



## Region 2A Consortium Manual 2025-2026 Perkins V



## Table of Contents

PACTEC Programs of Study Chart	5
Important Dates	8
PCC Nondiscrimination Statement	9
Section I: Overview	10
Welcome	10
Section II: Consortium Information	11
Members	11
Purpose	11
Roles and Responsibilities	11
PACTEC Support Team	15
PACTEC Regional Coordinator Office Support Descriptions	16
Regional Calendar	19
Section III – Perkins V Guidelines	21
State Recognized Programs	21
Program Renewals	23
Statewide Program of Study Models	23
Perkins Grants	25
Overview	25
Perkins Basic Grant	25
Perkins Reserve Grant	26
Partnership Fund	26
Teacher Licensure	27
PACTEC Forms	29
Professional Development Request Form	29
Travel Reimbursement Request Form	29
Equipment Purchase Request Form	29
Non-Supplanting Form	29
Funding	30
Formula Calculations	30
Consortiums and Fiscal Agents	30
PACTEC Fiscal Planning Process	33
Monitoring Process	35
Purchasing Procedures	35
Inventory Requirements	35
Perkins V Spending Guidance	37
Oregon CTE, Perkins and Civil Rights	38

Oregon CTE State Plan	38
Oregon’s Vision for CTE	39
Required Reporting and Performance Measures	40
CTE Program of Study Updates - October	40
CTE Spring Data Collection - June	41
CTE Student Data	41
CTE Course Enrollment (Perkins)	41
Postsecondary Data	41
Perkins CTE Programs of Study – From Development to Closure	42
Oregon CTE Program of Study Quality Rubric	42
Perkins CTE Program of Study - In Development Forms and Information	43
Perkins CTE New Program of Study Forms & Information	45
Perkins CTE Renewal Process and Forms	46
Program Closure	48
Perkins Eligible Recipient	48
Perkins Eligible Investments	48
Notification	49
Notification of Partners	49
Notification of CTE Regional Coordinator	49
Notification of Oregon Department of Education (ODE)	49
Distribution of Assets	49
Definition of Asset	49
Fiscal Guide	51
Meeting Federal Spending Requirements	51
Overview	51
Improve and Enhance CTE	51
Determining Supplanting	52
Using Perkins Funds to Purchase	52
Step 1 - Planning and Thought: Identify the need	52
Step 2 - Purchasing Procedures: Identify the need	54
Purchasing Deadlines	54
Local Investment Planning Guidance	54
Budget Narrative Changes and Revisions	55
Portland Community College as Fiscal Agent	56
PCC Contracting/Purchasing Requirements	56
Teacher/Instructor Rate of Pay	56
Being Paid through Multiple PCC Sources	57
PACTEC/PCC Travel Policies and Procedures	57

PACTEC CTE Professional Development Guide	57
Quick Links	59
Glossary/Acronym Definitions	60
Appendix A: PACTEC Integrated Program Application 2025-27	62
Appendix B: PCC Fiscal Policies	77
Consortium Member Signatures	78

## Individual Programs of Study

School	ODE Focus Area	Teacher Contact(s)	College Program Alignment
Banks High School	Agriculture	Tim Eggleston & Ericka Lepschat	PCC and State
Banks High School	Multimedia	Kristina Passadore & Kathleen Chamberlain	PCC
Forest Grove High School	Agriculture	Jami Duyck, Kori Shackelford	PCC and State
Forest Grove High School	Business	Jillian Miller	PCC
Forest Grove High School	Construction	Chris Higginbotham, Arnulfo Martinez	PCC
Forest Grove High School	Culinary	Andrea Loeffler	COCC
Forest Grove High School	Education	Danielle Thompson	PCC
Forest Grove High School	Health Sciences	Adam Kriz, Monica Graves	PCC
<b>Forest Grove High School</b>	<b>Fire Science</b>	<b>Dormant 3rd Year 25-26</b>	<b>PCC</b>
Forest Grove High School	Metals Manufacturing	Jami Duyck	PCC
Forest Grove High School	Mechatronics	John Worst, Vanita Kurse, Jace McNeil	PCC
Forest Grove High School	Visual Communications	Shannon Kirkman, Gwen Hullinger	PCC
Gaston High School	Agriculture	Brittany Capell	PCC and State
Gaston High School	Construction	Wade Sims, Gary Hedin	PCC
Scappoose High School	Digital Arts	Corey Hedger	PCC
Scappoose High School	Fine Arts	Marc Barron	PCC
Scappoose High School	Manufacturing	Gregg Kilbourne, Tyler Lazz	PCC
Scappoose High School	Marketing	Ryan Poster	PCC
Scappoose High School	Natural Resources	Amanda Darlak	PCC
Sherwood High School	Agriculture	Allison Meadows, Cassie Moulaison, David Little	PCC and State

## Individual Programs of Study, continued

School	ODE Focus Area	Teacher Contact(s)	College Program Alignment
Sherwood High School	Computer Science	Tony Giles, Scott Farquhar	PCC
Sherwood High School	Construction	Jon Dickover, Clark Farrand, David Little	PCC
Sherwood High School	Culinary	Brianna Dannen, Jon Sigua	COCC
Sherwood High School	Engineering	Clark Farrand	PCC
Sherwood High School	Marketing	Leigh Johnson	PCC
St Helens High School	Automotive	Jay Groom, Tyler Ross	PCC
St Helens High School	Business	Dormant 1st Year 25-26	PCC
St. Helens High School	Computer Science	Dormant 2nd Year 25-26	PCC
St Helens High School	Construction	Joe Mauck	PCC
St Helens High School	Culinary	Amelia Rousseau	COCC
St Helens High School	Digital Arts	Devin Tamiazzo	PCC
St Helens High School	Education / ECE	Rachael Sara	PCC
St Helens High School	Health Sciences	Sydney Wilkendorf	PCC
St Helens High School	Manufacturing	Bonnie Adams	PCC
Creekside Comm. HS	Agriculture	Rebecca Rousculp	PCC and State
Creekside Comm. HS	Culinary	Radha Rogers	COCC
Creekside Comm. HS	Human Services	Anya Hershberger	PCC
Creekside Comm. HS	Manufacturing	Jason Angelo	PCC
Creekside Comm. HS	Natural Resources	Michelle Waldram	PCC
Tigard High School	Accounting & Finance	Christopher McIsaac, Michael King	PCC
Tigard High School	Automotive	James MacDonald	PCC
Tigard High School	Computer Science	Thor Kuhn	PCC
Tigard High School	Construction	Bob Pavlukovich, Jamie Swindle	PCC

## Individual Programs of Study, continued

School	ODE Focus Area	Teacher Contact(s)	College Program Alignment
Tigard High School	Digital Arts	Erin Harris, Kellie Lafferty	PCC
Tigard High School	Education / ECE	Shasta Privitera	PCC
Tigard High School	Manufacturing	Thomas Woodward	PCC
Tigard High School	Marketing	Samantha Caliva-Johnson, Joshua Parosa	PCC
Tigard High School	Theater Tech	Tori Scoles, Matt Steinmetz	PCC
Tualatin High School	Accounting & Finance	Erik Konrad	PCC
Tualatin High School	Computer Science	Alexa Duda	PCC
Tualatin High School	Construction	Justin Burch	PCC
Tualatin High School	Culinary	Heidi McManus	COCC
Tualatin High School	Digital Arts	Brenna White, Scott Hohman	PCC
Tualatin High School	Education / ECE	Mackenzie McGee	PCC
Tualatin High School	Engineering	Ryan Cook	PCC
Tualatin High School	Health Sciences	Axel Ellsworth	PCC
Tualatin High School	Marketing	Craig Evans	PCC
<b>Vernonia High School</b>	<b>Digital Arts</b>	<b>Dormant 2nd Year 25-26</b>	<b>PCC</b>
Vernonia High School	Engineering	Brett Costley	PCC
Vernonia High School	Natural Resource Management	Justin Benassi	PCC
Vernonia High School	Manufacturing	Lee Costanzo	PCC

## Important Dates

2025-26 Perkins Planning Calendar		
Due Date	Title/Task	Documents or Task
5/29/2025	<b>CTE Student Collection opens</b>	
7/1/2025	<b>CTE Student and Course Collection Closes</b>	
7/1/2025	Perkins Funds	20% of Perkins Funds Available for Approved Items
8/28/2025	CTE Program Yearly Update opens	
9/30/2025	Final report due for years 1 and 2 of the 2023 - 2025 Biennium for Secondary Career Pathways Grant	
10/1/2025	Perkins Funds	Remaining 80% of Perkins Funds Available for Approved Items
10/9/2025	Clackamas Technical Education Consortium Monthly Meeting In-Person	What's new for 2025-26
10/31/2025	CTE Yearly Update due for Schools	
10/31/2025	Submit Final 2024-25 Perkins Claim to Regional Coordinator	
11/30/2025	2024 - 2025 IG Quarterly Report--Quarter 4	Section 6: Meaningful Reporting, Monitoring, and Evaluation Processes
12/1/2025	Perkins Funds	All Perkins-funded equipment and software should be procured
12/5/2025	<b>CTE Program Yearly Update due for CTE Regional Coordinators</b>	
1/13/2026	Career Pathway Application	
1/15/2026	2025 – 2027 Career Pathway Funds Available in EGMS	
5/21/2026	<b>CTE Student /CTE Course Collections (25-26 SY)</b>	
6/30/2026	Deadline for Expense of Secondary Career Pathways fund award	
7/24/2025	<b>CTE Student /CTE Course Collections (25-26 SY)</b>	

## **Portland Community College Nondiscrimination Statement**

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under anti-discrimination laws.

In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act (“USERRA”), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College’s programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.

## Section I: Overview

### Welcome

We look forward to working together and supporting the academic and technical skill success of our Career and Technical Education Programs of Study as we move forward in the 2025-26 academic year. PACTEC is now composed of 64 approved Perkins Programs of Study in Washington and East Columbia County, along with 79 programs in our Beaverton and Hillsboro District Alliance Partners, as well as those represented by Portland Public Schools.

As we move through the latter part of Perkins V and the post-pandemic era, we will continue to enhance and enrich our Programs of Study, providing high quality support and training for our teachers and administrators, improving our graduation and competencies rates, and creating strong industry partnerships. We will continue supporting consortium programs through the staggered program renewal process (every four years) and in development of new programs in new areas.

Our modestly expanded CTE staff includes new emphasis on industry partnerships, advisory committees and supporting career connected learning in CTE and beyond. PACTEC's Work-Based Learning Coordinator, the PCC Career Connected Learning System Navigator (ODE-sponsored), and our Dean of Partnerships/Accelerated Credit Division at PCC provide a stronger base to continue to enrich all of our Programs of Study. Expanded outreach facilitates better communication and expands the opportunities given to industrial partners to share resources with teachers and school districts in order to provide quality career education and access to all students.

For the complete and comprehensive overview of ODE Career and Technical Education, please refer to the updated [25-26 Oregon CTE Policy Guidebook](#).

[Oregon Department of Education : Career and Technical Education \(CTE\) - Educator Resources](#)

## Section II: Consortium Information Members

The district members of the Region 2A Consortium are:

Banks School District	Gaston School District
Forest Grove School District	Scappoose School District
Sherwood School District	St. Helens School District
Tigard-Tualatin School District	Vernonia School District

The PACTEC staff also serve Region 2A Alliance partners: Beaverton School District and Hillsboro School District, as well as Portland Public School District on region-wide efforts.

### Purpose

The Region 2A Consortium works together to provide support for high schools in the implementation and improvement of quality Career and Technical Education programs that provide training and education for high-skill, high-demand, high-wage careers. The Consortium applies for Carl Perkins funding under “The Carl D. Perkins Career and Technical Education Act of 2018”. This agreement is a confirmation of the Members’ willingness to continue the Carl D. Perkins funding using the Consortium Agreement.

### Roles and Responsibilities

***Consortium Manager/Region 2A Regional Coordinator:***

- Hold a minimum of three (3) Consortium meetings annually, ideally quarterly, including leading meetings, creating agendas based on member needs and Perkins requirements, and notifying Members of meeting times and locations.
- Develop and implement a consortium plan addressing regional needs of members with appropriate budget.
- Ensure timely and accurate reporting for the Consortium.
- Maintain a signed copy of the annually updated Consortium Agreement with copies to each Member.

***Fiscal Agent:***

- Provide financial oversight and maintain accounting and billing records related to grant

funded programs.

- Disburse grant funds in compliance with state, federal, and institutional requirements.
- Ensure that appropriate accounting practices and fiscal controls are used, and that expenses are allocated in accordance with grant requirements.
- Conduct internal reviews of grant-funded programs to ensure appropriate administration and fiscal management.

**Administrators:**

- Serve as the CTE Representative or appoint somebody else in your building to perform that function.
- Oversee the professional development of the CTE instructors in your building and ensure that they are meeting requirements of their CTE License Professional Development Plan before expending funds on the approved Programs of Study.
- Work with your appointed CTE Representative (if you have designated this duty) to approve Perkins Requests for Submission to the fiscal agent. Ensure that funds are being allocated based on Perkins Approved Programs of Study plans.
- Comply with the Federal, state and local assurances described in this Agreement. Certificate of Assurances must be signed before 2025-2026 Perkins funds can be spent.

