- Many of our larger districts are working to assure that the same programs are available at each high school in their district, or that students have access to stand-alone programs. Supporting that work to create programs available to all has been a priority.

- Several of our smaller districts have successfully passed bond measures. For most of those schools CTE has played a significant role in designing buildings and creating programs of study. We have been engaged with our teachers and administrators during that process.

Summary Report of 2017-2018 CTE Strategies and Accomplishments – DUE THURSDAY, NOVEMBER 15, 2018

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(For guidance in completing this section refer to [the Guide](#).)

Exemplary activity/highlight of the year:

--

Opportunities leveraged/connections made/collaborations that were useful:

--

Major challenges, both met and unmet:

--

OTHER SUPPORTED ACTIVITIES

	Number
Joint high school and community college advisory committees established during the 2016-2017 program year. [HB 2912]	

Indicate how your school, ESD or consortia prioritized each of these activities during the 2016-2017 program year by ranking them 1-4 in the Priority column.

Activity	Priority
Efforts to improve the recruitment and retention of CTE teachers, faculty, administrators, and counselors, including individuals in groups underrepresented in the teaching profession. [Section 134(b)(12)]	
Efforts to improve the transition to teaching from business and industry. [Section 134(b)(12)(B)]	

Efforts to develop, improve, or expand the use of technology in CTE. [Section 135(b)(4)]	
Efforts to initiate, improve, expand, and modernize quality CTE programs (including relevant technology). [Section 135(b)(7)]	

1. Standards and Content (For guidance in completing this section refer to the **Guide**.)

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Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.

Indicator		Source
SC1	CTE Programs of Study align with Oregon Skill Sets or other industry-based standards.	Goal 1a
SC2	Coherent and rigorous content aligned with challenging academic standards is integrated with relevant CTE programs.	Sections 34(b)(3)(B), 135(b)(1)
SC3	CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all students.	Section 134(b)(3)(D)
SC4	CTE students are provided 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.	Section 135(b)(4)(B)
SC5	CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.	Goal 1b

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

Indicator:	SC5 CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.
Current Status of Indicator:	Our programs have a need for technology that keeps up with the changes in industry. These changes come quickly and the change is swift. This creates a need to continually improve the status of equipment in our programs and provide training for teachers so that they can teach students and help them develop the relevant technical skills essential for work in their respective industries.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	27 of 38 PACTEC area CTE programs will integrate new technology based on industry partner recommendations in order to teach industry standards and prepare students for related careers as demonstrated through increased Technical Skills Attainment Performance from 88.81 to 92% by June, 2018 as measured by state data reports.
Evidence That Will Show Achievement of Goal:	3% increase in Technical Skills Attainment as reported on state data reports.
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	

Description of Planned Activity to Achieve SMART Goal:	CTE teachers will meet with industry partners at least once by advisory committee areas to establish a plan for implementing new technology in the classroom. In addition, the plan will help determine future needs for additional technology needs.
Evidence That Will Show Success of Activity:	"Using new technology plan is followed."
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
SC5 CTE Programs of Study use relevant technology that	Teachers in the PACTEC region consistently evaluate the content of their programs based on input from the advisory committee, participation in professional development events, and sharing between teachers. The

directly supports increasing student academic knowledge and technical skill attainment.	result ins continuous improvement that requires ongoing funding to maintain alignment with industry standards. We will continue offering the opportunity for teachers to identify and purchase equipment that meets the goals of strengthening programs of study and maintaining alignment with industry. The increased contact with college faculty and industry members has been essential in this process.

2. Alignment and Articulation (For guidance in completing this section refer to the Guide.)

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Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.

