

Oregon Department of Education

Office of Teaching and Learning
Secondary-Postsecondary Transitions Team

Carl D. Perkins Career & Technical Education Act of 2006

2019-2020 Perkins Reserve Grant

Application & Annual Report



It is a policy of the State Board of Education and a priority of the Oregon Department of Education (ODE) 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 2018-2019 Perkins Reserve Grant Application. For the purposes of this document, the 2018-2019 Perkins Reserve Grant Application will be referred to by the short title of **Reserve Grant Application**. Please note that the 2018-2019 Perkins Reserve Grant Annual Report is included in this document. The Perkins Reserve Grant provides funds for targeted or specialized projects.

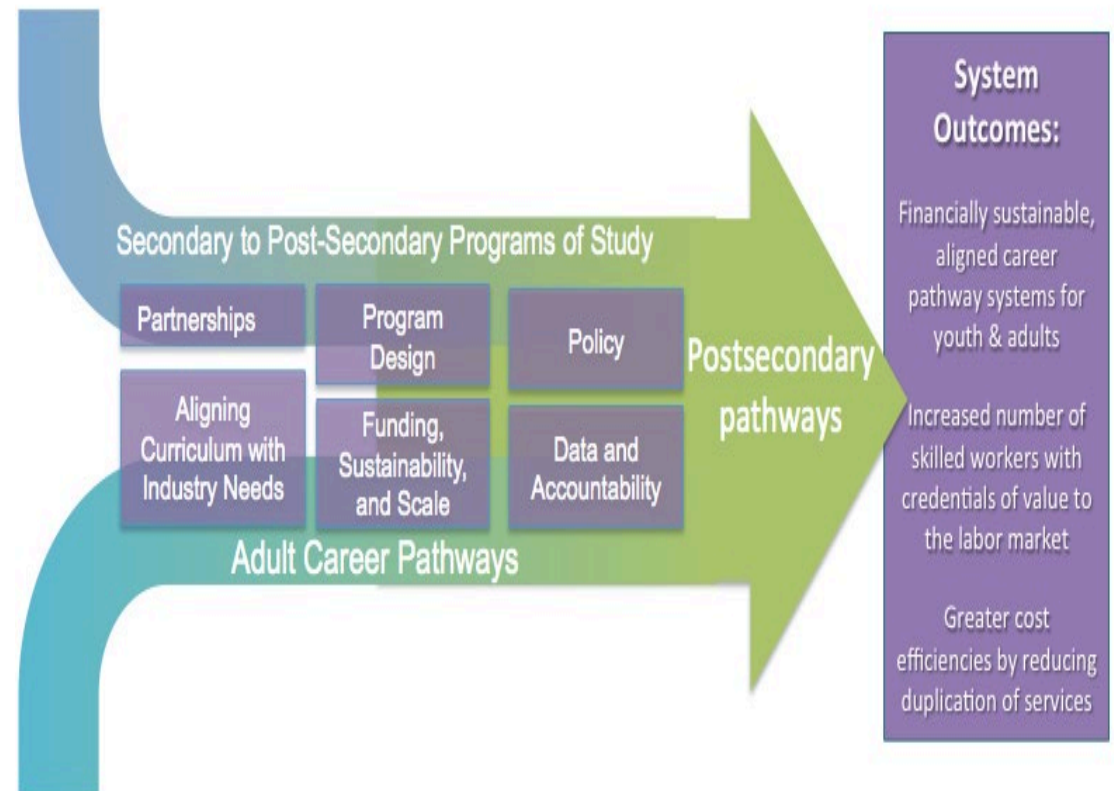
The focus for the 2018-2019 Perkins Reserve Grant is for secondary and postsecondary institutions to strengthen all aspects of CTE Program of Study pathways with special attention to advancing the overall 9-14 transition agenda.

Oregon continues to participate in the “Advancing Career and Technical Education in State and Local Career Pathways Systems” technical assistance project by the Office of Career Technical and Adult Education (OCTAE). This project is designed to bring together two career preparation initiatives that have been growing in tandem for the last several years.

Oregon is one of five founding partner states that have been working on the community college-focused Career Pathways Initiative for over a decade and has also been working on the Perkins IV-inspired secondary driven Programs of Study Initiative for the last 7 years. Though the two initiatives were meant to be inclusive of secondary and postsecondary institutions, the work has gone forth in a parallel fashion, rather than in a synchronized manner.