*Note: Building Administrators will also receive meeting notices and are invited, but not expected to attend if they have appointed a CTE Representative in their place.*

**CTE Representatives:**

- Serve as the primary point of contact for your school/district for the Region 2A Consortium.
- Attend all Consortium Meetings. Communicate information received to administrative and CTE staff in a timely manner.
- Provide guidance to CTE teachers in your schools that will help them understand what is developing within our region and around the state in newest technology, professional development programs, integration of academic and other innovations.
- Work with teachers and administrators to ensure that CTE teachers and programs are focused on High Quality CTE program standards.
- Ensure that Work-based Learning (WBL) is happening in all CTE programs.
- Coordinate and administer the appropriate expenditure of Carl Perkins funds and the tracking of equipment purchased with such funds, including:

- Maintain equipment inventory for Perkins, Secondary Pathways, High School Success and other local dollars.
- Review Requests for Purchase Orders and Professional Development to ensure they comply with Perkins 135 and obtain Administration signature.
- Maintain Perkins budget.
- Coordinate and administer the expenditure of the Secondary Career Pathway (SCP) grants to awarded CTE programs of study
- Ensure that all funds granted to programs are spent out in the allocated timeframe.
- Work with the PACTEC Regional Coordinator to provide opportunities for braiding of SCP grants with Perkins purchases for maximum impact on programs of study.
- Review SCP budget requests and submit to PACTEC Regional Coordinator for final approval.
- Review Fall SCP data counts prior to grant awards to ensure data is accurate and all CTE Programs who have met SCP criteria are counted.
- Work with PACTEC Regional Coordinator if data validation windows need to be open for your school(s) in order to correct data collections from the spring.

2025-2027 Secondary Pathway Grants Data Validation Windows	
WINDOW 1	WINDOW 2
OPEN: Thursday, September 4, 2025	OPEN: Thursday, September 18, 2025
CLOSE: Monday, September 15, 2025	CLOSE: Monday, September 29, 2025

[\\*ODE Presentation on the 25-27 Secondary Career Pathways](#)

- Complete and submit required reports in a timely and accurate manner, including:
  - Complete CTE Program Update.
  - Collect and submit year-end CTE data or assist designated staff personnel at your school.
  - Submit final report materials such as activity and improvement plan outcomes.
- Promote CTE regional activities to students and teachers in your schools, including professional development opportunities, student events, and dual credit.
- Participate in evaluation and continuous improvement activities to improve Perkins approved Programs of Study.

**CTE Instructors:**

- Attend all required PACTEC consortia meetings that include:
  - 2 per year based on alignment/advisory and CTE classroom practices
  - 2-3 based on the program of study renewal year, which rotates in a four-year cycle

- Familiarize yourself with this consortium agreement and any changes in Perkins V. Refer to the appropriate uses of Perkins funds in this handbook when requesting purchases or professional development funding.
- Participate in the professional development offered by PACTEC or by industry, according to your professional development plan and your Perkins approved Program of Study. Adhere to all of your district's travel policies when pursuing professional development that will take you away from your classroom.
- Work with your CTE colleagues to continuously improve your existing approved program into an ODE defined [High Quality Programs of Study](#) that focuses on:

(1) Standards and Content

- Rigorous Integrated Curriculum
- Engaged Learning
- Coherent Curriculum

(2) Alignment and Articulation

- Partnerships
- Industry Recognized Credentials
- Facilities and Equipment

(3) Accountability and Evaluation

- Continuous Improvement

(4) Student Support Services

- Career Development
- Education for Employment
- Access & Equity

(5) Professional Development

(6) Access and Equity

- Self-evaluate your program for the purpose of continuous improvement, which you will be responsible for completing as part of an on-going renewal cycle. Pay attention to new licensure requirements and renew in a timely manner.
- Develop [work-based learning](#) opportunities for students within your CTE programs of study that provide robust opportunities for sustained interaction with industry professionals and is happening in the workplace or simulated work environment. This is a requirement of all state-approved CTE programs of study.

- Seek guidance when interpreting Perkins requirements, as certain policies can be confusing. Your CTE Representative, the PACTEC Regional Coordinator and PACTEC staff are available to assist.
- Pursue opportunities for your students that will help them achieve their next steps: Student Leadership Organizations, Work-based learning, and the offering of Dual Credit, Credit for Proficiency or Applied Academics in your program's coursework.

*"All partners in a Program of Study (POS) are equally responsible for the design and on-going maintenance of the POS. It is suggested that partners in a region form an alliance with rules of operation (i.e., By-laws) that identify member responsibilities, rules for membership and procedures and protocols for decision-making and effecting changes." (ODE)*

A copy of the Consortium Agreement is located at the end of this section.

## PACTEC Team

The Region 2A Consortium provides 4 staff personnel to support the regional secondary schools with Perkins CTE Programs of Study.

### PACTEC Team:

Jan Osborn	Regional CTE Coordinator/Program Manager	<a href="mailto:jan.osborn@pcc.edu">jan.osborn@pcc.edu</a>	971-722-7774
Katrina Stein	PACTEC Industry Liaison Coordinator	<a href="mailto:katrina.stein@pcc.edu">katrina.stein@pcc.edu</a>	971-722-7738
Karin Wriggle	PACTEC Budget Program Specialist	<a href="mailto:karin.wriggle1@pcc.edu">karin.wriggle1@pcc.edu</a>	971-722-7773
Rebecca Hufford	PACTEC Program of Study Specialist	<a href="mailto:rebecca.hufford@pcc.edu">rebecca.hufford@pcc.edu</a>	971-722-7734

**Our Mission – “Promote high quality Career & Technical Education programs with career related learning for all students through a coordinated delivery of services in Secondary and Post-Secondary education.”**

### PACTEC Team serves the Consortium by:

- Collaborating with district representatives who make up the Consortium to support the regional CTE instructors and develop the annual plans for investing the Perkins funds;

- Guiding Programs of Study development and implementation by content area and supporting grades 9 to 14 transitioning to careers;
- Recommending eligible programs of study applications to ODE for approval;
- Providing regional professional development and implementing the annual plan of work;
- Assisting schools and programs with quality career connected learning opportunities for students
- Assisting schools with program updates and data collection;
- Representing the region at state meetings;
- Facilitating CTE licensure and renewal;
- Applying and reporting annually for the Perkins Grants;
- Managing funds, purchasing equipment and maintaining inventories for the regional high schools.
- Supporting the expenditure of the Secondary Career Pathway (SCP) grants by:
  - Support districts in validation of data for grant awards
  - Ensuring the application process is started.
  - Collaborating with Teachers and Administrators.
  - Agreement on use of funds by program of study.
  - Sign off on the final application worksheet.
  - Submit the final application to ODE for approval.

## **PACTEC Regional Coordinator Office Support**

### **Perkins Reserve Grant**

#### **All Schools in Region (PACTEC, which includes HSD, BSD, PPS and smaller consortia schools)**

- Provide and coordinate professional development opportunities and activities for the region's secondary schools.
- Activities for 2025-26 include:
  - Secondary/Post-Secondary/Dual Credit articulation meetings and support (Fall)
  - Secondary Counselors/Advisors/Administrators PCC stackable credential credentials/Guided Pathways and Perkins CTE Programs Overview
  - Program of Study renewal work sessions

- Focal Student Group - Students with disabilities in CTE workshop
- Professional Learning Communities for A-Like CTE program areas
- Spring Consortium Meeting focused on Work-based Learning & Leadership in programs
- NEW CTE Teachers (0-6 years) Mentor Program in partnership with NWRESA (for Washington & Columbia County)
- Summer externship workshops
- Summer skills workshops
- Prepares Reserve grant application, annual report and provides fiscal management of Regional Reserve Fund.
  - Annual grant application
  - Monitoring progress and outcomes of grant activities
  - Annual grant report
  - Fiscal management and reporting
- Coordination and Resource Support for the Secondary Career Pathway Grant
- Coordination and Resource Support for the State's Integrated Guidance/Needs Assessment process state
  - Regional Labor Market Information report for program planning
  - Regional program of study information
- Represents secondary interests at internal PCC meetings and committees.
  - Meetings include
    - PCC Enrollment Management & Student Success Division, Student Affairs Leadership Team, and All Manager meetings
- Coordinates communication between district programs and with PCC with the intent to share best practices and resources.
  - Activities for 2025-26 include:
    - Program specific communication and announcements about local and regional training opportunities from external entities through newsletter
    - Updates from events and meetings held
    - Information that is key to successfully implementing ODE requirements for programs of study throughout the year

## Alliance Partners

### PACTEC and Alliance members (BSD, HSD)

#### All of the above plus:

- Consultation and technical support to CTE programs re: Perkins Law and ODE requirements including TSPC licensure.
  - Direct technical assistance to schools, teachers and Perkins point person on:
    - Program review and updates
    - Data collection
    - Teacher licensure support (see below)
    - Updates and training on new policies on program of study, Industry Recognized Credentials, and other state and national initiatives
- Liaison between local school districts, ESDs, CCs, ODE and CCWD regarding all aspects of CTE in the state.
  - Serve on statewide committees ex: Teacher Recruiting and Retention Committee
  - Regular check ins with Perkins point person and participate in building CTE activities
  - Apply for grants and other funding sources
- Reviews and consults in local grant updates, program updates, data collection, Industry Recognized Credentials and **Programs of Study** applications
  - Technical assistance on Perkins grant application and annual report
  - Support planning, application and approval process for Program of Study applications for each individual school programs
  - Review and input annual Program of Study updates for all programs
  - Support application, approval and allocation of annual Secondary Career Pathways Grants to individual school programs
  - Lead POS planning work sessions; coordinate HS-CC meetings
  - Review, edit and submit new POS.
- CTE Licensure Administration
  - Support restricted licenses for teachers coming from industry, and endorsements for licensed teachers seeking CTE endorsement for POS

- Convene and chair Instructor Appraisal Committees for the licensure process
- Suggest best approaches and staying current with TSPC OARs for licensure
- Liaison with ODE on new teachers and new POS for teacher licensure

### **PACTEC Consortium Districts**

#### **All of the above plus:**

- Prepares application, annual report and serves as fiscal agent for the PACTEC Basic Grant
  - Writes PACTEC Perkins Basic grant application
  - Delivers comprehensive professional development and technical assistance activities to PACTEC schools
  - Monitors progress on grant activities and prepares reports for annual year end report to the state
  - Processes all purchases and maintains budget for PACTEC Perkins Basic grant
  - Monthly planning and informational meetings with PACTEC district and school leaders
  - Staff support (1 FTE) for Work Based Learning and Regional Advisory Groups for program of study areas toward POS requirements

## **ODE and Regional Calendars**

### **ODE Calendar**

#### **Included in this calendar:**

- Data collections;
- Data validations;
- Data reviews;
- Grant reporting and
- Other required submissions.

#### **Not included in this calendar:**

- Optional surveys or other optional submissions;
- District requirements that do not require a submission to ODE;
- Competitive grants;

- ESD and Charter School-specific submissions;
- Educator Advancement Council (EAC);
- Youth Development Division (YDD);
- Juvenile Detention Education Program (JDEP); and Youth Corrections Education Program (YCEP) grants.

### **PACTEC Regional Calendar**

#### **Included in this calendar:**

- PACTEC provided professional development
- Known Industry-related professional development opportunities
- Key ordering requests deadlines
- Deadlines related to Perkins or Secondary Career Pathways grant requirements.

## Section III – Perkins V Guidelines

### State Recognized Programs

In Oregon, the CTE Program of Study is the cornerstone of Career and Technical Education programming. In the Perkins V Act, the term "program of study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary **and** postsecondary level that

- incorporates challenging state academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, or local area;
- progresses in specificity from a broad overview at the Career Cluster level, to occupation-specific instruction at the Focus Area level;
- has multiple entry and exit points; and
- culminates in the attainment of a recognized postsecondary credential and/or degree.

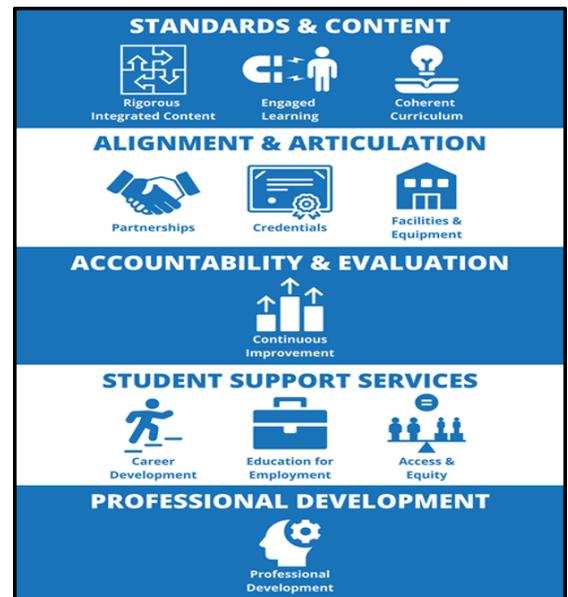
State approved Programs of Study are eligible to use federal Carl D. Perkins and state funds to help improve student performance.

The CTE program application described in this guidance is a small part of the more extensive program design process intended to help Oregon high schools and community colleges support and prepare students with industry-based technical and academic knowledge and skills needed for success in secondary and postsecondary education, and high-wage/in-demand careers. Applications are accepted on a rolling basis and will be reviewed by ODE within two to six weeks.

#### CTE Program of Study Design

In Oregon, the CTE Program of Study is the cornerstone of CTE programming. In the Perkins V Act, the term "program of study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary **and** postsecondary level that

- incorporates challenging state academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, or local area;
- progresses in specificity from a broad overview at the Career Cluster level, to occupation-specific instruction at the Focus Area level;
- has multiple entry and exit points; and
- culminates in the attainment of a recognized postsecondary credential and/or degree.



