

Office of Teaching, Learning and Assessment
Oregon Department of Education



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

**2019-2020 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.

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 November 15, 2019**. 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 November 15, 2019**.

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: [Perkins Annual 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 28, 2018**. The Local Plan Update, including cover page, is to be submitted electronically as an attachment to an e-mail. Hard copy of [signed assurance](#) should be mailed to the submission address below.

Electronic Submission Address:

Perkins.Submit@state.or.us

Hard Copy Submission Address:

**Barbara O'Neill
Office of Teaching, Learning and Assessment
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5787**

Questions?

Local Plan Update:

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[State CTE Staff List](#)

Cover Page



Carl D. Perkins Career and Technical Education Act of 2006

**2019-2020 Update to Perkins IV Local 5-Year Plan,
Local Improvement Plan, Basic Annual Application, and Basic Annual Report**

Agency Name, Address and Authorizing Signature of Eligible Recipient:

PACTEC/Portland Community College

Eligible Recipient Agency Name

P.O. Box 19000

Mailing Address, City & ZIP

Portland, OR 97280

6/26/2019

Authorizing Signature (Chief Administrator)

Date

Mark Mitsui, President

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: **Eric Blumenthal**

Position: **VP Finance**

Telephone: **(917) 722-2913**

Email: **Eric.blumenthal2@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)
- ☐ Job Description(s) for consortium funded staff

☒ Consortium Basic Plan

Complete the following:

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

☐ Direct Community College Basic Plan

Complete the following:

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

☐ Direct Secondary School District Basic Plan

☒ Consortium Basic Plan

☐ Direct Community College Basic Plan

☐ Job Description(s) for consortium funded staff

Identify major strategies/partnerships that are addressed in this plan.

Provide a brief overview of how your Basic Perkins Grant Plan will provide overall support for learning strategies and partnership building that will lead to improved student performance:

The PACTEC region has had CTE programs energized by statewide funding. Because of that we will be focusing on using our Perkins funds to address targeted goals. We are looking at:

- Math improvement.
- Closer alignment with industry.
- Clearer alignment with community college programs
- Work with our STEM Partners to leverage shared opportunities.
- Work with our neighbor regions to provide supported services to teachers.
- Develop resources to better and more clearly communicate with constituents including students, families, and school personnel.

How will opportunities be leveraged and challenges be addressed?

Our opportunities will be leveraged as outlined in our smart goals and activities. We have already begun working collaboratively with our STEM hub, neighboring regions, partner districts and the community college. We also have some great industry support that is being spearheaded by one of our best partners.

Challenges that still remain and will be addressed this year is the significant increase in administrative work that has developed in response to career pathways funding and Measure 98 funding. While districts have created plans to meet those goals, they have neglected to include us in the decision making or support which has then resulted in an exponential growth in the number of CTE teachers seeking licensure (~~70 to date, with 36 having completed the process~~ **43 new requests this year with abot half completed and 6 more who will be done before the fall**). The number of new programs has also increased with ~~around 20~~ **23** being submitted this year from our region or working with our BCT program. While these are all great achievements, they change the type of work required to get them completed. Additionally, the Perkins dollars must go that much further to support all of the additional programs.

Please complete the following table that shows the level of work your school, district, or consortium is providing for your CTE Programs of Study. (Add more rows, if needed)

Program of Study	School	Developing	Implementing	Continuous Improvement
<i>Example</i>				
Auto Collision Repair Technology	PCC CTEC - Salem	In process with support for CTEC in Salem.		
Alcohol and Drug Counselor	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Part of Global Health Sciences Programs with the High School.
Automotive Service Technology	PCC Aloha Benson Alliance at Meek St Helens Tigard Hillsboro			Strong partnerships with the high schools.
Aviation Maintenance Technology	PCC Aloha Benson Alliance at Meek St Helens Tigard Hillsboro			Part of the global transportation/automotive program
Aviation Science-Airplane - Aviation Science-Helicopter	PCC Aloha Benson Alliance at Meek			Part of global transportation/automotive program