The framework for the Advancing CTE Pathways project was shared with the CTE Network in February 2013 and has been used to focus the Reserve Grant Application since. The Reserve grant projects this year will build on the good work done and take each region to the next level of an integrated Career Pathways System.

Information and guidance is provided in *Advancing Career and Technical Education in State and Local Career Pathways Systems Readiness Assessment Tool* (Jobs for the Future, March 2013). This self-assessment is not required but should be used at the local level not only to assess the progress toward developing a comprehensive Career Pathways System, but also to determine the priority of action. A copy of the self-assessment and guidance is located [here](#).



In March 2014, the leadership for the project met to further refine the focus of the statewide project. This information can also be used to inform local work.

Revised Project Elements:

1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment.
 - Expand options for individuals to earn dual credit or proficiency-based credit that may be applied toward a postsecondary certificate or degree.
 - Promote the development of stackable credentials that enable students to gain industry-recognized credentials, certificates, and degrees that will help them to move along a career pathway.
 - Inform development of Oregon Education Investment Board (OEIB) Achievement Compacts and 9-14 models.
 - Align state and local career pathways systems to the U.S. Department of Education's proposed Blueprint for the reauthorization of the *Carl D. Perkins Career and Technical Education Act of 2006* and the Alliance for Quality Career Pathways Framework criteria and indicators.
 - Contribute to the development of a comprehensive state longitudinal data system that can be used to evaluate the outcomes and improve the performance of state and local career pathways systems.
2. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals' academic knowledge and technical skills acquisition, and the attainment of employment.
 - Increase individuals' access to information on career pathways education and training options and benefits.
 - Expand professional development for educators, workforce trainers, and key partners.
 - Engage students, families, employers, schools, colleges and communities in culturally appropriate ways to ensure students have access to next steps information and attainment of career pathways.
 - Expand competency based and work based learning opportunities; coordinate with groups such as ASPIRE for mentorships and internships.

For your Perkins Reserve Grant project this year, please review your progress toward meeting the above elements. Use the self-assessment tool provided above or a local assessment to identify strengths and needs. Using input from your regional stakeholders, select one or both of these goals around which you will build your local plan goals, activities, measures of success and outcomes.

Program Leadership:

In addition to the identified focus area, grant recipients may *continue* to use Perkins Reserve Grant funds for the salary of a regional coordinator in order to provide CTE leadership.

Travel Differential:

Grant recipients over 70 miles from Salem have also received a supplement in their allocation to support travel to the CTE Network meetings for a secondary and a postsecondary representative from each grant region. Strategies to ensure these funds are used will be discussed in the overview section.

This is a one year grant. There is no guarantee for any future Perkins Reserve Grant funds.

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 Perkins Basic Grant and Annual Report.

Special Notes

Please list all planned expenditure of funds in the Budget Narrative and Spending Workbook. **Once approved, any changes of 10% or more (by function or by object) must be approved in advance by ODE staff. Any changes to the Reserve Grant application 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 OR REPAYMENT OF FUNDS

Publication Information:

The Oregon Department of Education (ODE) may publish your Reserve Grant Application, in complete or in part, on ODE's Web site or through other means available to us.

SUBMISSION INSTRUCTIONS

FINAL DUE DATE: June 15, 2019

Completed Reserve Grant Applications shall be submitted no later than close of business (5:00 pm PST) on **Friday, June 15, 2018**. The Reserve Grant Application, including cover page, is to be submitted electronically as an attachment to an e-mail. A hard copy original of Page 1 should be mailed to the submission address below.

Electronic Submission Address

Perkins.Submit@state.or.us

Hard Copy Submission Address

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

Completed CIP Budget Narrative Reserve Grant shall be submitted no later than close of business (5:00 pm PST) on **Thursday, June 15, 2018**.
<https://district.ode.state.or.us>

For Assistance:

Donna Brant
Donna.brant@state.or.us
503-947-5622

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

Carl D. Perkins Career and Technical Education Act of 2006
2018-2019 Perkins Reserve Grant Application and Annual Report

Agency Name, Address and Authorizing Signature of Eligible Recipient:

PACTEC/Portland Community College

Eligible Recipient Agency Name

P.O. Box 19000, Portland, OR 97204

Mailing Address, City & ZIP

Mark Mitsui, President

Date

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

AUTHORIZED REPRESENTATIVE		FISCAL AGENT	
Name:	Beth Molenkamp	Name:	Eric Blumenthal
Position:	Regional Coordinator	Position:	VP Finance
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Reserve Grant Plan