Oregon achieves the federal definition of High Quality Program of Study by requiring five core elements in all approved programs of study. The elements of a [High Quality Program of Study](#) include:

- Standards and Content
- Alignment and Articulation
- Accountability and Evaluation
- Student Support Services
- Professional Development

All CTE POS must address the five Elements of CTE Programs of Study as listed above. During the design process, partners of a CTE POS must determine whether the design will follow the template for a CTE Statewide Program of Study—including one or more of the indicated Focus Areas specified in each Career Cluster—or be a locally developed program of study. All CTE Programs of Study in Oregon must include at least three CTE high school credits and contain a work-based learning experience.

### **CTE Program Application**

**ALL** CTE POS undergo essentially the same process for development and implementation:

- Partners identify labor market needs based on advisory group recommendations and the local needs assessments.
- Partners determine whether or not adopting the Statewide Framework works for their community.
- Working with the teacher, the partners help outline how the program will meet the six required POS elements.
- Once it is determined that a program is ready to apply, the Regional Coordinator (RC) initiates the application in the ODE Information System database.
- Teachers/instructors and Regional Coordinators work together to complete and submit the program application to ODE.
- ODE approves the program application for up to four years, based on the statewide renewal schedule.
- Teachers/instructors—with the help and guidance of industry partners and advisors, Regional Coordinators and CTE Deans, other administrators, parents, students, and colleagues—implement the CTE POS with fidelity.

STATEWIDE PROGRAM OF STUDY	LOCALLY DEVELOPED PROGRAM OF STUDY
<ul style="list-style-type: none"> <li>● INDUSTRY ENGAGEMENT ACROSS THE STATE</li> <li>● STATEWIDE PLC</li> <li>● STATEWIDE ADVISORY COMMITTEE FORMED IN SUPPORT OF LOCAL/REGIONAL PARTNERSHIPS</li> <li>● PROGRAM OF STUDY FRAMEWORKS</li> <li>● WBL RESOURCES SHARED STATEWIDE</li> <li>● STUDENT LEADERSHIP OPPORTUNITIES DEVELOPED COLLABORATIVELY STATEWIDE</li> <li>● INDUSTRY RECOGNIZED CREDENTIALS IDENTIFIED AND AGREED UPON STATEWIDE</li> </ul>	<ul style="list-style-type: none"> <li>● LOCAL INDUSTRY ENGAGEMENT</li> <li>● REGIONAL PLC</li> <li>● LOCAL PARTNERSHIPS/ADVISORIES</li> <li>● BEYOND EMPLOYABILITY SKILLS AND THE CAREER AREA CLUSTER, PROGRAM CONTENT DEVELOPED THAT ALIGNS WITH LOCAL NEEDS</li> <li>● LOCAL WBL RESOURCES CREATED</li> <li>● STUDENT LEADERSHIP OPPORTUNITIES DEVELOPED LOCALLY</li> <li>● INDUSTRY RECOGNIZED CREDENTIALS IDENTIFIED AND INCORPORATED</li> </ul>

For more information on the program design and development process, please refer to the [CTE Policy Guidebook](#), page 27.

### Program Renewals

After four years, each program of study is assessed through the renewal process; based on that evaluation, teachers, instructors, and industry partners reevaluate the program of study and make appropriate adjustments. Regional Coordinators in each region lead this local evaluation for programs and submit their recommendations to ODE for another four-year renewal of those programs of study that are of sufficient size, scope, and quality.

The [CTE Program of Study Quality Rubric](#) is a tool to help educators and administrators evaluate their CTE Programs of Study during program renewal and to create goals for program improvement. The rubric is focused on the six required elements of a High Quality Program of Study (HQPOS), and performance levels are aligned with the [Oregon Equity Stance](#); [Program Size, Scope, and Quality](#) requirements; and the [Work-Based Learning Rubric](#).

Regardless of a program's expiration date at initial approval, all Statewide and Locally Developed CTE Programs of Study will renew on schedule with the statewide renewal cycle for its associated Career Cluster.

CAREER CLUSTERS	RENEWAL DEADLINE
ARCHITECTURE & CONSTRUCTION BUSINESS MANAGEMENT & ADMINISTRATION INFORMATION & COMMUNICATIONS MANUFACTURING	JUNE 2026
AUTOMOTIVE & HEAVY EQUIPMENT EDUCATION & TRAINING LAW, PUBLIC SAFETY & SECURITY NATURAL RESOURCE SYSTEMS	JUNE 2027

## Statewide Program of Study Models

In 2021, ODE embarked on creating standardized CTE Programs of Study beyond the existing Agriculture Science & Technology (2011) and Natural Resource/Forestry (2016) program areas. The 2021 efforts are based on statewide labor market information for high-wage, in-demand occupations. They are intended to ensure equitable CTE program quality across the state, more substantial support for CTE educators, collegial engagement between high school teachers and community college partners, more consistent connections to college credit, simplified advising and recruitment, and better alignment with postsecondary programs.

The new Statewide CTE Program of Study Frameworks provides updated Knowledge and Skill Sets to inform CTE program development in each Career Cluster. The updated Knowledge and Skill Sets include 1) employability knowledge and skills, 2) Career Cluster knowledge and skills, and 3) Focus Area knowledge and skills. Within each Career Cluster, CTE Programs of Study may be offered at the Cluster or Focus Area level. Cluster-level programs of study offer students in high schools a broad overview of careers in the field, along with skills valued by all industry partners. Focus Area programs of study offer students more occupationally specific training that may lead to industry recognized certificates and degrees.

With the adoption of Statewide Programs of Study, currently approved programs may decide to change their program focus area for better alignment with the updated focus area options and revised knowledge and skill sets. Focus area changes should be made only during the first cycle of renewals.

Changing a focus area affects the associated CIP code and can lead to a loss of accumulated CTE student data. As programs choose to join a Statewide Program of Study, ODE will recognize a CIP code change and ensure continuity of the CTE Program data. Approved programs that change focus areas at the time of renewal will maintain historical information for data tracking purposes; however, if approved programs change focus areas outside of the initial renewal and/or after the Statewide Program of Study adoption, they will be considered new programs and data accumulation will start over.

If one of your programs has decided to change its focus area at the time of renewal, please report the change using the [CTE Focus Area Change](#) form to ensure the change is captured correctly moving forward.

## Perkins Grants Overview

In Region 2A there are three grant funding sources, the Perkins Basic Grant, the Perkins Reserve Grant and the Partnership Fund. The Perkins Basic and Reserve Grants are funded through the state's allotment of the Federal Perkins funding. The Partnership Fund is funded through contributions from the Region's consortium's member school districts.

Each spring, the eligible recipients (i.e. Consortium and Affiliate members of a Region) begin a continuous improvement planning process for updating their Yearly Perkins Local Plan. The purpose of the Local Plan Update, otherwise known as the Basic Grant, is to design activities that will advance the implementation of CTE Programs of Study and improve student performance on secondary and postsecondary Perkins Performance Measures during the upcoming program year. Additionally, the plan is designed to provide a convenient format for the Annual Report and fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2018, Section 134). Each year ODE also has the option to set aside funds for targeted or specialized projects. This title, known as the Reserve Grant, provides consortia-level funding to support overall POS implementation, address common weaknesses, and/or incentivize successful practices.

### Perkins Basic Grant

The Perkins Basic Grant's focus is on CTE Program of Study development and enhancements and the creation and implementation of work-based learning experiences and/or technical skills assessments (TSAs) (optional) as a vital evaluation and improvement tool. The Perkins local application includes a program improvement action plan designed to provide specific targeted strategies to improve CTE student success. The improvement plans are required for any recipient that failed to meet 90% of the performance target and are optional for those meeting all targets. All local plans are tied directly to Perkins core performance indicators and the goals set in the Oregon Perkins Plan. There is an ongoing need for professional development, particularly for instructional design that integrates academic and technical content in CTE as the Common Core State Standards are implemented. All Oregon eligible recipients are required to make a minimum 10% financial investment in professional development. Oregon CTE staff, along with Regional personnel, including as part of the continuous improvement processes.

The Basic grant will be focused on specific indicators selected by PACTEC. Any expenditure must align to these indicators:

- **Standards and Content** – CTE Programs of Study align with Oregon Skill Sets or other mini grant industry-based Standards
- **Alignment and Articulation** – CTE is linked at the secondary and postsecondary levels

- **Accountability and Assessment** – CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate through real-world learning experiences that contain industry-based standards and assessing the goals of each program of study
- **Student Support Services** - CTE Programs of Study provide ALL students with access to educational opportunities for careers that are nontraditional for a student's gender
- **Student Support Services** – Preparation for non-traditional fields is promoted for ALL students
- **Professional Development** – Professional development programs that are consistent with section 122 are provided to secondary 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 and programs that are provided to train teachers specifically in the effective use and application of technology to improve instruction

Funds from this grant are used for the regional priorities (including professional development and mini grant projects, which will be explained in the fiscal section of the manual).

## Perkins Reserve Grant

In the Perkins Reserve Grant model used in the State of Oregon, 10% of state Perkins funds are distributed for regional priorities in 16 consortia throughout the state. PACTEC manages the Reserve Grant for Washington and a portion of Columbia and Multnomah counties. The focus of the Perkins Reserve Grant is professional development and program support services.

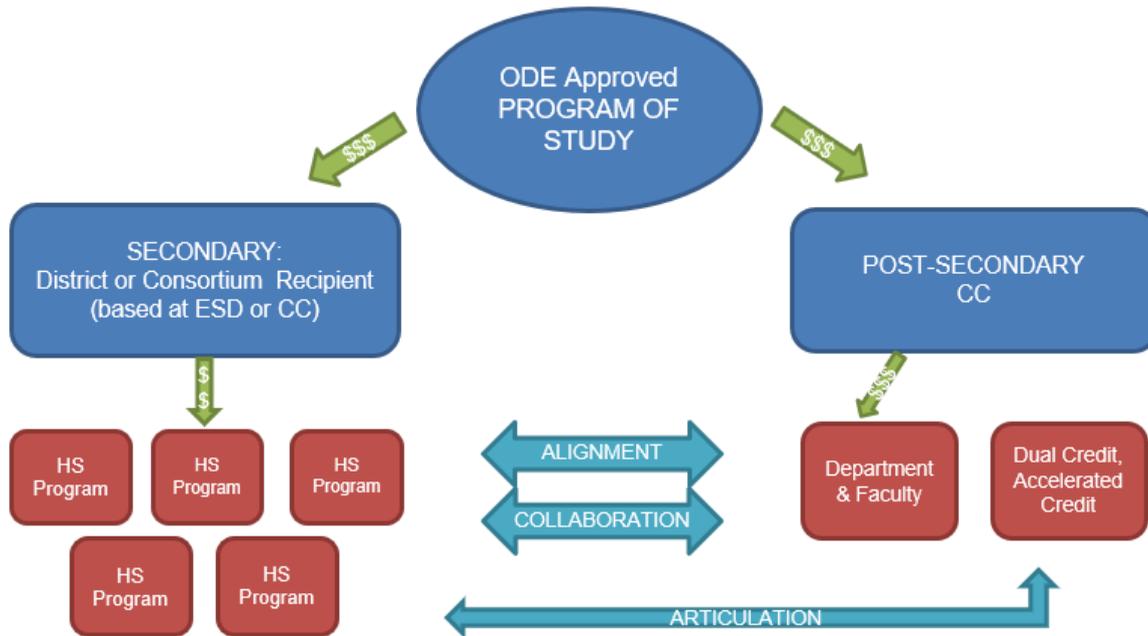
## Partnership Fund

PACTEC's Partnership Fund is funded by the consortium and partner high schools and a portion of the state's Secondary Career Pathways Fund. The collected funds are utilized for the Regional Coordinator and PACTEC support staff, expenses associated with local, regional and national meetings/workshops, CTE student recognition, professional development activities, and miscellaneous items, such as postage and supplies. These funds are collected from the school districts yearly, based on the support that is provided. The monies from the state's Secondary Career Pathways Fund is for processing and supporting the high school Pathways grants.

## Funding

Perkins funding follows a 15-month grant period from July 1 - September 30. Each Spring federal, state and local entities gear up to distribute Perkins funds for planned activities that improve programs. As each fiscal year grant cycle comes to a close the state collects annual reports from local eligible recipients. These reports serve as the official record of accountability for the appropriate use of Perkins funds and provide the basis for Oregon's Consolidated Annual Report (CAR) to the

federal Office of Vocational and Adult Education (OVAE). Consistent inability to address weak performance may interrupt the flow of funds to local programs.



## Teacher Licensure

To teach in an Oregon state approved CTE program, the instructor must have an appropriate CTE license and/or endorsement, specific to the program career area. The Oregon Administrative Rules (OARs) governing CTE teacher licensure were revised and adopted by the Oregon Teacher Standards and Practices Commission (TSPC) in 2010. Chapter 584 of the OARs includes those rules specific to TSPC. Division 42 is the section of OARs under TSPC regulation that outlines CTE Licenses and Endorsements.

CTE teachers play a critical role in supporting students in grades 6 through 12 as they explore and develop their career interests while building essential skills that will enhance their future career and education success.

### ***Oregon CTE Licensure Pathways***

The CTE licensure application is a **two-part** process in Oregon. Applicants for CTE licenses apply both with the **Oregon Department of Education (ODE)** and the **Teacher Standards and Practices Commission (TSPC)**. In addition to completing one of the application types described below, applicants for CTE licenses must apply directly to TSPC for the license or endorsement they seek. Failing to apply to TSPC for the license or endorsement will result in an incomplete process.

Currently there are three different paths to a CTE teaching license.

### ***Applying directly from Business & Industry***

Applicants for CTE licensure from Business and Industry apply for the **Restricted CTE License** in the career area for which they are qualified to teach. The Restricted CTE Teaching License qualifies its holder to teach in an ODE-approved Career and Technical Education Program of Study in an Oregon school district, education service district, or charter school assignment. The Restricted CTE Teaching License is issued to qualified individuals who have at least an associate's degree, or equivalent, and relevant and documented industry work experience (over 2,000 hours), but have not completed a teacher preparation program.