Indicator	Source
AA1 CTE is linked at the secondary and postsecondary levels.	Section 135(b)(2)
AA2 CTE Programs of Study operate with signed alignment agreements.	Goal 2a
AA3 CTE Programs of Study operate with signed articulation agreements.	Goal 2b
AA4 CTE 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.	Goal 2c

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

Indicator:	AA4 CTE 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.
Current Status of Indicator:	Some of the programs in the PACTEC region are outstanding in this particular area. We have students at Tigard High School who graduate with 10+ Microsoft or CISCO certifications that are desired by employers. However, not all programs have such close alignment and we would like to strengthen the opportunities for students in this area.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	PACTEC will increase the number of POS that offer an industry recognized certificate by 10% by June of 2018 as measured by the reporting in each POS.
Evidence That Will Show Achievement of Goal:	Documentation for each POS demonstrating the certifications available for students to earn by June 2018.
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	The Regional Coordinator and Program Specialist will create a baseline report of certifications currently available to students, and then collect data at the end of the year. They will assist teachers in identifying what

	certifications are acceptable and how to gather the required documentation to establish the opportunity for students to earn certifications
Evidence That Will Show Success of Activity:	An increase in the number of certifications available will demonstrate success.
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
AA4 CTE Programs of Study lead to an industry-recognized, postsecondary certificate or	PACTEC will continue to have this be a yearly activity and outcome for reporting by POS and will add the data for students who earn certifications as we continue to focus on this outcome.

degree in a high wage, high demand occupation based on regional or state labor market information.	

3. Accountability and Evaluation (For guidance in completing this section refer to the Guide.)

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Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.

Indicator		Source
AE1	Evaluations of the CTE programs carried out with funds under Perkins IV are developed and implemented, including an assessment of how the needs of special populations are being met.	Section 135(b)(6)
AE2	Stakeholders are involved in the development, implementation, and evaluation of CTE programs.	Section 134(b)(5)
AE3	Stakeholders are informed about, and assisted in understanding, the Perkins law and CTE Programs of Study.	Section 134(b)(5)
AE4	CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards.	Goal 3a
AE5	Secondary CTE concentrators who complete the secondary component of their Program of Study do not require remediation at postsecondary entry.	Goal 3b

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

Indicator:	AE3 Stakeholders are informed about, and assisted in understanding, the Perkins law and CTE Programs of Study.
Current Status of Indicator:	With the continued dramatic increase in the interest in CTE we plan to have more interaction between our district and building leaders as well as teachers. They frequently ask for clarification about Perkins related issues and we plan to create a better understanding, documentation and more frequent communication.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	District Administrators, PACTEC staff, and CTE teachers within the PACTEC region will dedicate their fall meeting to reviewing Perkins Law and CTE Programs of Study and create a FAQ document for the region's programs to assure compliance and develop support models to assist programs and schools.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> Completed Program Assessments FAQ document creation
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to	<ul style="list-style-type: none"> PACTEC will facilitate meetings to complete the review of programs.

Achieve SMART Goal:	<ul style="list-style-type: none"> • Current legislation issues will be shared with stakeholders • FAQ for communicating pertinent topics will be developed and shared with POS teachers and administrators
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> • Meeting documents/agenda • FAQ documents
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
AE3 Stakeholders are informed about, and assisted in	PACTEC will continue to provide the information necessary to keep teachers, administrators and other people supporting Perkins programs informed by updating our FAQ and hosting annual meetings.

understanding, the Perkins law and CTE Programs of Study.	

Indicator	Source
AE6 CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance.	Goal 3c

Include at least one Planned Activity for each Performance Measure that did not meet the 90% threshold. (If you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report)

Performance Measure:	6S1 – Secondary Non-traditional Participation
Current Performance:	6 of 8 schools in the PACTEC Region do not meet 6S1 Nontraditional Participation. We have tried several strategies but have been challenged to see any change. It does appear that some of our challenges are related to data reporting, but there are additional issues that we need to identify. Our participation is currently at 30.44% and the 90% goal is 30.60% so we are close.
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	In partnership, Regions 2A, 2B, 2C, 1A and 15 will collaborate and participate in the PIPE project during the 2017-18 school year to analyze current data to identify practices and create a plan to improve non-traditional student participation by 2.5% in the 2018-19 school year, by June 30, 2018.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> Teams will be created Data will be analyzed Plans will be developed for implementation
Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	A team from PACTEC will take part in the PIPE project sponsored by ODE. We will analyze data to determine the POSs that are most in jeopardy of meeting our goal and include them in the project. Teachers, administrators, a STEM hub representative, and community college personnel will participate in the 3 meetings scheduled throughout the year to analyze and revitalize our approach to equity in our programs. The goal of this work will be to identify and remove the barriers to non-traditional student participation in specific programs of study.
Evidence That Will Show Success of Activity:	A 2.6% increase in the participation rate by non-trad students.

Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	Training for CTE data reporters will be provided to assure that data is correctly collected and reported.
Evidence That Will Show Success of Activity:	The meeting agenda and attendance will demonstrate who has attended. Better data will assure success. (No school will report 0% as happened this year.)
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Performance Measure:	6S2 – Secondary Non-traditional Completion
Current Performance:	This past year our data was pretty bad. We had only a 9.89% non-trad completion level. It is far below the 22.05% for statewide 90% performance. Again, it appears that there could be data entry problems, but there have to be more significant issues at stake as well.
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	In partnership, Regions 2A, 2B, 2C, 1A and 15 will collaborate and participate in the PIPE project during the 2017-18 school year to analyze current data to identify practices and create a plan to improve non-traditional student completion by 12.5% in the 2018-19 school year, by June 30, 2018..
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> Teams will be created Data will be analyzed

	<ul style="list-style-type: none"> Plans will be developed for implementation
Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	A team from PACTEC will take part in the PIPE project sponsored by ODE. We will analyze data to determine the POSs that are most in jeopardy of meeting our goal and include them in the project. Teachers, administrators, a STEM hub representative, and community college personnel will participate in the 3 meetings scheduled throughout the year to analyze and revitalize our approach to equity in our programs. The goal of this work will be to identify and remove the barriers to non-traditional student participation in specific programs of study.
Evidence That Will Show Success of Activity:	A plan developed to increase non-trad completion.
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	Counselors working with CTE in high schools will be included in a fall CTE meeting for teachers and issues related to scheduling students so that they are able to complete programs will be discussed. Employment trends and data related to CTE educational performance will also be provided.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> Attendance at the meeting by a counselor from each high school, and post-event surveys.
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	

Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Performance Measure:	
Current Performance:	
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	
Evidence That Will Show Achievement of Goal:	
Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018	
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Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
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What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Briefly describe how you will ensure maintenance or continuous improvement on each Performance Measure addressed above *(if you are a participant in Oregon PIPE, please refer to your PIPE implementation plan and report)*.

Performance Measure	Plan for Maintenance or Continuous Improvement in 2018-2019
6S1	<ul style="list-style-type: none"> We will implement the strategies identified in the work of the PIPE project and continue to expand that work on our own to assure high quality opportunities for all students. We will continue to support data reporters in getting the accurate
6S2	<ul style="list-style-type: none"> We will implement the strategies identified in the work of the PIPE project and continue to expand that work on our own to assure high quality opportunities for all students. We will share information and reminders for counselors so that they continue to encourage and guide students to complete programs of study.

4. Student Support Services (for designated CTE Programs of Study) (For guidance in completing this section refer to the Guide.)

Listed below are indicators for quality local plans and local use of Perkins funds. *It is a requirement to choose between SS1-SS7 in addition to another indicator of your choice.*

Indicator		Source
SS1	CTE programs are reviewed and strategies are identified and adopted to overcome barriers that result in lowering rates of access to, or lowering success in, the programs for special populations.	Section 134(b)(8)(A)
SS2	CTE 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.	Goal 4b
SS3	Individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations.	Section 134(b)(9)
SS4	Special populations, including single parents and displaced homemakers, are prepared for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	Sections 134(b)(8)(C), 135(b)(9)
SS5	Programs are designed to enable the special populations to meet the local adjusted levels of performance.	Section 134(b)(8)(B)
SS6	CTE Programs of Study provide students with access to educational opportunities for careers that are nontraditional for a student's gender.	Goal 4a
SS7	Preparation for non-traditional fields is promoted.	Section 134(b)(10)
SS8	Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.	Section 134(b)(11)
SS9	Secondary CTE students are encouraged to enroll in rigorous and challenging courses in core academic subjects.	Section 134(b)(3)(E)
SS10	CTE Programs of Study provide students with relevant career-related learning experiences.	Goal 4a
SS11	CTE Programs of Study provide postsecondary students with cooperative work experience.	Goal 4a
SS12	The use of technology in CTE – which may include 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 – is being developed, improved, or expanded.	Section 135(b)(4)(C)
SS13	Students are provided with strong experience in, and understanding of, all aspects of an industry.	Sections 134(b)(3)(C), 135(b)(3)
SS14	CTE Programs of Study provide secondary students with student leadership opportunities.	Goal 4a