	St Helens Tigard Hillsboro			
Accounting	PCC Glencoe Beaverton Tualatin Sunset			Strong alignment with business programs and articulation of courses in high schools.
Building Construction Technology -	PCC St Helens Forest Grove Gaston Sherwood Benson			Very strong alignment and support in both directions.
Bioscience Technology	PCC Hillsboro High School Madison High School		Began the first cohort of classes in HS program this year. Strong alignment and support between the schools.	
Computer Aided Design and Drafting	PCC Aloha Glencoe Benson			Working to keep up to date with changes in technology and alignment
Computer Applications and Office Systems	PCC Tigard Tualatin Wilson Century Southridge Mountainside Aloha			Very strong alignment and work with programs annually. The PCC Program is closing and in the midst of a teach-out
Computer Information Systems	PCC Tigard Tualatin Wilson Century Southridge Mountainside Aloha			Working closely together with HS and college programs. Participated in PIPE project together this year.

Criminal Justice	PCC Cascadia Tech			Working together with the HS program. Strong industry support and teachers with industry experience
Civil Engineering Technology	PCC Southridge Grant Tigard Tualatin St Helens Sunset Sherwood Mountainside Hillsboro HS Glencoe Forest Grove Benson Vernonia Century Aloha Beaverton Health Science			Part of the overall engineering cohort.
Mechanical Engineering	PCC Southridge Grant Tigard Tualatin St Helens Sunset Sherwood Mountainside Hillsboro HS Glencoe Forest Grove Benson Vernonia Century Aloha Beaverton Health Science			Part of the overall engineering cohort.

Dental Assisting Dental Hygiene Dental Laboratory Technology	PCC Benson			Cooperative alignment and work to support Dental Lab Technology in last year of a teach out.
Diesel Service Technology Dealer Service Technology	PCC Benson			Strong alignment. Annual high school visits to the college program.
Paraeducator	PCC Forest Grove Westview PPS Beaverton		Implementing new education programs of study to introduce students to the field of education	
Child and Family Studies	PCC Aloha Liberty Hillsboro Glencoe Century Westview Tigard Tualatin Scappoose St Helens Beaverton			Strong partnership and alignment of programs. Shared professional development. CDA program in HSD, becoming model for other districts. Annual trainings and alignment of programs.
Electronic Engineering Technology	PCC Southridge Grant Tigard Tualatin St Helens Sunset Sherwood Mountainside Hillsboro HS Glencoe Forest Grove Benson Vernonia Century Aloha		Strengthening new programs in high schools tied to currently existing engineering programs.	

	Beaverton Health Science			
Emergency Medical Services Technician	PCC Sabin Schellenberg			Annual meetings between the programs. Alignment and articulation to match requirements for the program.
Fire Protection Technology	PCC Sabin Schellenberg			Annual meetings between the programs. Alignment and articulation to match requirements for the program.
Graphic Design	PCC Beaverton High Tigard Tualatin Century Glencoe Vernonia Banks Scappoose Westview	Starting alignment and college visit work.		
Gerontology	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Part of the Health Sciences programs in HS.
Health Information Management	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Part of the Health Sciences program in HS

Interior Design	PCC Newberg Sherwood Forest Grove St Helens		This component is integrated to parts of the BCT programs in the high school	
Landscape Technology	PCC Banks Forest Grove Sherwood Hillsboro			Works with high school agriculture programs
Medical Assisting	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Part of the health science programs. Important component of most every HS health program
Machine Manufacturing Technology	PCC Scappoose St Helens Gaston Banks Glencoe Century Franklin Benson Forest Grove Beaverton Health Science Sherwood Sunset Tigard Tualatin Westview Alliance		Major review of the college program has created a stronger alignment with industry and will therefore strengthen the high school programs. More work required to share this information. Participation manufacturing day a plus.	
Medical Laboratory Technology	PCC Beaverton HS Benson Liberty			Aligns with Health Science program.