### ***Adding a CTE endorsement to a current Oregon teaching license***

Applicants holding a current Oregon teaching license apply for the **CTE Endorsement**, in the career area for which they are qualified to teach. Only Commission-adopted CTE endorsements may be added to teaching licenses. To add an endorsement to an existing teaching license, the applicant must complete the ODE-approved CTE application process, which may include completion of a CTE Professional Development Plan. ODE may require the licensed teacher to complete additional work experience or education through the CTE Professional Development Plan and the LCA process.

### ***Applying with a CTE license from another state***

Applicants holding a non-CTE (regular) teaching license *OR* a CTE teaching license with CTE endorsement(s) from another state must complete the ODE CTE application process. Upon completion of the ODE CTE application process, the applicant may be eligible for the Restricted CTE, Preliminary CTE or Professional CTE license, depending on the individual qualifications.

### ***Other important information regarding CTE Licensure***

These paths may include an Instructor Appraisal Committee. Regional Coordinators facilitate the committee and also advise the instructor and district. ODE Specialists review the CTE licensure applications and recommend, or not, the applicant for licensure to the Teacher Standards and Practices Commission (TSPC). TSPC receives the C-1 application and fee, grants the license and manages the renewal process. Once received, CTE instructors are responsible for completing the requirements for maintaining their licenses. Administrators monitor professional development plans and evaluate instructor effectiveness.

Please contact your Regional Coordinator if you have questions about licensure or know of a teacher in your building who is interested in adding a CTE endorsement. Also, if you anticipate an opening, be sure to keep your Regional Coordinator in the loop as soon as possible. ODE provides extensive guidance on CTE licensure as part of their web resources, which can be found here:

[Oregon Department of Education : CTE Teacher Licensure : Teaching, Learning, and Communication Resources](#)

## PACTEC Forms

These forms are available as Google Forms on our website, [PACTEC Teacher Request Forms](#).

### Professional Development Funds Request

Contact [Karin Wriggle](#), PACTEC Budget Program Specialist, with questions

- **2025-26 Professional Development Funds Request** In order for your expenses for Professional Development to be covered by PACTEC, you must submit a request for an absence for professional development from your school district per school district procedure/requirements. Any missed classroom hours must be approved by your district. This procedure will vary from district to district. The form is closed to submissions once our annual budget proposal is submitted to ODE.
- [PACTEC Professional Development Evaluation](#) We want to support worthwhile professional development opportunities. This evaluation form will allow us to collect feedback from educators about particular experiences, so that we can consider them for future funding.
- [Travel Reimbursement Request Form](#) Submission of this form following a professional development experience triggers the reimbursement of travel expenses to teachers and school districts, as well as the reimbursement of any substitute expenses incurred by districts.

### Other Forms

- [Supplanting Form](#) This form must be submitted and reviewed before any equipment request can be considered.
- **Equipment Purchase Request** This form is closed to submissions once our annual budget proposal is submitted to ODE and re-opens each Spring to prepare for the next budget submission.

## Funding

### Formula Calculations

All Perkins allocations—from the federal level to the states and from the states to their local entities—are driven by funding formulas within the law, although states are given some latitude regarding how funds are shared. In Oregon, the Perkins allocation is divided evenly between secondary and postsecondary before the federal funding formulas are run for eligible recipients to use for local program improvement. Allotments to states are census-based, with 50% of the formula coming from the percent of population aged 15 to 19 inclusive; poverty is not a factor in the state level formula (Perkins Section 111(a)(2)).

**Secondary** awards are based on student populations from the US Census Department. Seventy percent of the formula is based on the population of students ages 5-17 at or below the poverty guidelines within the district; 30% is based on total district census data (Perkins Section 131 (a) (1-31)).

**Postsecondary** awards are based on Pell Grant recipient and BIA (Bureau of Indian Affairs) assistance recipient student counts (Perkins Section 132 (a)(2)). The total allocation available to postsecondary is divided by this count to obtain a per student amount.

### Consortiums and Fiscal Agents

Local education agencies that do not generate the minimum formula amount defined in the Perkins law—\$15,000 for secondary and \$50,000 for postsecondary—are required to join or form a consortium for fiscal management and coordination. Local consortium agreements describe how they will operate to utilize local funds, but Perkins law is very clear regarding how funds are to be used, namely that all allotting of funds must be done at the consortium level - subsection 131(f)(2). “Granting back” or “flowing through” funds can cause the consortium’s entire amount to be reclaimed by the US Department of Education. It is crucial that consortiums, therefore, are very careful to comply with section 131 including:

- Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium
- Funds can only be used for programs authorized under the Perkins title
- Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium
- Consortium members must have input on the allocation of funds
- Any equipment or instructional materials purchased remain the property of the consortium and must be clearly identified as such
- Annual reports, budget narratives and spending workbooks serve as the official record ensuring Perkins funds are distributed in accordance with this section

Although these requirements may seem onerous, in fact many districts or community

colleges that are eligible for direct funding still elect to join a consortium in order to gain the efficiencies and partnerships available through this model. Additionally, the consortium as fiscal agent assumes the exposure to federal compliance that all Perkins grantees fall under, which does require a level of expertise and knowledge of the law.

All requested changes to consortiums must be made in writing to ODE by February 1.

## **PACTEC Perkins Indirect Funding Model 2025-27**

This model ensures each district will be allowed to both request above what it contributes in times where it is needed as well as contribute to others when it does not have a need.

### **Understand the Current Allocation and Request Structure**

1. **Current Allocation** – For each of the 8 districts, ask ODE for the basic allocation they receive from the Perkins program.
2. **CTE Student Enrollment** – We ask that each district provide us with total student CTE student enrollment. We also ask for the total number of CTE courses taken by that student population (this gives us the total number of CTE students enrolled as compared to the total number of students and the number of courses that are taken on average by each of those students).
3. **Equipment Requests** – For each district, we collect the equipment purchase requests and their associated costs.
4. **Unused or overuse of funds** - PACTEC asks CTE teachers and administrators to make their equipment requests out for 1 year. If a program (and district) asks for more than it is allotted, those requests go to final evaluation by the PACTEC team based on underuse of funds from other sites/districts and against historical and/or same site requests that may be similar.

### **PACTEC Criteria for Funding Allocation**

1. **All districts contribute to PACTEC personnel costs and toward the 15 percent PD requirement.** PACTEC determines the total percentage that personnel costs + the 15% is by:
  - o Dividing 15% by the total number of indirects (8):  $15/8 = 1.875$ 
    - i. Each district must contribute 1.876% to cover the 15% for indirect PD.
  - o All PACTEC districts help to contribute to the personnel costs of the PACTEC team. This amount is different year to year but is calculated based on the amount that is taken from each of the grant sources and what percentage is taken. Most of the PACTEC team is paid from the Reserve but a small percentage does come from the Basic and from its Pathways grant sources.
    - i. For 2024-25, the **basic** fund contributed \$50,344, which is 17%. Each district contributes to this in the same manner as described above.

1.  $17/8 = 2.125\%$

- The two regional cost shares percentages are added together:  $2.125 + 1.875 = 4\%$
- PACTEC removes 4% from each district's original allocation to cover the above costs.

**2. District CTE Student Enrollment Factor.** PACTEC asks each district to provide the total number of students enrolled in CTE programs from the last year. It adds these together. Then it determines the enrollment factor by dividing the district CTE course enrollment by the district total HS population size.

- Example:
  - i. Banks total student CTE enrollment for 2024 was 300 and the school has a total student population of 387.  $300 / 387 = 0.775$  or 77.5 % of Banks students are taking a CTE course
  - ii. TTSD example: Total CTE enrollment was 1467. Total TTSD HS size was 3682.  $1467 / 3682 = 0.398$  or 39.8 percent of students took a CTE course

**3. CTE Course Per Student Factor:**

- Larger districts might have a larger allocation, but smaller districts often need more funds on a per-student basis, based on how many courses per student are taken. This formula factors in both the total number of CTE courses taken and the district's total student enrollment in CTE programs. Districts with fewer students but higher CTE utilization (and need for equipment) get an adjusted share. If a student is enrolled in more than one POS, they will count toward each POS (so 1 student can count as more than 1 data point here).
- Example:
  - i. Equity Score = Total # of CTE courses taken / Total # of students enrolled in CTE courses
    - 1. Banks E Score =  $802 / 300 = 2.673$  (each student takes on average 2.67 CTE courses per year)
    - 2. TTSD E Score =  $6935$  (total CTE courses taken) /  $3154 = 2.19$

**4. Past Allocations/Usage:**

- We review how funds were allocated in previous years. If certain districts underutilized their allocations, they may have less need this year. If they overused it, PACTEC can adjust this year's funding accordingly. This can result in less or more funds being allocated, based on prior use.

## Fund Distribution Model

Using the criteria above, we created a model that distributes the funds more fairly, based on:

1. **Adjustment for PACTEC Personnel costs + regional PD costs (15%)**
2. **District CTE Student Enrollment Factor (CTE student # / Total District HS student #)**
3. **CTE Course Per Student Factor (# of CTE courses taken / CTE Student enrollment #)**
4. **Final Allocation Formula:**
  - Final District Allocation = ((District Allocation × (1 - 0.04)) × District Enrollment Factor × Equity Adjustment Factor

For the 2024-25 year, the Banks total allocation was set to:

$$\text{Final allocation} = ((8352 \times (1 - 0.04)) \times .775 \times 2.67 = \$16591$$

$$\text{Final allocation} = ((114871 \times (1 - 0.04)) \times .398 \times 2.19 = \$96118$$

What is not factored here is the last criteria, which involve over or under request of funds and similar onsite requests, which are handled at the very end and done by PACTEC. Programs that underutilize their allocation are asked if they have additional requests. If not, the PACTEC team evaluates requests in groups that have overutilization of their allocation. We also review prior purchases to determine if something incoming is similar to what has already been ordered. Final allocations are then provided back to districts for final approval.

## PACTEC Fiscal Planning Process

In order to fully comply with Perkins, and more importantly continuously improve programs, PACTEC utilizes a fiscal planning process that guides the implementation of the annual Update to the Local Basic Plan. In early Spring, PACTEC begins regional planning.

Planning should be a team process with adequate time built-in for reflection, research, stakeholder involvement and input, and drafting/revising. The following steps are modeled through the Regional Planning Process and should be repeated by each member to develop their own Local Investment Plan.

**Step 1: Use Data to Drive Planning.** Identify and collect information about the strengths and weaknesses of programs of study. Secondary and Postsecondary Perkins Performance Measurements must be addressed, but other data should also be considered. Notes from various conversations and/or facilitated conversations at stakeholder meetings throughout the year are also important data points that help to identify local or regional needs. All data should be considered in terms of subgroups whenever possible. For the most accurate picture, data should be considered over a period of time versus just a single snapshot.

Secondary Performance Measures	Postsecondary Performance Measures	Examples of Other Data
<ul style="list-style-type: none"> <li>• 1S1 Academic Attainment in Reading/Language Arts</li> <li>• 1S2 Academic Attainment in Mathematics</li> <li>• 1S2 Academic Attainment in Writing</li> <li>• 2S1 Technical Skill Attainment</li> <li>• 3S1 School Completion</li> <li>• 4S1 Student Graduation Rates</li> <li>• 5S1 Placement</li> <li>• 6S1 Nontraditional Participation</li> <li>• 6S2 Nontraditional Completion</li> </ul>	<ul style="list-style-type: none"> <li>• 1P1 Technical Skill Attainment</li> <li>• 2P1 Credential, Certificate, or Degree</li> <li>• 3P1 Student Retention or Transfer</li> <li>• 4P1 Student Placement</li> <li>• 5P1 Nontraditional Participation</li> <li>• 5P2 Nontraditional Completion</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment trends</li> <li>• Dual Credit</li> <li>• Student leadership</li> <li>• Internships</li> <li>• Advisory Committee</li> <li>• Survey results</li> <li>• Prior year Annual Report Demographics</li> <li>• Workforce trends</li> <li>• All-school completion rates and academic performance</li> <li>• Achievement Compacts</li> </ul>

**Step 2: Stakeholder Planning.** The next step uses the information provided by the data to set goals for improvement and develop planned activities for achieving those goals. Stakeholder involvement through various Advisory Boards and fellow professionals helps ensure that the plans are reasonable and relevant and build buy-in to contribute to their success. All plans must first and foremost address any performance measurements that do not meet 90% of the benchmark goal. Perkins Required Elements and other identified local or regional needs should also be addressed in the planning process. Recent applications have allowed the consortium to focus on one or more indicators per element.

**Step 3: Aligning Plans to Available Resources.** Although not all planned activities require funds, most will require an investment of some kind. Consistent and Perkins-knowledgeable stakeholder input is invaluable for prioritizing how funds will be invested from year-to-year to fairly support the needs of all local or regional programs of study. Inherent in the wide variety of programs of study and regions across the state is the notion that fair does not always mean equal. Local investments of Perkins dollars are recorded in the budget narrative and spending workbook submitted each Spring. Any changes to the approved spending plans must be requested from ODE.

**Step 4: Monitor and Adjust.** Throughout the year as planned activities are implemented, they should be evaluated for effectiveness. Reflecting on the activities as they are occurring—both challenges and successes—will help ensure that the goals they support continue to be the focus. It is also helpful to collect the relevant data throughout the year, rather than waiting until writing the annual report. Although the details may change, the continuous improvement of programs through data analysis, stakeholder input and goal-setting will continue and inform planning for the next cycle.