Overview to the Reserve Grant Application

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:

- CTE in the PACTEC region has continued to expand. Measure 98 funds have provided a funding base to encourage and support more and improved programs of study. We have 17 new programs that will be submitted for approval this year. We have also facilitated the process to allow 27 teachers to become licensed with a CTE endorsement. We still have about 7 whose application are still in the review process and should be complete by the new school year. We also receive requests nearly daily.
- 62 of the programs in the PACTEC region received Career Pathways funding which helped bring our programs closer to industry standards and provide more relevant and robust opportunities for students.
- Forest Grove School District has joined the consortium. They have also created more programs in their building and are the first in our region to create a Mechatronics program through support of a Revitalization Grant.
- We have worked collaboratively with our STEM hub partners and plan to continue working with them to create stronger alignments in our region as well as across lines of support through Math in Real Life/Math in CTE, and Career Connected Learning experiences for Teachers and students and continued equity work.
- The increase in new programs and new teachers has created a need to provide more support and orientation to Perkins in Oregon. An opportunity to provide training to the new teachers, in conjunction with other NW Region teachers, is planned for August.

Challenges that will be addressed:

- The most significant challenge we face is related to the dramatic increase in the number of programs. Just keeping up with the work to create new programs of study and facilitate licensure has caused the RC job to focus significantly more on administrative sorts of tasks. It's very difficult to be innovative when the requests for teacher licensure (currently up to 69 since last July), and the new POS work, and budget management are looming.
- It has been discouraging to attend STEM activities where there are several staff members with only one focus area able to plan engaging activities or events and see the innovative things they are able to accomplish, while CTE is stuck in the mire of paperwork.
- Districts were not required to include Regional Coordinators in their Measure 98 planning. It would have been helpful to maximize the use of funds by assuring that there was a dialogue with, and priorities set in conjunction with, Regional Coordinators. I attended the regional M98 presentation, but here was still no input of consequence from the RC's. While I could comment on their 15 minute presentation I still was not included in the budget or planning review. It basically was a waste of my day.

Describe the current status of your region's steps toward creating an innovative and flexible pathway for students in grades 9-14 through CTE programs and services.

Programs in the region, both new and established, have been aligned with solid programs at the college and industry. Some college programs have less of a strong link between them and the High schools. We are focusing on improving that during the 2018-19 school year. College Perkins advisors will be included in this year's symposium and provide open discussions regarding the programs available to students once they leave high school.

An audit of Dual Credit CTE classes is **complete** to make sure that any courses offered for credit are relevant, required for a degree and will not harm students in relation to their future financial aid eligibility. **Additionally we experienced changes at the college when the Machine Manufacturing program was realigned and redesigned and the Computer Applications Program was identified for closure. Also, the Hospitality program at MHCC is severely limited so we are realigning our Culinary/Hospitality programs with COCC.**

We also beginning a new position that will support alignment and articulations in our programs. The CCTE-only Dual Credit Coordinator will have specific duties to provide better support to programs and students so that we have better alignment with the college programs.

Describe the peer review process utilized prior to submission of the grant application. Be specific.

- PACTEC district leaders helped to plan and prioritize activities for the next year.
- PACTEC leaders reviewed the grant.
- NW RCs reviewed the grant as well.

For regions receiving a travel differential for one secondary and one postsecondary representative to attend CTE Network Meetings ONLY

Describe opportunities and challenges created by this travel differential.

n/a

Describe what strategies you will employ to ensure 100% of the funds allocated are used for this endeavor.

n/a

If you invest funds in the Regional Coordinator Salary, please indicate the percentage of FTE funded. 80% **65%**

Required - Choose at least one goal that you will address through the activities below. You may choose more than one indicator to address with Perkins funds but include a separate table for each indicator addressed.

Advancing CTE in Local Career Pathway Systems

1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment.
2. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals' academic knowledge and technical skills acquisition, and the attainment of employment.