	Glencoe Century Forest Grove Tualatin Madison			
Multimedia	PCC Beaverton High Tigard Tualatin Century Glencoe Vernonia Banks Scappoose Westview			One of the strongest alignments. Great professional development, collaboration, meaningful professional relationships.
Microelectronics Technology	PCC Forest Grove		New program alignment with program at FGSD. Added courses in several CS programs to integrate more MMT curriculum.	
Music & Sonic Arts	PCC Grant		Began new program alignment the past two years. Supporting ongoing collaboration.	
Nursing	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Aligns with Health Science programs.
Ophthalmic Medical Tech	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove			Aligns with health science programs.

	Tualatin Madison			
Paralegal	PCC	Possible programs with HSD		
Radiography/ Medical Imaging	PCC Beaverton HS Benson Liberty Glencoe Century Forest Grove Tualatin Madison			Aligns with health science programs
Veterinary Technology	PCC Forest Grove Banks Hillsboro Sherwood		Alignment with Ag programs, working to provide more HS visits and outreach.	College students take and pass the national exam at rates above 90%
Welding Technology	PCC Scappoose St Helens Gaston Banks Glencoe Century Franklin Benson Forest Grove Beaverton Health Science Sherwood Sunset Tigard Tualatin Westview Alliance			Strong alignment with programs in agriculture, manufacturing and construction. Provide annual trainings for faculty and opportunities to earn certifications for teachers. Strong partnerships with industry and an apprenticeship model at the Swan Island center

Summary Report of 2019-2020 CTE Strategies and Accomplishments – For Annual Report DUE NOVEMBER 15, 2020 [Back to Introduction](#)

(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 2019-2020 program year. [HB 2912]	

Indicate how your school, ESD or consortia prioritized each of these activities during the 2019-2020 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)]	

Local Improvement Planning Process(For guidance in completing this section, refer to [the Guide](#).)**List the Improvement Planning Team members and their roles and responsibilities in the planning process.**

Team Member	Role and Responsibility
Amber Fields, TTSD	Decision making, advisory role
Lisa Dailey, Tualatin HS VP	Decision making, advisory role
Tyler Davila, Tigard HS VP	Decision making, advisory role
Brad McKedy, Scappoose	Decision making, advisory role
Adam Mitchell, Sherwood	Decision making, advisory role
Jeff Leo, Banks	Decision making, advisory role
Wade Sims, Gaston	Decision making, advisory role
Katy Wagner	Decision making, advisory role
Aaron Miller, Vernonia	Decision making, advisory role
Colene Lord, Forest Grove	Decision making, advisory role
Rebecca Hufford, PACTEC	Decision making, advisory role
Jill Africa, PACTEC	Decision making, advisory role

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)
Brandie Clark, Beaverton	Focused on Performance measures, collaboration between districts and region to achieve goals.
Jeanne Yerkovich, PPS	Focused on Performance measures, collaboration between districts and region to achieve goals.
Curtis Bullock, Clackamas	Focused on Performance measures, collaboration between districts and region to achieve goals.
Jan Volinksi, PPS	Alignment between secondary and post-secondary programs.

Jerian Abel, PMSP	Collaborating with the Portland Metro Stem Partnership in achieving shared goals.
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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	During our consortium meetings we reviewed and evaluated the CTE data from our region. From this we set goals that will help improve delivery of services and outcome for students. We also reviewed the goals that we were working on for last year and decided on what areas we needed to continue working on and which we could strive for improvement.
Identifying priority Indicators	
Developing SMART Goals	
Identifying strategies and activities	
Developing Planned Activities	
Developing monitoring and evaluation plans	

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](#)), but recipients may use other tools.

Describe the data tools and processes used for analysis.

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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 RosterConsortium: PACTEC

(Add lines to tables as needed)

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

Jeff Leo	Banks	Planning, and evaluating
Colene Lord, Karen O'Neill	Forest Grove	Planning, implementing, and evaluating
Wade Sims	Gaston	Planning, implementing and evaluating
Brad McKedy	Scappoose	Planning, and evaluating
Adam Mitchell	Sherwood	Planning, and evaluating
Katy Wagner	St Helens	Planning, implementing and evaluating
Lisa Dailey	TTSD	Planning, implementing and evaluating
Aaron Miller	Vernonia	Planning and evaluating