Approved Perkins grants will be posted on the Consortium’s website. Local Investment Plan templates can be found in the Appendices.

## Monitoring Process

The Oregon Department of Education is responsible for monitoring all eligible recipients to determine compliance with Perkins IV requirements. Although PACTEC is the eligible recipient and therefore subject to monitoring, consortium members also have responsibilities for ensuring compliance. In addition to the annual Basic and Reserve grants submitted by the Consortium, ODE reviews the following documents submitted by member districts each year as follows:

- Spring: Annual Update to the 5-year plans (both Basic and Reserve), detailed budget narrative(s), and planned spending workbooks
- Fall: Annual Reports summarizing completed activities, progress on improving performance, and actual expenditures.
- Programs of Study applications: After Perkins IV was enacted, all eligible recipients in Oregon submitted a timeline for transitioning programs supported by Perkins to Programs of Study. Each year since then all recipients seeking an approved Program of Study—both in accordance with the timeline and new programs—submit applications demonstrating that they meet all the requirements.

ODE's Education Specialists review the submitted documentation listed above and use it as a component of a risk analysis which also takes into account size of award, type of recipient and other progress markers. Recipients deemed "high risk" are consequently scheduled for an on-site monitoring visit. Technical assistance and professional development planning is based on the deficiencies seen through the document reviews, performance data, and recipient input.

The Oregon Department of Education may contract with an independent certified public accounting firm to conduct financial and data reviews. Accounting firm staff will spend one to three days at each school district/public two-year college/consortium.

## Purchasing Procedures

Only equipment approved in your Local Investment Plan (LIP) and subsequently approved in the regional Perkins Basic Grant Application will be purchased. Except in pre-approved circumstances, all purchasing will be completed by PACTEC to ensure that all federal purchasing and inventory procedures are met.

**Starting in 2025-2026, school districts will purchase any Perkins approved computer technology and software directly so that these purchases are compatible with a district's networking and service agreements. Districts will submit invoices to PACTEC for reimbursement of those funds used to purchase the technology and software.**

## Inventory Requirements

1. All Object 460\* (items over \$200) and Object 541\* (items \$5,000 and over) purchases must be added to your Carl Perkins Inventory and marked with a PACTEC Inventory sticker. **Two photos should be taken of all items (one of the item itself and one of the item's product and serial numbers and any other identifying codes or**

- numbers).** Keep copies of packing slips and/or receipts with your inventory list. The Inventory list must include: purchase date and cost; model, serial number &/or other identifying information; location in building (i.e. program use); and disposition (condition).
2. Districts are responsible for the maintenance and liability of all items listed on their Carl Perkins inventory. Please ensure that all high-theft items (i.e. cameras, iPads, etc.) are stored in a locking cabinet and accounted for regularly.
  3. Once the items expire from the district Carl Perkins Inventory list, those items may be used or discarded according to local district policy and wishes. Districts are expected to offer unwanted CTE equipment to other members of the PACTEC Region 2A Consortium.
  4. If inventoried items are no longer needed in an “approved” CTE program within the district before they expire from the inventory list, those items **must** be offered to the consortium. If no other member district can use the item for an “approved” CTE program and the Carl Perkins budget committee approves, the item can be expired from the district Carl Perkins inventory and can be used or discarded according to local district policy and wishes.
  5. **If theft of equipment is suspected, report lost inventory and document inventory changes to the regional coordinator, file a timely police report, keep all documentation, and provide the outcome of investigation. The police report will be attached to our yearly inventory submission to ODE.**
  6. Be prepared for unannounced inventory spot checks.

**Please use the following guidelines for keeping your inventory:**

**\*Object 460 Equipment:**

- Object 460 items are “equipment-like” non-consumables with a current value of less than \$5,000. These are items that 1) have an anticipated useful life of more than 1 year; 2) retain their original shape and appearance with use; 3) are nonexpendable: that is, if the articles are damaged or some of their parts are lost or worn out, it is usually more feasible to repair them than to replace them with an entirely new unit; or 4) they do not lose their identity through incorporation into a different or more complex unit or substance.
- Object 460 Equipment – **Technology** (i.e. digital cameras, projectors, etc.) must be kept on your Carl Perkins Inventory for **3 years**. Note that PACTEC also uses Object 470 for software purchases.
- Object 460 Equipment – **Non-Technology** (i.e. drill press, commercial cookware, etc.) must be kept on your Carl Perkins Inventory for **5 years**.

**Object 480 Computer Hardware:**

- Must be kept on your Carl Perkins Inventory for 3 years. Object 480 Computer Hardware purchases must also be marked and kept on the Carl Perkins inventory recording their model, serial number and location in the building (i.e. program use).

**\*Object 541 Capital Outlay:**

- Must be kept on your Carl Perkins Inventory for 7 years.

## Perkins V Spending Guidance

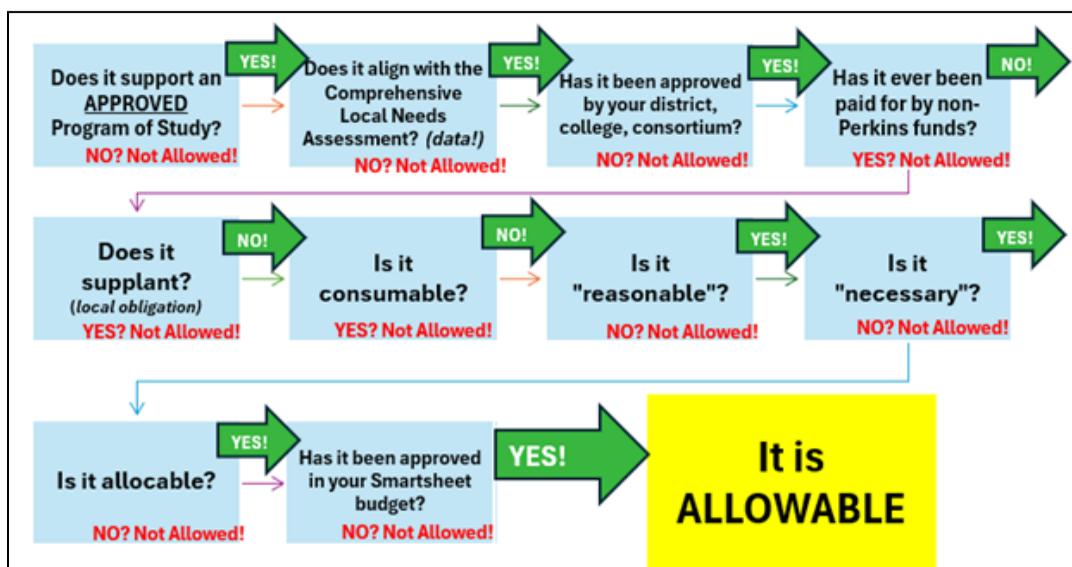
Much of Perkins V spending is dependent upon the Needs Assessments that have been conducted to identify areas that require funding support. However, there are still several areas that **CANNOT** be included in Perkins funding requests.

**Spending that is not allowed includes:**

- Textbooks
- Capital improvements – Ventilation, air quality, security, Safety
- Items considered basic equipment for a program – screwdrivers, baking sheets,
- Furniture, tables, desks
- Replacement items
- Subscriptions to periodicals, newspapers
- Courses required for graduation (Such as personal finance if required by your district.)
- Consumables
- Vehicles to include: Cars, trucks, tractors, boat, ATV, ATC, UTV
- Licenses or permits
- Food
- Articulation agreements
- Personal or Direct benefits to include: memberships, certification, tuition, admission to events, gift cards, prizes, awards, food or coffee
- Alcohol or drugs of any kind

**Some potentially allowable expenses:**

- Student Leadership may be for a maximum of 3 years. It can pay for leadership, but not student participation
- Some expenses related to Work Based Learning (WBL)
- It may pay for, as long as reasonable in cost and approved by industry advisory board, Approved Industry Certifications for students.



## Oregon CTE, Perkins and Civil Rights

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*The CTE State Plan focuses on more fully integrating academic knowledge and technical employability skills for all learners, ensuring that currently and historically marginalized populations have the support needed to feel welcome and be successful in the CTE program of their choice.*

### Oregon CTE State Plan

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## Oregon's Vision for CTE

**Oregon's CTE State Plan aims to share a vision and identify actionable strategies for working together to achieve that vision. All Oregonians deserve meaningful careers that support them and their families as they contribute to their communities. CTE is a proven strategy that increases high school graduation rates and creates a pathway for a successful transition into a purposeful career.**

With the CTE State Plan, Oregon has an opportunity to improve how we prepare Oregonians to participate in high-wage, high-skill, and in-demand careers and, in doing so, put the state on a path to an even brighter future for our communities and our economy. More specifically, we have an opportunity to remove barriers and ensure high-quality learning and access for each learner regardless of race, gender, or zip code. Annually, over 150,000 K-12 learners participate in CTE, and over 5,000 postsecondary students complete CTE programs at Oregon colleges. Regional partnerships, led by CTE Regional Coordinators, exist in every corner of Oregon. CTE Programs of Study exist in nearly every Oregon high school and all 17 community colleges. Secondary students who participate in CTE graduate high school at rates higher than their counterparts who do not participate in CTE; this finding holds true across all demographics. The CTE State Plan will build on the success of the past decade under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and improve programs to bring greater consistency and access.

Data and information on students with disabilities also indicate that such students experience better retention and post-school outcomes when they participate in one credit of CTE compared to students with disabilities who are not involved with CTE.<sup>2</sup> Oregon has a responsibility to build systems that purposefully remove barriers in light of these compelling facts. The Oregon Department of Education (ODE) is building partnerships with vocational rehabilitation and student services, and offering support to local CTE and special education practitioners through regional training and conference presentations to increase access and for the participation of students with disabilities in CTE. Additionally, too often participation rates vary by gender in specific Programs of Study. For example, females are underrepresented in Computer Science and Manufacturing programs and males are underrepresented in Education programs. Over the past six years, Oregon has partnered with the National Alliance for Partnerships in Equity (NAPE) to train regional cohorts of instructors and advisors to identify and overcome barriers to success. Oregon will continue to support strategies to address gender inequities by sponsoring recruiting events, providing statewide training, and using state leadership funds to support regional and local evidence-based programs. During the annual review process, ODE will work with partners to monitor performance and participation of all students. In the event any of the performance elements fall short, state level improvement plans will be developed and monitored to ensure intentional steps are taken to address any gaps in performance. Additionally, state staff will continue to offer professional development on providing accommodations for students through discussions with CTE Regional Coordinators, conference sessions, and continued collaboration with student services and vocational rehabilitation.

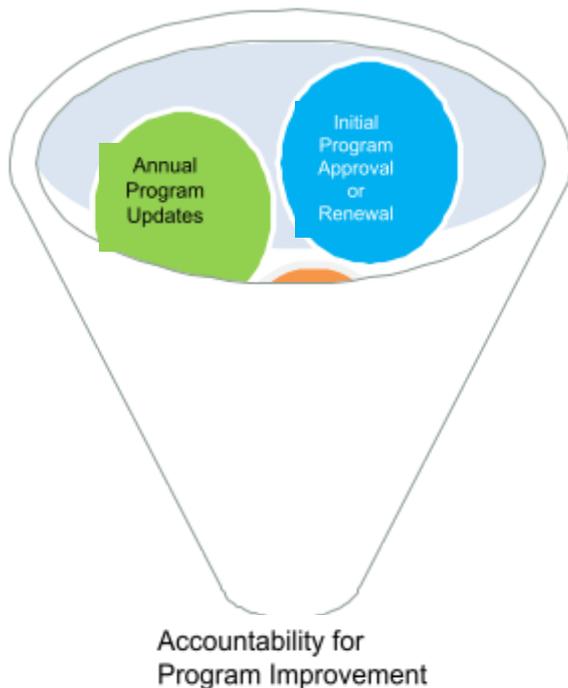
Each year approximately three high schools and two community colleges participate in an onsite review, as required by the US Department of Education (USDOE). These

comprehensive reviews are conducted to prevent discrimination and ensure equal access to programs, courses and the information in them. For each Oregon student ODE provides technical assistance to assist institutions achieve voluntary compliance with the civil rights laws enforced by the USODE Office for Civil Rights. PACTEC and the administration of Region 2A are also available to provide assistance in complying with federal and state laws regarding civil rights, including inclusion, equity, and diversity.

For further assistance you can go to your Regional Coordinator for support and/or resources. Additional resources can also be found at <http://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/CTECivilRights.asp> X.

## Required Reporting and Performance Measures

The State of Oregon is accountable to the federal Department of Education for its use of Perkins funds. This return on investment is measured through the reporting of data on course enrollment, student performance and other information that demonstrates whether or not programs of study are preparing students for college and careers. Perkins reporting represents just part of the data collected as part of the state's Consolidated Collections.



The Oregon State Plan provides the blueprint for how eligible recipients will implement programs of study and the benchmarks that will monitor progress. Therefore, accurate and timely data reporting is critical because it points directly back to the commitments Oregon made through the State Plan. *In fact, failure to report will disqualify an eligible recipient for funds.*

A primary output of the CTE data collection is the performance measurement reports. Although only Perkins-approved Program of Study data is included the reports, all approved programs must provide data as described below.

## CTE Program of Study Updates - October

At the beginning of every school year all Programs of Study are required to inform ODE of any changes they have made in the courses they dropped, added, or changed in regard to credits given. These are submitted through your school's or school district's CTE

Coordinator. They, in turn, will inform either the state or the Regional Coordinator of these changes. All Program of Study updates must be submitted to ODE by your school/school district's CTE Coordinator by October 31, 2025.