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator. *(if you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report) Sub costs 3 x 8hr days, 5-6 technical assistance calls, materials*

Indicator:	SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.
Current Status of Indicator:	We see our counselors as an essential member of the team to help guide students into programs of study that will help students make wise education and career choices. With the workload that counselors have it is hard to stay on top of CTE trends. We want to provide tools to help them meet the needs of students and to make their job easier so that more students can be informed.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	PACTEC will host a meeting for CTE teachers and a counselor from each high school with a CTE program to inform them about educational and employment opportunities for students in CTE in the fall of 2017.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> • Attendance rosters kept at the meeting • Pre and post surveys • Informational packets created to share with counselors
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	A CTE meeting will be held on October 20, 2017 that will include teachers and counselors. A panel of industry experts, employment department personnel, and related college CTE program representatives will share information to help both teachers and counselors better serve students. Afternoon breakout sessions that provide more opportunities to learn about specific programs and educational support for students will be shared.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> • Survey results • Documentation provided to participants • Improved support in the schools as measured by surveys administered to teachers and counselors in the spring.
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Indicator:	
Current Status of Indicator:	
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	
Evidence That Will Show Achievement of Goal:	
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	

Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity:	
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	

Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus (if you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report).

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.	PACTEC will continue to review what impact the work with counselors has on the opportunities that are available to students and their overall performance. We plan to encourage counselors who have the most support of CTE and the best overall strategies to share with other regions and other counselors in our region. We hope to have someone from our region to present at the summer ACTE conference to be held in July 2018.

5. Professional Development (For guidance in completing this section refer to the Guide.)

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Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.

Indicator		Source
PD1	Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).	Section 134(b)(4); Goal 5a
PD2	Professional development programs that are consistent with section 122 are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable.	Section 135(b)(5)(A)(i)
PD3	In-service and pre-service training is provided on effective teaching skills, based on research that includes promising practices.	Section 135(b)(5)(A)(ii)
PD4	In-service and pre-service training is provided on effective practices to improve parental and community involvement.	Section 135(b)(5)(A)(iii)
PD5	In-service and pre-service training is provided on effective use of scientifically based research and data to improve instruction.	Section 135(b)(5)(A)(iv)
PD6	Education programs are supported for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry.	Section 135(b)(5)(B)
PD7	Professional development programs are provided, including internship programs that provide relevant business experience.	Section 135(b)(5)(C)
PD8	Programs are provided to train teachers specifically in the effective use and application of technology to improve instruction.	Section 135(b)(5)(D)
PD9	The use of technology in CTE – which may include training of CTE teachers, faculty, and administrators to use technology (which may include distance learning) – is being developed, improved, or expanded.	Section 135(b)(4)(A)
PD10	Secondary CTE teachers follow a formal, professional development plan focused on instruction.	Goal 5b.1
PD11	Postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.	Goal 5b.2