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

Jan Volinski	PCC	Planning, implementing and evaluating

Business or Industry Partners

Stephanie Hinkle	Worksystems	Planning, implementing and evaluating
Lisa Klingsporn	Hillsboro Chamber	Planning, implementing, and evaluating
Jerian Abel	PMSP	Planning, implementing and 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)]

PROGRAM DESIGN PERFORMANCE

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

1. Standards and Content

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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:	SC3 CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all students.
Current Status of Indicator:	Currently our math attainment is at 66.46%. That is 6.16% above the state 90% level, but not at a level that our region is proud of. We have not had specific Math in CTE training for a while so the PACTEC advisory group decided that we would focus on improving this outcome during the school year.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	PACTEC region will support 50% of our CTE teachers partnered with a math teacher in a collaborative Math in CTE training by spring of 2019 who will produce relevant math lessons to be used in the classroom as measured by the lessons created by each team.
• Evidence You Will Collect to Show Achievement of SMART Goal	The relevant math lessons that are produced, delivered and scored for each team and evaluated for effectiveness.
Report on SMART Goal and Status of Indicator – Due November 15, 2020	

<ul style="list-style-type: none"> • What Did the Evidence Show? • Did it Change the Status of this Indicator? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal	There will be at least two opportunities for CTE and math teacher teams to collaborate and produce relevant lessons for students to deepen math skills in both classes that help improve student outcomes. The lessons that are produced will then be delivered to students, scored and evaluated as to their effectiveness. As part of a growth mindset approach, the lessons will be refined to meet student needs and shared with the region as well.
<ul style="list-style-type: none"> • How does this activity support your SMART goal? 	It should directly impact improved student performance and allow for ongoing improvement of delivery.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> • Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal	
<ul style="list-style-type: none"> • How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> • Evidence that shows impact of activity: 	
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 2019-2020
SC3 CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all students.	This will be one of the ongoing opportunities for faculty to collaboratively develop lessons. They will be collected and available for sharing on our website (or on one more accessible and flexible than the college website).

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:	AA1 CTE is linked at the secondary and postsecondary levels.
Current Status of Indicator:	Many of our programs are well aligned, but with substantial changes in some departments as well as increased focus on “Credits with a Purpose” we want to improve the alignment between programs. Most materials that are currently created are disjointed and do not show the full continuum of the programs in the Perkins offerings. In the 2018-19 school year 32 high schools had 3,810 duplicated students take advantage of CTE Dual Credit opportunities.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	During the fall of 2019 the PACTEC region will create clearer messaging regarding the alignment of courses, outcomes, understanding of degrees and certificates offered as measured by the pathways materials and messaging that will be created to share with students and families from 9 th grade through college, the new CTE Specific Dual Credit Coordinator will spearhead these efforts.
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	<ul style="list-style-type: none"> Notes of the breakout sessions Pathways information that is created will be evidence of achievement of the smart goal. Long term, we would like to see an increase in the number of students attending PCC in the future, but that will not be easily reflected during this year.
Report on SMART Goal and Status of Indicator – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? 	

<ul style="list-style-type: none"> Did it Change the Status of this Indicator? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	<ul style="list-style-type: none"> A symposium will be held on September 28, 2018, with breakout identified by each POS. The HS faculty, college faculty, PCC Perkins advisor, and PACTEC staff will review our current materials. An analysis of the lapses in clear alignment messaging will be conducted. Focus groups comprised of recently graduated students, current students, industry members, teachers, administrators and counselors will develop and review the materials. Revision of materials available will be made and the improved messaging will be identified. A graphics design/marketing professional will create new documents to be shared with our region's students and families.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	During our PIPE work our focus groups helped to identify that we had little clear information to share with constituents to help in the decision making process for future careers. We are confident that improved informational materials will help better inform students, parents, counselors and administrators and support the work of our Perkins programs.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	The new CTE specific Dual Credit Coordinator will visit schools and programs to inform students of their opportunities, provide transitional advising support and assist in support of the admission and registration process.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	Students will receive better advice and support related to their CTE program Dual Credit opportunities and receive better advice on alignment of programs and post-secondary opportunities.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
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 2019-2020
AA1 CTE is linked at the secondary and postsecondary levels.	The college CTE coordinator and regional coordinator have planned to continue this collaboration and provide ongoing opportunity for faculty, advisors and interested parties to work together to provide better services to students. <i>The CTE Specific Dual Credit Coordinator will work to provide in-person advising and support to students to create smoother transitions to post-secondary programs.</i>