These updates must include an updated program crosswalk/matrix in order for it to be submitted to ODE. Once program updates are submitted, they reflect "Submitted to Regional Coordinator" and once they are submitted to ODE they will reflect "Submitted to ODE." Once the program updates are approved by ODE they will reflect "Approved."

Updates past the due dates will require submission of a "Request to Re-open CTE Program Update Application" form signed by the requestor and their superintendent.

## **CTE Spring Data Collection - June**

### **CTE Student Data**

The Spring CTE Student Data collection provides essential demographic information. This collection provides data for Perkins reporting by sub-populations, comparison data between CTE student and non-CTE student populations, identification of participants and concentrators, CTE program improvement planning, and populating the web pages of CTE data posted online.

### **CTE Course Enrollment (Perkins)**

The CTE Course Enrollment collection is dependent on accurate, complete and on-time submission of the CTE Program Update the previous fall. The CTE Course Enrollment collection contains the students enrolled in CTE classes and programs. This collection is essential to provide data for Perkins reporting, CTE program improvement planning, and populating the web pages of CTE data posted online.

The current year deadline for the CTE Student and CTE Course Enrollment data submission is found on the CTE Data & Reporting Schedule on the ODE website (see schedule below)

### **Postsecondary Data**

Community Colleges in Oregon also report enrollment and performance data on students who complete courses in state-approved career and technical education programs. The data is received by the state data collection system (OCCURS). It is compiled, analyzed and reported to the U.S. Department of Education to fulfill career and technical education federal grant funding requirements (Perkins funds). The information is also used for policy development as requested or required by the Oregon State Board of Education, the legislature, state and college personnel and for educational research.

## Perkins CTE Programs of Study – From Development to Closure

The goal of a Perkins Program of Study is to become a Level 3 or above on the [Quality Program Rubric](#). From beginning with either a program that is in development or new, teachers work on continuous improvement of the program including: program alignment with post-secondary program, integration of technical skills increasing in depth throughout the program, and career connected learning that leads to in-depth work-based learning and student leadership opportunities.

These goals include:

- Maintaining rigorous academic standards
- Expanding the opportunities to experience “real world” activities and learning
- Keeping all learners engaged in the material and skills taught
- Aligning the program’s curriculum to industry standards
- Linking secondary instruction to meaningful college credits or industry credentials
- Providing learning opportunities that will assist students with college credit in the programs career area
- Keeping the goal of high wage and high demand occupations in focus
- Providing students with safe access to appropriate tools and equipment that reflect what is used by the occupational workforce
- Revising the program based on student performance, economic demand and employer requirements
- Providing accurate and timely information and support that will assist students identify, pursue, transition, and complete a pathway to a future career
- Ensuring that all students and their families are informed and have access to the Program of Study
- Providing students and their families with appropriate knowledge and experiences to help them make informed education and career decisions
- Building students’ employability skills through leadership opportunities and work-based learning
- Continuous industry-driven professional development that is focused on expanding their knowledge and skill base and aligns with the long-term goals of the program
- Maintaining an active and engaged Advisory Board that can review the skills sets, equipment, and tools to ensure there are equivalent industry standards which meets minimally twice a year

The table below illustrates the growth and desired goals of Programs of Study. These can take time for new and developing programs. Developing Programs of Study are given three years to achieve a Level 3. New programs should have a minimum of Level 2 and 3 in the various Elements.

## Perkins CTE Program of Study - In Development Forms and Information

A Perkins CTE Program of Study that is in development has access to a portion (30%) of what a fully developed Program of Study has in available funds. The Perkins Specialist is available to assist any teacher that is ready to start-up a Program of Study. She is here to supply teachers with the appropriate forms (partially completed) for your Program of Study, instructions, and one-on-one or group facilitation in completing the application. This is usually done in the spring in a group setting and must be completed by the middle of June.

*Please note: To be eligible for Perkins POS development funds, a program component:*

1. *Must not have existed in the school or college within the last three years*
2. *Must be designed to meet local demand for High Demand/High Wage careers*
3. *Must have at least 70% resource support from the local district or community college*

The information and forms you will need to create a “In Development” Program of Study are:

✓	<b>Needed Items</b>
	<b>Course numbers for the courses in your program</b> that are generated by your school or school district. These are often the same as National Center for Education Statistics (NCES) course codes.
	<b>NCES/SCED (School Codes for the Exchange of Data) course codes</b> for the courses in your program. These codes are generated by your school or school district if the courses already exist. If you are creating the courses as you create the Program of Study there is a link on the application that displays all of the possible NCES codes. Work with your principal or Perkins Specialist to determine which code would be most appropriate for your courses.
	<b>A completed Program of Study Crosswalk/Matrix</b> for the high school and community college. The Perkins Specialist will have one for your career area and a completed community college Crosswalk/Matrix.
	<b>Course names and numbers for articulated college courses.</b> You should have these on file with your Articulation Agreement.
	<b>A proposed short (for the first year) budget</b> and a <b>proposed long (for the next two to three years) budget.</b> The Perkins Specialist has an Excel spreadsheet to use for this document.
	<b>A Plan (brief bulleted list of planned activities) that will move the development of the program to a CTE Program of Study over a period of no more than three years.</b> This list should address all core elements of a CTE Program of Study. This will include a very brief (one line or less) of: <ul style="list-style-type: none"> <li>● Explanation of how your POS is aligned with challenging academic standards at the HS and CC levels</li> <li>● A description of the level of alignment and/or articulation that exists (or will exist) for your POS (you can include private schools and</li> </ul>

	<p>universities, etc.).</p> <ul style="list-style-type: none"> <li>● A description of alignment and/or articulation activities that have occurred, and who participated from HS and CC levels.</li> <li>● A description of how the POS will be evaluated and by whom.</li> <li>● How students receive information, guidance, and/or counseling specific to your CTE Program, including career and job market information and college program information.</li> <li>● The written information that is provided to all students in your CTE POS informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships and other postsecondary opportunities.</li> <li>● Description of access and recruitment to courses in your CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes.</li> <li>● Description of how accommodations are made to assure students with special needs can participate in your CTE POS.</li> <li>● Information on what assistance is provided for students wishing to participate in this CET POS for whom English is not their native language.</li> <li>● A description of how Professional Development (PD) will be planned and implemented, based on the needs of the POS.</li> <li>● A description of any planned joint PD ventures for HS and CC teachers along with regional training.</li> </ul>
	<p><b>A description of how the program will be sustained</b> once it has been approved. Please include a description of the planned use of Perkins funds for enhancement of student learning opportunities.</p>
	<p><b>A list of members of your Business Advisory Committee/Board.</b></p>
	<p><b>Two letters of support from Advisory Committee members</b> or other relevant local businesses. The Perkins Specialist has a template for this letter.</p>
	<p><b>A report from Oregon’s Employment Department verifying the high wage – high demand element of the Program of Study’s career area.</b> This can be for any level of that career area. The Perkins Specialist can find this information for you. If you would like to look at it, the website for retrieving the information is <a href="https://www.qualityinfo.org/jc-oprof/">https://www.qualityinfo.org/jc-oprof/</a></p>

There are also online resources on the ODE website ([Oregon Department of Education : CTE Programs of Study Application Resources](#)). On this page you will have access to blank forms and the instruction guide that is provided by the Perkins Specialist.

## Perkins CTE New Program of Study Forms & Information

The PACTEC Program of Study Specialist is available to assist any teacher that is ready to develop a new Program of Study. They can supply teachers with the appropriate forms (partially completed for your Program of Study), instructions, and one-on-one or group facilitation of completing the application. This process begins in February or March and must be completed by the middle of June.

The information and forms you will need to create a new Program of Study are:

✓	<b><i>Needed Items</i></b>
	<b>Course numbers for the courses in your program</b> that are generated by your school or school district. These are often the same as NCES course codes.
	<b>NCES/SCED course codes for the courses in your program.</b> These codes are generated by your school or school district if the courses already exist. If you are creating the courses as you create the Program of Study there is a link on the application that displays all of the possible NCES codes. Work with your principal or Perkins Specialist to determine which code would be most appropriate for your courses.
	<b>Course names and numbers for articulated college courses.</b> You should have these on file with your Articulation Agreement.
	<b>A completed Program of Study Crosswalk/Matrix</b> for the high school and community college. The Perkins Specialist will have one for your career area and a completed community college Crosswalk
	<b>Explanation of how your POS is aligned with challenging academic standards at the HS and CC levels.</b>
	<b>Explanation of who participated in the decision of which skill set(s) were used in your POS.</b>
	<b>Description of who participated in the development of the crosswalk of the skills sets to HS and CC courses (your CC partner(s)).</b>
	<b>A description of the level of alignment and/or articulation that exists (or will exist) for your POS</b> (you can include private schools and universities, etc.).
	<b>A description of alignment and/or articulation activities that have occurred, and who participated from HS and CC levels.</b>
	<b>Data that was used in designing your POS, and the effect that the data had on the design of the program.</b>
	<b>The members of your Business Advisory Board.</b>
	<b>A description of how the POS will be evaluated and by whom.</b>
	<b>A description of what criteria you will use to determine if the POS is successful.</b>
	<b>A description of the process you will use to decide if any changes need to occur because of the POS evaluation.</b>

	<b>How students receive information, guidance, and/or counseling specific to your CTE Program, including career and job market information and college program information.</b>
	<b>How students participate in CTE POS specific career related learning experience or related work experience.</b>
	<b>How students' education planning is developed around information specific to your CTE POS.</b>
	Description of the extended application project or capstone experiences are for your CTE POS. - Optional
	<b>The written information that is provided to all students in your CTE POS informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships and other postsecondary opportunities.</b>
	<b>Description of the efforts that were made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE POS.</b>
	<b>Description of access and recruitment to courses in your CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes.</b>
	<b>Description of how accommodations are made to assure students with special needs can participate in your CTE POS.</b>
	<b>Information on what assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.</b>
	<b>A description of any student leadership opportunities that will be available for students on HH and CC level.</b>
	<b>A description of how Professional Development (PD) will be planned and implemented, based on the needs of the POS.</b>
	<b>A description of any planned joint PD ventures for HS and CC teachers along with regional training.</b>
	A visual pathway for students in your Program of Study beginning in their freshman year through obtaining an AA in the career area. - Optional

There are also online resources on the ODE website ([Oregon Department of Education : CTE Programs of Study Application Resources](#)). On this page you will have access to blank forms and the instruction guide that is provided by the PACTEC Program of Study Specialist.

## Perkins CTE Renewal

### Process and Forms

The renewal cycle will now be based on what Career Area a Program of Study is in. The Regional Coordinator and the PACTEC team are available to assist any teacher that is to renew a Program of Study.

The new renewal application may be more focused on where a program is in relation to where the program and teacher currently are in the development of the program and in the process of becoming a Level 4 Perkins approved Program of Study.

During the renewal process teachers will:

- Reflect on program qualities including skill set standards within the program of study
- Set goals for program improvement and professional development for the teachers
- Review data on students in the program of study and make data-driven goals for future success of the program and focal students within the program of study
- Develop a technical skills assessment based on the POS standards
- Potentially, review standards for the Industry Recognized Credential (IRC) in place, or begin to determine which IRC may be appropriate for the program of study
- Potentially develop an assessment to identify students who are ready to test for the IRC

The PACTEC team will help facilitate these meetings to develop the artifacts needed for the renewal process. This process begins in February or March and must be completed prior to the end of the school year in June.

The tentative information you will need to complete a Program of Study renewal form are:

✓	Needed Items
	<b>Course numbers for the courses in your program</b> that are generated by your school or school district. These are often the same as NCES course codes.
	<b>NCES/SCED course codes for the courses in your program.</b> These codes are generated by your school or school district if the courses already exist. If you are creating the courses as you create the Program of Study there is a link on the application that displays all of the possible NCES codes. Work with your principal or Perkins Specialist to determine which code would be most appropriate for your courses.
	<b>Course names and numbers for articulated college courses.</b> You should have these on file with your Articulation Agreement.
	<b>A completed Program of Study Crosswalk/Matrix</b> for the high school and community college. The Perkins Specialist will have one for your career area and a completed community college Crosswalk.
	<b>A. How students receive information, guidance, and/or counseling specific to your CTE Program, including career and job market information and college program information.</b>
	<b>B. How students participate in CTE POS specific career related learning experience or related work experience.</b>
	<b>C. How students' education planning is developed around information specific to your CTE POS.</b>
	<b>D. A description of the extended application project or capstone experiences are for your CTE POS.</b>

	<b>E. The written information that is provided to all students in your CTE POS informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships and other postsecondary opportunities.</b>
	<b>F. A link or description of the efforts that are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE POS.</b>
	<b>G. How access and recruitment to courses in your CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes.</b>
	<b>H. How accommodations are made to assure students with special needs can participate in your CTE POS.</b>
	<b>I. A link or description of what assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.</b>
	<b>J. The names of your Advisory Board members.</b>
	A visual pathway for students in your Program of Study beginning in their freshman year through obtaining an AA in the career area. - Optional

There are also online resources on the ODE website ([https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS\\_Application\\_Resources.aspx](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Application_Resources.aspx)). On this page you will have access to blank forms and the instruction guide that is provided by the Perkins Specialist.