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

Element	1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment.
Current Status of Element	We are constantly striving to support students through the process of education and gainful employment in a meaningful career. There is always room for more improvement. Keeping up with trends, technology, changes in the industry requires constant sustained support of teachers and students. Our grant is focused on providing the relevant and innovative opportunities for teachers to be able to gain those experiences.
Perkins Reserve Grant Plan for Element	
SMART Goal for Element	PACTEC will sponsor a minimum of 4 professional development opportunities by May 2019, for teachers in the region to participate in that provide opportunities to improve the alignment between secondary and post-secondary programs to assure that students can make seamless transitions to gainful employment as measured by plans developed by students.
Evidence That Will Show Achievement of Goal	<ul style="list-style-type: none"> Attendance will be taken to document who participates. Planning guides that teachers will utilized in class will be collected. Visits to high schools by college Perkins Advisors will be documented. Samples of student plans will be collected.
Due November 15, 2020 – Restate SMART Goal with Results	

Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal	CTE Dual Credit Symposium will be held September 28 for all CTE teachers who offer dual credit courses with PCC in order to create a stronger alignment between secondary and post-secondary programs. The Symposium will focus on content alignment, teaching strategies, expected outcomes from industry partners and bridging the systems to provide smooth transitions for students.
Evidence That Will Show Success of Activity	Each program will have a facilitated discussion of outcomes, updates and trends in that specific field. A summary document will be created that will be used to create informational materials for students and families specific to that program. The summary materials will lead to improved program alignment and communication that will result in a better understanding of potential career opportunities for students.
Person Responsible for Evidence	Regional Coordinator, Program Specialists, CTE-only Dual Credit Coordinator/Alignment Specialist

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal	Three program areas: ECE, Business Administration and Arts & Communication programs will participate in focused, in-depth training opportunities for teachers and students. The experiences will help clearly communicate education pathways through the BA level and provide an opportunity to create a clear and concise message for students.
Evidence That Will Show Success of Activity	Attendance will be one measure of success. Pre- and Post-surveys will demonstrate whether the goals of the activity have been met.
Person Responsible for Evidence	Regional Coordinator, CTE-only Dual Credit Coordinator/Alignment Specialist .

Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal	Industry externships for teachers will be supported through PACTEC in order to help teachers develop a better understanding of current trends in the particular program of study.
Evidence That Will Show Success of Activity	Completion of the externship will be one measure. A completed lesson plan that demonstrates what the teachers have learned about their industry of focus and how they will improve student outcomes will be a measure of success.
Person Responsible for Evidence	Regional Coordinator, CTE-only Dual Credit Coordinator/Alignment Specialist , teachers.
Due November 15, 2020 – Describe how activities above supported the SMART Goal results.	

Planned Activity #4	
Description of Planned Activity to Achieve SMART Goal	PACTEC will support teachers' attendance at State and National CTE meetings in order to develop a deeper understanding of the current trends, practices and work being done related to their program of study and industry.
Evidence That Will Show Success of Activity	Attendance at the meetings will be one measure. The shared google doc with summaries of pertinent information and how the information will be used in the classroom will be collected and shared with all members of the region.
Person Responsible for Evidence	Regional Coordinator, CTE-only Dual Credit Coordinator/Alignment Specialist
Due November 15, 2020 – Describe how activities above supported the SMART Goal results.	

Planned Activity #4

Copy and Paste as Many Action Plans As Necessary.

Advancing CTE in Local Career Pathway Systems

1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment.
2. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals' academic knowledge and technical skills acquisition, and the attainment of employment.

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

Element	3. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals' academic knowledge and technical skills acquisition, and the attainment of employment.
Current Status of Element	We constantly strive to improve services to students. This continues to challenge us as things are always changing. We want to develop more engaging materials to inform students and their families. During our NAPE work this year we found that students rely more on their families to guide them into future careers than anyone else. The need for materials to support students in the choices that they make is important.
Perkins Reserve Grant Plan for Element	
SMART Goal for Element	PACTEC will sponsor a minimum of four activities by June 2019 that will provide support for teachers, counselors, parents and administrators to support students in understanding and identifying their career goals related to CTE as measured by the responses and plans that students develop.
Evidence That Will Show Achievement of Goal	<ul style="list-style-type: none"> • Materials created to share the information with students and families will be one piece of evidence. • Career planning goals submitted by students will be another piece of evidence. • Increased enrollment/TSA data will serve as evidence of the increased support received by students.
Due November 15, 2020 – Restate SMART Goal with Results	

Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal	PACTEC, in conjunction with Clackamas, Mt Hood and Portland regions, will sponsor a New Teacher training next August. This training will cover the basics of Perkins Programs of Study as well as prepare teachers to effectively support students in all of the required areas related to Perkins grants.
Evidence That Will Show Success of Activity	Teachers will receive materials and a timeline for reporting as well as a check-in schedule for the year. The RC will follow up with them at intervals to assure support. Samples of lessons used by teachers, documentation of timelines and outcomes being met will be recorded to demonstrate success of the services provided to students.
Person Responsible for Evidence	Regional Coordinator, Program specialists, CTE-only Dual Credit Coordinator/Alignment Specialist.