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:	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.
Current Status of Indicator:	While we have current TSAs that are on the approved state list, many people are still not completely confident that these are accurately assessing the information required in a way that is useful. We hope to improve this process by following PPS's lead for TSAs.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	PACTEC will improve student outcomes by piloting a different style TSA to improve outcome measurement at a general and specific levels by June of 2020 as measured by the overall test scores, information gathered, and reviewed by teachers and industry partners.
<ul style="list-style-type: none">Evidence You Will Collect to Show Achievement of SMART Goal	<ul style="list-style-type: none">General test scoresOutcome level data produced from the test scores
Report on SMART Goal and Status of Indicator – Due November 15, 2020	
<ul style="list-style-type: none">What Did the Evidence Show?	

<ul style="list-style-type: none"> Did it Change the Status of this Indicator? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	<ul style="list-style-type: none"> PACTEC run a pilot of 10 programs of study using the CTECS (Career & Technical Education Consortium of States) TSAs Participating teachers will: <ul style="list-style-type: none"> Select the questions that are relevant to their programs Advisory board members will review the tests developed Administer the TSA to the students who should be tested Review and evaluate overall test scores and outcome specific scores Evaluate how there are teaching concepts to better prepare students for success based on the test outcomes. Make recommendations to the consortium as a whole as to whether we will implement the CTECS tests en masse.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	Our hope is that this will improve the amount of information available to teachers as a way of strengthening programs and better measure student outcomes.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
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 2019-2020
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.	While this year is a pilot, we will reconvene and decide if we want to move forward with adopting these TSAs for all programs. We are hoping to see more valuable information become available and help lead to overall improvement of programs.

Indicator	Source
AE6 CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance. PACTEC is a secondary Consortium and does not have post-secondary members or post-secondary data.	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:	6S2 – Non_Trad Completion
Current Performance:	Currently PACTEC is at 42.5% 17.42% in Non-Trad Completion. Our data reveals that there is a broad disparity in the number of students from special populations participating in and completing our programs. We know that there is room for improvement, specifically in the areas to increase enrollment and completion by gender and other subpopulations. Part of our concern is that data is somehow not being reported accurately through the reporting system. We would like to double check that the data matches that which teachers are directly reporting.
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	PACTEC will increase the number of students completing CTE programs, entering the workforce or continuing their education from 42.5% 17.42% to 46% 20.92% by June of 2019, as measured by the statewide performance data.
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	<ul style="list-style-type: none"> Increase 6S2, Non-trad completion by 3.5%, which still does not meet the state target but is a realistic goal. Statewide Performance Data information, as well as direct teacher reports, will be analyzed to determine gaps. This information will be electronically house, monitored and reviewed on a continuous basis over the next three years to measure the progress that is being made.
Report on SMART Goal and Performance Measure – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? Did it Change the Status of this Measure? If so, How? 	
Person Responsible for Evidence:	

Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	Videos of students at work in their programs will be created to show what happens in a program and the skills that are developed. Peer to peer sharing via these videos will create an engaging way for students currently in the program to tell their story and share with others. These videos will be shared before forecasting, at curriculum nights, and other appropriate venues. These have been identified as an effective tool by the schools that have completed that work and more widespread use of them in our programs should help improve overall outcomes.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	The increased awareness and demonstration of links to future jobs, skills learned, and the ability of students to leave high school with concrete goals will help increase completion of programs.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	Teachers will maintain a spreadsheet to compare their records of non-trad completion to the data received in the state performance measure report to check for accuracy.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	Verification of whether data provided by the state is accurate with the data that classroom teachers see. All efforts to assure confidentiality and security of the information will be taken and individual identifying information will be destroyed. We consistently get reports from our teachers that the data reports do not match the students in the class and want to verify whether this is accurate or not.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal:	PACTEC will sponsor a workshop for Administrators and counselors in an effort to better inform them about Perkins related outcomes, expectations and law.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	Improved information and the importance of access to Perkins programs by all students among other issues will create a stronger understanding of legal requirements. We hope that a better focus on helping students access and complete programs will improve outcomes as well.