## Program Closure

### Perkins Eligible Recipient

Carl D. Perkins requires any eligible recipient to have at least one CTE Program of Study to receive any Perkins funding. If a school reduces their staffing and/or program offerings to the point where it no longer meets the definition of an Oregon approved CTE Program of Study, the institution is no longer eligible to receive any Perkins allocation. (Perkins Act Section 134)

### Perkins Eligible Investments

In Oregon, the State Perkins Plan requires that Perkins funds may only be invested in an approved CTE Program of Study. By definition a CTE Program of Study involves a partnership between an Oregon public high school and Oregon public community college. If this partnership is dissolved due to one entity no longer offering the sequence of courses to complete the CTE Program of Study, then Perkins funds can no longer be used to fund any part of the program. (Perkins Act Sec 122(c); Oregon Perkins Plan Section (2))

Staffing and course offerings may still be under consideration into the early fall. Perkins grant activities and budgets should be planned with the best information available. As always if school opens and the scope of the program changes, the budget should be

revised to reflect the actual activities and investments that will be made. (EDGAR 80.30)

## Notification

While there is no requirement in the Perkins Act or in the Oregon State Plan for immediate notification of a program closure, the following guidance should be used when a program is being eliminated and will no longer qualify as an approved CTE Program of Study.

## Notification of Partners

If a program is eliminated at the secondary level, the approved CTE Program of Study dissolves and is no longer eligible for Perkins funding. When this happens, it is crucial to notify your partners in the CTE Program of Study immediately. As a courtesy, notification should take place when the reduction is being seriously considered and then immediately following the decision to eliminate the programs. This allows the partners to make alternative plans for staffing and course offerings as well.

## Notification of CTE Regional Coordinator

Please follow the guidance above to notify the CTE Regional Coordinator of impending program closure. Regional coordinators may be able to assist with advocacy issues as well.

## Notification of Oregon Department of Education (ODE)

As the state agency responsible for the Perkins grant and reporting it is also crucial to maintain contact with the Oregon Department of Education during this time. Please provide a written notification to ODE when a program is reduced and no longer qualifies as a Perkins Program of Study.

## Distribution of Assets

### Definition of Asset

Assets purchased with Carl D. Perkins funds are under the control and responsibility of the fiscal agent that purchased those assets and can be used only for the intents and purposes of the Act. In the case of a consortium acting as fiscal agent for a group of schools, the consortium fiscal agents have the management, decision making and property control responsibility for purchases made on behalf of any component school or institution.

For the purpose of this CTE Program of Study Closure Guidance the assets we are referring to is any item (equipment, supplies, inventory) **purchased with Carl D. Perkins funds that has an initial usefulness of greater than a single year and an initial cost of more than \$200.**

*According to the Oregon Accounting Manual, capital assets are all tangible or intangible property used in an agency's operations that have initial estimated useful lives beyond a single year and have an initial cost of at least \$5,000. Non-capital assets are all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of less than \$5,000. (OAM 10.50.00PR)*

*Prior guidance from the Oregon Department of Education further defined assets to include all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of more than \$200.*

### ***Use of Asset and Distribution***

Assets shall be used in the program for which it was acquired as long as needed, whether or not the program continues to be supported by Federal funds. When no longer needed for the original program, the asset may be used in other activities currently or previously supported by Carl D Perkins funds or other Federal funds. (EDGAR 80.32 (c)(1))

### ***Direct Grant Recipients***

In a direct grant recipient scenario, if the CTE Program of Study no longer meets the CTE Program of Study level but continues as a State Recognized or Elective program, the assets could remain in use by that program. If the program dissolves entirely, the assets could be relocated to another current or previously funded federal program for use. Examples may include: Other Perkins POS, 21<sup>st</sup> Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients.

### ***Consortium***

In a consortium, as mentioned above, the asset is under the control and responsibility of the consortium fiscal agent. Therefore, the consortium project manager must determine if those assets can be used in other approved CTE Programs of Study within the consortium. This means the asset may be relocated to another school or district. If no approved CTE Program of Study needs the asset, they may shift the use to other past or current federally funded programs. The consortium should have policy in place in their fiscal department to regulate this distribution process.

There are also online resources on the ODE website ([Oregon Department of Education : CTE Programs of Study Application Resources](#)). On this page you will have access to blank forms and the instruction guide that is provided by the Perkins Specialist.

## Fiscal Guide

### Meeting Federal Spending Requirements

#### Overview

The Oregon Career and Technical Education (CTE) State Plan is a high level four-year strategic plan that integrates state and federal priorities into an implementation plan for the "Strengthening Career and Technical Education for the 21st Century Act" (commonly known as Perkins V). Leveraging ongoing partnerships across the state, the CTE State Plan identifies actionable strategies to ensure high-quality learning that is accessible to all learners in Oregon.

(<https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/Oregon-CTE-State-Plan.aspx>).

Effective with the 2023-25 Perkins grant cycle, the CTE/Perkins grants have become part of the secondary Integrated Application Process. This is good news, as CTE is at the table as districts engage communities and determine priorities for achieving student success. Implementation for this two-year cycle will involve many changes in our work and our timelines. The resources below are offered to assist with these changes.

**First**, all funds must be expended strategically in pursuit of one or more of the following **Five Oregon Perkins Goals**:

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

**Second**, Perkins V details the **Required Activities for Use of Funds** detailing how the fund must be used to support High School through Community College Programs of Study.

#### Improve and Enhance CTE

Federal grant funds must **improve and enhance** CTE Programs of Study and **not supplant state or local funds**. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local dollars for other purposes, but should **create or augment CTE programs to an extent not possible without federal dollars**. The Consortium must be able to demonstrate that federal funds are **added** to the amount of state and local funds that would be made available for uses specified in your plan.

## Determining Supplanting

The critical question in determining whether there has been a supplanting violation is whether federal funds were used instead of funds from non-federal sources. **It will have to be shown that the federally funded activity would not have been funded by state or non-federal sources.**

When auditors review compliance with non-supplant rules, they often use the following test: **What would the recipient have done in the absence of federal funds?** If the project would have been carried out anyway with non-federal funds, there will be the presumption of supplanting. During the audit appeal process evidence would be required to disprove that presumption.

On the other hand, if the auditor were to find evidence that in the absence of those federal funds, the specific activity or program would not have been carried out, there would be no presumption of supplanting.

### *Think of it this way –*

The law is designed to ensure that **federal funds pay for something extra!**

NOT day-to-day operational costs including basic teacher and student supplies.

## Using Perkins Funds to Purchase

### **Step 1 - Planning and Thought: Identify the need**

With the issue of Improvement/Expansion of your Program of Study vs the Supplanting funds the following questions can be used as a guide as you begin to review your needs for the 2023-2024 school year.

### ***Can you answer "YES" to the Following?***

1. Will the funds be used to purchase consumable products with a life of less than 1 year?
2. In the past, the supplies have not been purchased using general funds or other grant funds?
3. Will the supplies be used in a manner that supports the increase in student performance in a CTE Program of Study this year?
4. **Will the purchase be used exclusively to help improve technical and/or academic performance of students enrolled in courses associated with CTE Programs of Study?**
5. Was the expenditure appropriately identified in the ***Basic Perkins Grant*** and budget?
6. Will the purchase meet the "allocable" requirements - All purchasing completed by December 1st and used within the classroom for that school year?

***When considering the purchase of Materials and Supplies:***

- Equipment (of any amount) purchased using Perkins funds, solely for teacher use **is not allowed**. All equipment purchased with Perkins funds must be for student use or utilized in instructing students in the classroom.
- Use of Perkins funds to pay for any expense that was previously paid by the local school district is considered supplanting. This may include: salaries, textbooks, stipends etc.
- Consumable supplies such as toner cartridges, paper, baking supplies etc. are the responsibility of the local school district.
- Perkins funds **cannot** be used to purchase items such as mugs, T-shirts, pencils etc. to promote CTE programs.
- Textbooks can be ordered with Perkins funds for new courses only but would have to have very good rationale for this to be a Perkins expense for your program of study. Textbooks for existing CTE courses are the responsibility of the local board of education. (NOTE: textbooks are a very hard sell to the Oregon Department of Education. Please think about class sets of references or resource books.)

***When considering the purchase of Equipment:*** (Federal regulations define "Equipment" as \$5,000.00 or more.)

- Is the equipment necessary to accomplish what is stated in the Program of Study plans and not currently available in the school?
- Is the equipment purchase necessary for effective instruction in the program area?
- The Questions and Goals, and Strategies sections of the application must show how the
- equipment will be integrated into the curriculum.
- Equipment purchased, in whole or in part, with Perkins funds must not result in any direct financial benefit to any School building, School District, Portland Community College or its employees.

Your purchase **may not** be made ...

- If funds will be used to upgrade, replace or repair existing equipment.
- If funds will be used to enhance infrastructure such as wiring, plumbing or construction to a facility.
- If equipment will be considered a permanent part of the instructional facility such as air conditioners, smoke or exhaust removal systems and other similar fixtures.

***(State of Oregon Requirement: A specific, detailed, line-item request for equipment more than \$4,999 must be in the annual budget approved by the Oregon Department of Education as a line item equipment purchase prior to the year in which the purchase will be made.)***

### **Step 2 - Purchasing Procedures: Identify the need**

- 1) Confirm that the purchase(s) you would like to make for the school year qualifies as allowable expenses and meets the goals of your Programs of Study.
- 2) Email Karin Wriggle, PACTEC Budget Specialist to request appropriate forms at [Karin.Wriggle1@pcc.edu](mailto:Karin.Wriggle1@pcc.edu)
- 3) Complete Perkins Request Form
- 4) Complete Supplanting Questionnaire and **have your principal sign**
- 5) Email all completed forms to [Karin.Wriggle1@pcc.edu](mailto:Karin.Wriggle1@pcc.edu)

***For Equipment purchases-*** (defined as \$5,000 or more) Complete the steps above and...

- Include shipping costs and copies of any internet or catalog research you conducted for your purchase.
- **Three** bids must be submitted with the request.

## **Purchasing Deadlines**

***All major purchases must be made by December 1st.***

This is a state requirement. Perkins grant purchases are intended to impact student performance during the year the money is awarded, therefore it is expected that Perkins purchases will be made early in the designated school year and that students will have the benefit of the purchases during that year.

Some expenditures, such as field trips and professional development are ongoing; for such expenses submit as soon as possible.

## **Local Investment Planning Guidance**

In addition to increased program quality accountability, Perkins IV has also tightened up how funds can be used to support CTE. Essentially, the focus of Perkins is to improve, enhance, expand, modernize, elevate or align the program to current industry standards. Although current law does allow for consortium leadership to make some local decisions, there are some that are outside of the local process. Further complicating matters, interpretation of federal law and budget guidelines can be fluid; ODE serves as the link between evolving federal guidance and eligible recipients. Likewise, ODE depends on the consortium to spend Perkins funds responsibly, avoiding the gray areas as much as possible.

Although a “yes” or “no” chart for Perkins spending does not exist, see below for guidance on expenditures to avoid requesting in your Local Investment Plans:

Funds that Supplant	Direct Benefit to Teacher or Student	Other Budget No-Nos
<ul style="list-style-type: none"> <li>▪ Activities or Services provided with other funds in the prior year</li> <li>▪ Services that are provided for some students with other funds</li> <li>▪ All the state and local funds needed to operate in the absence of federal funds</li> <li>▪ routine operating expenses</li> <li>▪ building maintenance and repairs</li> <li>▪ landscaping</li> <li>▪ custodial service</li> <li>▪ basic teacher and student equipment</li> <li>▪ supplies</li> <li>▪ Capital Improvement</li> <li>▪ Furnishing of the facility with furniture, operating equipment, teacher computer, etc.</li> <li>▪ Electrical, plumbing, structural work, heating &amp; cooling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission: Sports event, OMSI, Wildlife Park, Movie, Broadway theater, and etc.</li> <li>▪ Tuition, Fees, Books associated with college /university credit.</li> <li>▪ Membership Dues</li> <li>▪ Promotional Items</li> <li>▪ Promotional Advertising</li> <li>▪ Any portable technology device that is for personal or administrative use:                             <ul style="list-style-type: none"> <li>▪ Technology devices to be used for instructional (student focused) and curriculum purposes are Okay</li> <li>▪ The devices should not be checked out to the student for an extended period of time – personal use.</li> <li>▪ Vigilant inventory procedures necessary to safeguard this investment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vehicles</li> <li>• Text Books</li> <li>• Percentage Formulas</li> <li>• Membership Dues</li> <li>• Student Leadership (competitions)</li> <li>• Perkins III Elements (School to Work)</li> <li>• Articulation Agreements.</li> <li>• Non-Program of Study expenditures</li> <li>• Program Closure</li> <li>• State Recognized Program (SRP)</li> <li>• Administration beyond 5%</li> <li>• Annual subscriptions: If vital, it should be local obligation.</li> <li>• Misc. or General Supplies, i.e. bits, toner, knives</li> <li>• Activities for Elementary or Middle School students</li> <li>• Safety Items, i.e. safety glasses, lab coats, welding helmets</li> <li>• Replacement equipment that is not an upgrade</li> </ul>

## Budget Narrative Changes and Revisions

Any changes to the approved Perkins Budget Narrative expenditures that result in a variance of more than 10% in any function code or object code require advance permission and amendment to the Perkins Budget Narrative. ODE must approve those changes.

## Portland Community College as Fiscal Agent

As stated in the Consortium agreement, Portland Community College (PCC) serves as PACTEC's fiscal agent, therefore, PACTEC is required to also abide by its purchasing guidelines. These guidelines are shown below. If you have any questions regarding any potential purchases and PCC's purchasing and contract requirements you can contact Karin Wriggle at [Karin.Wriggle1@pcc.edu](mailto:Karin.Wriggle1@pcc.edu).

These rules and requirements are in place to ensure that there is no conflict of interest and/or the procurement will not encourage favoritism in the award of College Contracts, as stated in the Community College Rules of Procurement (<https://intranet.pcc.edu/finance/wp-content/uploads/sites/3/2020/05/FINAL-APPROVED-Procurement-Rules.pdf>).