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

Indicator:	PD10 Secondary CTE teachers follow a formal, professional development plan focused on instruction.
Current Status of Indicator:	Teachers in the region have formal professional development plans. Many of the teachers attend all PACTEC professional development opportunities and help share information with other teachers. Some of the teachers actively search out every available opportunity. Others will be participating in ACTE sponsored events for the first time ever. All teachers participate in at least one PD but more are encouraged to attend national or regional training specific to their plans.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	95% of CTE teachers in Region 2A consortium will attend at least one professional development that focuses on CTE by June of 2018 as evidenced by attendance records and/or surveys at the events.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> • Attendance records • Surveys of PACTEC sponsored PD experiences • Sharing or resources or promising practices with other members of the region
Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	Teachers will attend a CTE meeting on October 20, 2017. Relevant data trends will be shared, updates to programs and alignment with college or industry programs will be provided.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> • Surveys of the event • Improvement in program alignment
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	Teachers will select professional development experiences that meet the goals of their personal plan that they will attend this year.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> • Confirmation of attendance at the PD events • Sharing promising practices or ideas that they gleaned from the events with other teachers in the region.
Report on Planned Activity – Due Thursday, November 15, 2018	

What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	
Evidence That Will Show Success of Activity	
Report on Planned Activity – Due Thursday, November 16, 2017	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
PD10 Secondary CTE teachers follow a formal, professional development plan focused on instruction.	PACTEC will continue to rely on their leadership team to identify future PD experiences for teachers or to improve future trainings. Identifying best practices in the region that can be shared with others will be done to improve the teaching of all in the region.

LOCAL IMPROVEMENT PLANNING PROCESS

(For guidance in completing this section refer to **the Guide**.)

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List the Improvement Planning Team members and their roles and responsibilities in the planning process.

Team Member	Role and Responsibility
BG Aguirre, St Helens Principal	Leadership team member, helped to plan goals for grant
Ron Alley, CTE , Scappoose	Leadership team member, helped to plan grant
Joe Mauck, CTE Teacher, St Helens	Planning
Teresa Swake, Sherwood	Grant Planning
Jan Wetzels-Volinski, PCC CTE	Program and Grant planning
Noelle Gorbett, CTE Coord. TTSD	Program and grant planning

Describe the different people/groups that you consulted for this Local Plan Update beyond Improvement Planning Team members, and what they contributed.

Name of Person or Group	Contribution(s)
Stephanie Hinkle, WSI	Regional initiatives
Lisa Klingsporn, Hillsboro Chamber	Regional initiatives and support
Myronda Schiding, NWRES	Regional initiatives and support

**Briefly describe the processes used for the following:
(If there was one process, describe it in the first cell; address all items.)**

Evaluating Indicator status	One process: The regional coordinator takes the lead and works with the teacher leader team to set the standard on the goals for the region. The consortium administrators are also conferred with on identifying areas of focus for goal setting. They work together, collaborate and attend PD together. Information is then shared with other members of the region. Requests for professional development and equipment are made in a formal process in a larger group setting. SMART goals are identified in the leadership team meetings and data is analyzed to determine the focus on those goals. Teachers help monitor and evaluate plans, but the bulk of the work is done by the consortium staff.
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Identifying priority Indicators	District administrators, CTE coordinators, and TOSAs help to review priority items. Industry partners are also consulted as are college partners.
Developing SMART Goals	Regional coordinator, CTE coordinators, administrators and teacher leaders are part of this process.
Identifying strategies and activities	Regional coordinator, industry partners, faculty and CTE coordinators help to develop strategies.
Developing Planned Activities	Regional coordinator, faculty, CTE coordinators, college faculty, administrators and program specialist develop planned activities.
Developing monitoring and evaluation plans	Regional coordinator, program specialist, CTE coordinators and administrators complete this task.

Data Analysis and Planning

Each grantee is responsible for generating their own data and reports concerning the goals used to manage the grant, determine student achievement, and evaluate improvement, including data for the Perkins Performance Measures. Trend Data Worksheets are required for any Performance Measure that did not meet the 90% threshold, and must be submitted with the Improvement Plan. Trend Data Worksheets are available on the ODE website [HERE](#) (under 2015-16) but recipients may use other tools.

Describe the data tools and processes used for analysis.

We relied on trend data sheets and also used the 90% reports to review our data. The state wide career pathways funding caused us to scrutinize data very closely this past two school years.

CONSORTIUM REGIONAL INVESTMENT PLANNING *(Required for Consortium Basic Grant Plans ONLY)*[Back to Introduction](#)(For guidance in completing this section refer to **the Guide**.)