Planned Activity #1	
Report on Planned Activity – Due November 15, 2020	
• Evidence that shows impact of activity	
Person Responsible for Evidence:	

Performance Measure:	5S1 – Secondary Placement
Current Performance:	Currently the PACTEC region is at 47.47% in Secondary placement. The 90% level for the state is 49.05% We need an increase of 1.58% to meet the state 90% goal.
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	PACTEC will improve the Secondary Placement rate by 2% by October of 2019 as measured by the state CTE performance measures and through direct student reporting of post-secondary activities.
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	<ul style="list-style-type: none"> State CTE Performance Measure Reports PACTEC sponsored individual and personal data collection of graduating student activities
Report on SMART Goal and Performance Measure – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? Did it Change the Status of this Measure? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	<ul style="list-style-type: none"> PACTEC consortium members will develop a tool that can be provided to students to gather information regarding post-secondary activities that will be reported directly to the consortium leadership. The information will be summarized and compared to the state data to see if our reporting technique reveals more complete information that what is currently available, confidentiality will be maintained and no personally identifiable information will be shared.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	ODE and other entities have stated that this is an elusive data point to collect. Our current method does not seem to accurately capture what is happening as far as students and their activities after high school. We hope to have a second data set that will provide more reliable information than what is currently being used.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	

Performance Measure:	
Current Performance:	
Perkins IV Basic Grant Plan for Performance Measure	
SMART Goal for Performance Measure:	
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	
Report on SMART Goal and Performance Measure – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? Did it Change the Status of this Measure? If so, How? 	
Person Responsible for Evidence:	

Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
Person Responsible for Evidence:	
Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence that shows impact of activity 	
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 2019-2020
6S2 – Non_Trad Completion	We will reevaluate the effect of this change on completion. Depending on our results, we will either continue with this strategy or investigate new strategies to improve outcomes.
5S1 – Secondary Placement	Again, we will reevaluate the effect of this change on completion. Depending on our results, we will either continue with this strategy or investigate new strategies to improve outcomes.

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. *To ensure quality programs, it is a requirement to choose between SS1-SS7 in addition to another indicator of your choice. (If you are participating in any professional development for Perkins program improvement [i.e., PIPE, local racial equity lens development, STEM equity planning] please provide reference documents).*

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)

Indicator:	SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.
Current Status of Indicator:	Our work with the PIPE project last year revealed that there is a gap in the information provided to students regarding their CTE Programs and potential career opportunities. A large majority of students do not even consider their counselors as a resource when selecting education and career paths. We see this is a significant weakness in the services provided to students.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	PACTEC will improve relevant CTE program and career information provided by counselors and administrators to students by June of 2019, as measured by the self-reported change in the knowledge of programs by counselors and administrators through pre- and post-assessments before and after identified activities.
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	<ul style="list-style-type: none"> Pre and Post surveys of counselors and administrators CTE career information and planning materials provided by counselors to students
Report on SMART Goal and Status of Indicator – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? Did it Change the Status of this Indicator? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	<p>PACTEC will sponsor two Counselor and Administrator related events this year. One will be a consortium event; the other will be a building specific event. During these events counselors and administrators will:</p> <ul style="list-style-type: none"> Complete a pre- and post- event survey. Learn about the programs available in the region and their connection to community colleges, 4 year degrees and industry Visit programs of study in their own buildings and see the work students complete and learn about links to ongoing education. Understand the importance of students being able to complete programs of study during high school. Receive information related to employment prospects for each of the programs in their buildings. Receive informational materials to share with students, parents and interested parties.