Planned Activity #2	
Description of Planned Activity to Achieve SMART Goal	Teachers, counselors, and College Perkins advisors will participate in training to assure that programs are focused on equity and student outcomes related to future career goals and employment.
Evidence That Will Show Success of Activity	Advising and/or support plans to assist students in decision making will be an artifact that can be assessed. The actual success will be related to the post-secondary plans that students create in their classes before graduating from HS.
Person Responsible for Evidence	Regional Coordinator, Program Specialists, CTE-only Dual Credit Coordinator/Alignment Specialist.

Planned Activity #3	
Description of Planned Activity to Achieve SMART Goal	PACTEC will support student events such as Manufacturing day, or Diesel day. These events can be directly linked to the college or industry partners.
Evidence That Will Show Success of Activity	Pre- and Post- event surveys will be administered to determine the level of awareness of the specific program of study and potential careers. An increased awareness, expressed by students, will evidence of success.
Person Responsible for Evidence	Regional Coordinator, Program Specialists, CTE-only Dual Credit Coordinator/Alignment Specialist.
Due November 15, 2020 – Describe how activities above supported the SMART Goal results.	

Planned Activity #4	
Description of Planned Activity to Achieve SMART Goal	PACTEC will work with a marketing specialist to create more engaging and comprehensive materials to assist students, families, counselors, teachers, other interested parties, on the importance of and alignment of CTE Programs of study.

Planned Activity #4	
Evidence That Will Show Success of Activity	Marketing materials that are created for this outcome will serve as evidence of success. Distribution of the materials within our region is equally as important too.
Person Responsible for Evidence	Regional Coordinator, PPS and BSD CTE leaders, Program Specialist, CTE-only Dual Credit Coordinator/Alignment Specialist.
Due November 15, 2020– Describe how activities above supported the SMART Goal results.	

Summary Report of 2019-2020 CTE Strategies and Accomplishments

Overview of the Reserve Grant Annual Report

For regions receiving a travel differential for one secondary and one postsecondary representative to attend CTE Network Meetings ONLY

Describe opportunities and challenges created by this travel differential.

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Describe specifically how these funds were used and how it did or did not make a difference in achieving the overall focus of the Perkins Reserve Grant.

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2019-2020 Perkins Reserve Grant Budget Spending Report

By Function Codes

Perkins Fiscal Agent:					2019-2020 Perkins Reserve Grant Budget Spending Report
Function Code Totals	\$\$ Planned	\$\$ Spent	% Change	Changes >10% approved Yes - No	Justification for % change (<i>What changed in your plan?</i>)
Standards & Content 2210	7,500				
Alignment & Articulation 2210	32,000				
Accountability & Assessment 2230 including Technical Skills Assessment					
Student Support Services 2100	11,000				
Professional / Personnel Development 2240	82,917				
Support Services - Central Activities – 2600	139,900				
Research "Scientifically Based Research" 262X					
Indirect	14,385				
Total	287,702				

By Object Codes

Perkins Fiscal Agent:					2019-2020 Perkins Reserve Grant Budget Spending Report
Object Code Totals	\$\$ Planned	\$\$ Spent	% Change	Changes >10% approved Yes - No	Justification for % change (What in your plan changed; did you have authorization for those changes?)
111 Licensed Salaries					
112 Classified Salaries	27,000				
11X Support Staff Salaries					
11X Program Coordinator Salaries	59,000				
2XX Licensed Benefits					
2XX Classified/Support Staff Benefits	19,400				
2XX Program Coordinators Benefits	35,000				
12X Substitute Salaries	38,000				
31X Local Instructional Services					
31X Regional Instructional Services	33,500				
34X Travel	61,917				
410 Consumable Supplies and Materials.					
460 Non-consumable Equipment Items					
470 Computer Software					
480 Computer Hardware					
541 Initial /Additional Equipment - Depreciable					
690 Grant Indirect Charges (5% maximum)	14,385				
Total	287,702				

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

[Include all 2019-2020 Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of \$200 or more]

Perkins Fiscal Agent:

Item Purchased	ID or Serial #	Acquisition Date	Physical Location of Item	Unit Cost

(Add lines/pages as needed)