Reminder: When submitting the application, please attach a signed copy of the complete consortium operational agreement and copies of job descriptions of staff funded by the consortium.

Consortium Member Roster**CONSORTIUM: Region 2A - PACTEC** _____

(Add lines to tables as needed)

Name	Organization & Position	Level of Participation [planning, implementing and/or evaluating]
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School Districts

Tim Eggleston, Banks	Ag teacher	Teacher leader, planning, implementing, evaluating
Wade Sims, Gaston	Building construction/Manufacturing Teacher	Teacher leader, planning, implementing, evaluating
Summer Catino, Gaston	Principal	Planning, Evaluating
Ron Alley, Scappoose	Asst. Supt	Planning Evaluating
Teresa Swake, Sherwood	CTE coordinator	Planning, Implementing, Evaluating
BG Aguirre, St Helens	Principal	Planning, Evaluating
Joe Mauck, St Helens	Building Construction Teacher	Teacher leader, planning, implementing, evaluating
Noelle Gorbett, TTSD	CTE/STEM TOSA	Planning, Implementing, Evaluating
Amber Fields, Tigard	Principal	Planning, Evaluating
Nate Underwood, Vernonia	Principal	Planning Evaluating

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

Jan Wetzel-Volinski, PCC	Perkins Coordinator	Planning, Implementing, Evaluating
Kendra Cawley, PCC	Dean of Academic Affairs	Planning, Implementing, Evaluating
Robin Foleen, PCC	Perkins Program Specialist	Planning, Implementing, Evaluating
Rebecca Hufford, PCC	Perkins Program Specialist	Planning, Implementing, Evaluating
Pat Kraft, PCC	Faculty	Planning, Implementing, Evaluating
Dieterich Steinmetz	Dean	Planning, Implementing, Evaluating

Business or Industry Partners

Lisa Klingsporn	Hillsboro Chamber of Commerce	Planning
Stephanie Hinkle,	Work Systems Inc	Planning, Implementing, Evaluating
Jajetta Dumdi	Pacific Foods	Planning, Implementing, Evaluating

FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. [PL 109-270, Sec. 131 (f)] No more than 5% of consortium funds may be used for Indirect Costs and Administration including salaries and benefits. [Section 135(d)]

2017-2018 Perkins IV Basic Grant Budget Spending Report

(For guidance in completing this section refer to **the Guide**.)

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Function Codes					
Function Code Totals	\$\$ Planned*	\$\$ Spent**	% Change	Approval date for Changes >10%	Justification for % change (What changed in your plan?)
Standards & Content 2210	88,909				
Alignment & Articulation 2210					
Accountability & Assessment 2230 <i>including Technical Skills Assessment</i>					
Student Support Services 2100					
Professional / Personnel Development 2240	77,511				
Support Services - Central Activities – 2600	8759				
Research "Scientifically Based Research" 262X					
Total	175,179				

*As approved in August/September 2016

**Ending (September 2017) online CIP Budget Narrative totals

Object Codes					
Object Code Totals	\$\$ Planned*	\$\$ Spent**	% Change	Approval date for Changes >10%	Justification for % change (What changed in your plan?)
111 Licensed Salaries					
112 Classified Salaries					
11X Support Staff Salaries					
11X Program Coordinator Salaries					
2XX Licensed Benefits					
2XXClassified/Support Staff Benefits					
2XX Program Coordinators Benefits					
12X Substitute Salaries	1,400				
31X Local Instructional Services	9,256				
31X Regional Instructional Services					
34X Travel	66,855				
410 Consumable Supplies and Materials.					
460 Non-consumable Equipment Items	47,821				
470 Computer Software	4,750				
480 Computer Hardware	23,796				
541 Initial /Additional Equipment - Depreciable	12,542				
690 Grant Indirect Charges (5% maximum)					
Total	175,179				
Comments:					

*As approved in August/September 2016

**Ending (September 2017) online CIP Budget Narrative totals

(For guidance in completing this section refer to **the Guide**.)

(Add lines/pages as needed)