<ul style="list-style-type: none"> How does this activity support your SMART goal? 	<p>This activity will:</p> <ul style="list-style-type: none"> Better inform and support counselors in the work they do to help students select high school courses, post-secondary education and employment pathways. They have a busy job to do and need more support. Administrators will have a better understanding of the importance of CTE programs in their schools, the need for scheduling that supports completion of programs and the career opportunities that await their students.
<p>Report on Planned Activity – Due November 15, 2020</p>	
<ul style="list-style-type: none"> Evidence That Shows Impact of Activity 	
<p>Person Responsible for Evidence:</p>	

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal?: 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence That Shows Impact of Activity 	
Person Responsible for Evidence:	

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 2019-2020
SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.	We are using this as the next step in our process to help improve delivery of services to students. The former method we had used produced less than desired results and we identified that there needs to be a better targeting of counselors to participate as well as bringing the experience home to the specific school. We will reevaluate the success of this program and either continue to build on it, or reexamine strategies that other regions have experienced success with their use.

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:	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.
Current Status of Indicator:	While we have supported a variety of PD for our teachers over the past 5 years, we are focusing on teachers having access to PD that provides current and relevant information related to their program of study so that they can accurately represent the industry for which they are preparing students to enter.
Perkins IV Basic Grant Plan for Indicator	
SMART Goal for Indicator:	90% of all CTE teachers in the PACTEC region will participate in professional development that directly relates to industry specific training or national CTE trends by June 30, 2019, as measured by attendance at those specific PD events.
<ul style="list-style-type: none"> Evidence You Will Collect to Show Achievement of SMART Goal 	<ul style="list-style-type: none"> Attendance records. Follow-up plans to enhance the respective programs.
Report on SMART Goal and Status of Indicator – Due November 15, 2020	
<ul style="list-style-type: none"> What Did the Evidence Show? Did it Change the Status of this Indicator? If so, How? 	
Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	Teachers will select and attend a PD experience related to their industry or attend a national/regional CTE professional development. They will create a lesson or interactive activity which they can implement into their teaching to enhance the educational experience of students.
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	It directly supports the activity of Professional Development and links it to their teaching and outcomes for students.
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence That Shows Impact of Activity 	
Person Responsible for Evidence:	

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal:	
<ul style="list-style-type: none"> How does this activity support your SMART goal? 	
Report on Planned Activity – Due November 15, 2020	
<ul style="list-style-type: none"> Evidence That Shows Impact of Activity 	
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 2019-2020
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.	The PACTEC region regularly supports teachers beyond the required 10% for professional development. This year we were more specific in the types of PD that teachers attend. The fact that we have a spring conference available after a few years of drought is a nice way to bring people around the state together and to share resources. We will continue to support PD for our teachers as identified by teachers, consortium leadership and industry partners.

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

Function Codes					
Function Code Totals	\$\$ Planned*	\$\$ Spent**	% Change	Approval date for Changes >10%	Justification for % change (What changed in your plan?)
Standards & Content 2210	107,674				
Alignment & Articulation 2210	22,950				
Accountability & Assessment 2230 <i>including Technical Skills Assessment</i>	2,225				
Student Support Services 2100	22,950				
Professional / Personnel Development 2240	79,701				
Support Services - Central Activities – 2600					
Research "Scientifically Based Research" 262X					
Indirect	12,394				
Total	247,894				

*As approved in August/September 2018

**Ending (September 30, 2019) online CIP Budget Narrative totals

2019-2020 Perkins IV Basic Grant Budget Spending Report **Due November 15, 2020**

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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	26,500				
11X Program Coordinator Salaries					
2XX Licensed Benefits					
2XXClassified/Support Staff Benefits	19,400				
2XX Program Coordinators Benefits					
12X Substitute Salaries	430				
31X Local Instructional Services	6,345				
31X Regional Instructional Services					
34X Travel	75,151				
410 Consumable Supplies and Materials.					
460 Non-consumable Equipment Items	79,496				
470 Computer Software	15,185				
480 Computer Hardware	12,993				
541 Initial /Additional Equipment - Depreciable					
690 Grant Indirect Charges (5% maximum)	12,394				
Total	247,894				
Comments:					

*As approved in August/September 2018

**Ending (September 30, 2019) online CIP Budget Narrative totals

2019-2020 Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory

Include all Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of \$200 or more

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

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(Add lines/pages as needed)