### PCC Contracting/Purchasing Requirements

Procurement Type	Small Procurement No Competitive Quotes Required (Use a COBID/SBA firm if available)	Intermediate Procurement Send copies of at least 3 Written Quotes to Procurement & Contracting with the Quote Comparison Form & Requisition # (1 MUST be COBID/SBA, if available)	Formal Procurement Contact Procurement & Contracting to determine the proper formal process and timeline
Goods & General Services (including Federal Grant-funded)	< or = \$25,000 (Previously < or = \$10k)	\$25,000.01 - \$250,000 (Previously > \$10k - \$150k)	> or = \$250,000.01 (Previously > \$150k)
Personal Services (except Federal Grant-funded)	< or = \$150,000 (Previously < or = \$75k)	\$150,000.01 - \$250,000 (Previously > \$75K - \$150K)	> or = \$250,000.01 (Previously > \$150k)
Architects, Engineers, and Related Services	< or = \$100,000 (No Change)	\$100,000.01 - \$250,000 (No Change)	> or = \$250,000.01 (No Change)
Public Improvement	< or = \$25,000 (Previously < or = \$5k)	\$25,000.01 - \$100,000 (Previously > \$5k - \$100k)	> or = \$100,000.01 (No Change)
Federal Grant-funded Personal Services	< or = \$50,000 (Previously < or = \$10k)	\$50,000.01 - \$250,000 (Previously > \$10k - \$150k)	> or = \$250,000.01 (Previously > \$150k)

*NOTE: All procurements in excess of \$250,000 require Board Approval.  
POs and Contracts are sent to suppliers/contractors by Procurement.*

### Teacher/Instructor Rate of Pay

PCC employees and/or high school teachers that participate in PACTEC activities, such as Consortium meetings, professional development activities, conference attendance that are not paid by their respective high school districts will be paid at the college rate of \$50.00 an hour.

### Being Paid through Multiple PCC Sources

If an employee or teacher is being paid from different grant funding sources, is paid through grant funding and general funds; or is paid by more than one funding source, they must record the time they spend in each of these areas. Below is an example of an available spreadsheet to use for this purpose. The spreadsheet is available through the PCC Finance Forms webpage ([MyPCC Login | Portland Community College](#)) and will need to be unlocked to use.

### PACTEC/PCC Travel Policies and Procedures

When traveling for PACTEC events or activities all participants must follow PCC travel policies and guidelines. This includes documentation that is needed for reimbursement and per diem reimbursement for meals. Some of the important things to know and remember are:

- All required request forms need to be completed within the allowable time frame for any events or activities that are to be paid for by PACTEC.

- Those events or activities have to comply with the professional development guidelines outlined in the table in the section below.
- PACTEC will only reimburse schools, school districts, or individuals for airline or other forms of travel. They will not pay for tickets directly.
- Teachers and other persons that travel will be paid per diem for meals in accordance with PCC's rate, which is dependent on where the event/activity takes place. These per diem rates include tips for meals and luggage handling. The per diem rates are based on date and location traveled. These can be found at <https://www.gsa.gov/travel/plan-book/per-diem-rates/per-diem-rates-lookup>.
- PACTEC will make arrangements and pay for lodging and event/activity fees. If the teacher is attending an event/activity that they requested, they will need to complete the Professional Development Request form that can be obtained through Karin Wriggle ([karin.wriggle1@pcc.edu](mailto:karin.wriggle1@pcc.edu)).
- Retain all receipts for meals (if cost is more than per diem amount), transportation, and other miscellaneous expenses that you would like to be reimbursed. These charges will be reviewed by the PACTEC specialist, the Regional Coordinator and PCC Finance personnel before being reimbursed.
- Travel with a personal vehicle will be reimbursed using the prevailing federal mileage rate published by the IRS, which is currently \$0.70 per mile.
- Contact Karin Wriggle for other questions or concerns regarding travel policies at [karin.wriggle1@pcc.edu](mailto:karin.wriggle1@pcc.edu).

## PACTEC CTE Professional Development Guide

As Perkins has evolved, the role of professional development has gained importance in supporting the program of study elements. Currently, at least ten percent of Perkins funds must be dedicated for professional development focused on instruction although most eligible recipients invest significantly more.

Funded professional development should be long-term, sustained, and focused on student engagement or program improvement. Perkins requires that all secondary and postsecondary POS instructors participate annually in formal, program-related professional development focused on instruction and following the Consortium's plan. Conferences are allowable as long as they are tied to the deliverables of the professional development plans. In order to expend Perkins funds, consortium member instructors are expected to participate in appropriate regional professional development (motion passed 8/18/2009).

PACTEC, continue to plan and provide Region 2A professional development that meets the needs of Perkins IV. Regional activities will be planned throughout the year to constitute a series of workshops and training based on Perkins requirements, program approval, emerging diploma & degree requirements, alignment and other needs identified through the regional planning process. These regional series of events will be supplemented by state and local initiatives that dovetail and complement the Perkins Required Uses of Funds. See below for examples of activities that meet these requirements. Reimbursement requests are available online for professional development that is either provided by the Consortium for regional

educators or state or national conferences requested via the Local Investment Plans and approved by the CTE Directors and ODE.

Local	Regional	State and National
<ul style="list-style-type: none"> <li>• Collaborative work time</li> <li>• District or College-driven workshops &amp; trainings that support Perkins IV</li> <li>• Local PLCs focused on CTE POS</li> </ul>	<p>Math or Writing-in- CTE</p> <ul style="list-style-type: none"> <li>• Technical Skills Assessment Development</li> <li>• Community of Practice workshops</li> <li>• Pathway Groups</li> <li>• Industry Tours</li> <li>• Program of Study Topics</li> </ul>	<p>Program-oriented conferences that support approved POS or Perkins IV</p> <ul style="list-style-type: none"> <li>• Conferences that focus on programmatic or instructional needs</li> <li>• Statewide pathways or POS work</li> <li>• OACTE</li> <li>• Student Success Conference</li> </ul>

## Quick Links

**Oregon Performance Measurement definitions and other Data & Reports information:**

<http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx>

**Oregon Teacher Licensure:**

<http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx>

**Oregon Programs of Study:**

[http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS\\_Approval\\_Admin.aspx](http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Approval_Admin.aspx)

**CTE: Learning that Works for America (NASDCTEC):** <http://www.careertech.org/>

**2025-2027 Oregon CTE Perkins Dashboard:**

<https://app.smartsheet.com/b/publish?EQBCT=cac0ba5517144d199cbd21d8ea46a608>

**Oregon CTE Policy Guidebook:**

<https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/CTE%20Policy%20Guidebook.pdf>

**Quality Program of Study Rubric:**

<https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/High%20Quality%20Programs%20of%20Study%20Rubric.pdf>

**Work-based Learning Handbook:**

<https://www.oregon.gov/ode/learning-options/CTE/careerareas/Documents/Work-Based%20Learning%20Rubric.pdf>

**The State of CTE: Credentials of Value:**

<https://careertech.org/resource-center/series/credentials-of-value/>

**Dashboard: Top Employer Requested Credentials:**

<https://careertech.org/resource/dashboard-top-employer-requested-credentials/>

## Glossary/Acronym Definitions

**Advisory /Board/Committee:** A board or committee which provides advice in the design, development, delivery, evaluation, and continuous improvement of Career and Technical Education programs. The committee meets on a regular basis and minutes are on file.

**Articulation Agreement:** A partnership between two institutions to recognize credits toward a degree.

**Career Areas:** Oregon's Career Areas provide an organizational framework for Program of Study curriculum design. The Skill Sets contained within each Career Area are industry reviewed and represent the knowledge and skills students need in order to be success

**Crosswalk/Matrix:** A template for instructors to use to identify which Oregon skill sets are included in the courses that are part of a program of study.

**CTE POS:** Career Technical Education Program of Study

**CTE Program of Study:** A collection of sequential courses that teach students skills and knowledge in a particular career area.

**CTE:** Career Technical Education

**CTSO:** Career Technical Student Organization

**IRC:** Industry Recognized Credential

**LEA:** Local Education Agency

**LMI:** Labor market information

**NCES/SCED course codes:** Secondary School Course Classification System is published by the National Center for Education Statistics. NCES/SCED is based on a 5-digit Course Code that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course.

**ODE:** Oregon Department of Education

**PACTEC:** Portland Area Career Technical Education Consortium

**PD:** Professional Development

**Perkins V:** The newest legislative authorization of Perkins Career Technical Education funding that passed in congress and signed into law in 2018

**Programs of Study:** A curriculum of two or more courses that is intended or understood to lead to a degree, diploma, or certificate. It may include all or some of the courses required for completion of a degree program

**Regional Coordinator:** The Regional Coordinator of Career and Technical Education (CTE) works with local high schools and the community college to develop and coordinate the regional career and technical education plan including curriculum design, staff development, and resource allocation.

**Regional High Demand, High Wage Occupations:** Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular area and have more

than the median number of total (growth plus replacement) openings for statewide or a particular area.

**SCP:** Secondary Career Pathways

**TSA:** Technical Skill Assessment

**Work Based Learning (WBL):** An educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

## Appendix A

### PACTEC Integrated Program Application for 2025-27

#### Needs Assessment Summary

A1. Process: Please offer a description of the needs assessment summary process you engaged in.

- The PACTEC team held 3 meeting sessions with all the region 2A consortia leadership, including indirect and direct stakeholders. During these sessions, we asked leadership a series of guiding questions to help elicit responses related to CTE needs at their sites as it related to a variety of different areas. We collected the information from each session and used it to help form both future meeting topics and as a set of data points for use in the creation of the consortia Perkins application. We also collected information from teachers and CTE support staff during our Fall Symposium, which includes over 230 teachers from the region, during our Program of study renewal workshops, from a Google Form that went out to all PACTEC members and from onsite visits made by the regional coordinator as he introduced himself to teachers and staff at all participating sites. Part of the information request has included asking teachers and leads to forecast out 2 years as it related to their needs dealing with equipment and CTE supports that Perkins is allowed to support. Last, the regional coordinator worked with the NWRESD to create a series of CTE tools to be used in district integrated guidance that would be rolled out by each district as part of their process around it. The regional coordinator took part in a number of meetings with different stakeholders to help facilitate the use of these tools and then was granted access to the final integrated guidance applications after they were submitted. We then collated the information from all sources to create a draft document that put all their requests into concrete terms as it pertained to all site equipment and professional development needs and asked them to offer feedback on it. We used the final feedback to make targeted changes to the draft and then in our last leadership meeting, asked the consortia to vote on the final Perkins plan.

A2. Results: Describe the summary results of that needs assessment.

PACTEC engaged with the following:

- Systematic review of the IG applications (made available to RCs) to collect the information acquired in their engagement work.
- Conversations and consultations during the engagement process with School Leaders, District Leaders and CTE Coordinators. Some of these conversations happened virtually and others happened during numerous on site meetings and visits organized either by the coordinator or by site leads.
- PACTEC School Leaders (principals, vice principals, CTE TOSAS) meetings that happened quarterly
- ESD meetings, which happened every other month where different district leaders attended and we were able to talk through various needs and issues as well as processes they were engaging with in regard to IG

We reviewed not only data but engagement methods – extent and range across the districts. Variation in scope of effort is wide, reflecting in part the relative district size and resource (But not in every case). Weaknesses and assets, both shared and distinct, were noted, toward identifying common themes/topics (and particular needs of individual districts). Some weak areas were acknowledged, others ascertained through the data. The synthesis was informed by examining the number and scope of programs of study, particularly vis-à-vis region size and economic circumstance; and analysis of participation data across learning areas and focal groups.

Our member districts used many common engagement methods (public meetings, focus groups, empathy interviews, surveys) but to varying degrees. Larger districts engaged in these methods at much greater volume and frequency, and often started the process early, as early as Spring 2024. The level of interaction with PACTEC varied widely; some districts took advantage of the NWRESD support, but most did not take advantage of supplemental support offered (ESD-created and administered surveys, writing assistance etc.)

A3. Sources: Indicate from where the data were sourced.

- School site administrators, CTE teachers at school sites, CTE involved counseling staff, district Integrated Guidance applications, which sourced data from various sessions it held over time.
- CTE needs assessment that was rolled out by PACTEC itself that was provided to district CTE leads and teachers.
- ESD tool sets created to help with IG applications were also used.
- Student CTE surveys that were developed and rolled out in conjunction with the NWRESD. Data collected was focused on student engagement, experience and suggestions they had on program or site improvements as they related to CTE offerings.

A4. Trends: Please name the trends noticed through the data review.

Key findings included:

- General challenges with maintaining advisory boards across partner districts
- Staffing challenges still exist, due to many issues, but amongst those that PACTEC can serve, no consistent CTE teacher supports that involve pedagogy and more specific CTE best practices.
- Barriers to more equitable program engagement exist due to a variety of factors, from barriers that exist systematically at sites related to scheduling and counselor supports to above mentioned personnel challenges that affect program sustainment.

Among challenges in making a synthesis across such divergent subjects are:

- Differing methods, sample sizes, effort/level of detail
- Confusion around terms – report authors sometimes misused terms like WBL
- On occasion, the claims around participation, for example don't match the data

A5. Planning: Explain how the needs assessment and data analysis have informed specific decisions for this plan and budget.

We used the various needs assessments to help generate outcomes and strategies to address key findings and challenges. We looked to create both targeted support for many identified needs as well as a few general strategies that allow district and school level flexibility with implementation to both leverage the consortia model and honor distinctive differences that do exist in the group.

- New and existing CTE teacher support PD with a focus on problems of practice along the teacher continuum, with feedback from the NWRESA, PACTEC leads and teachers on what the support PD will entail.
- Targeted PD opportunities focused on WBL and CTSO engagement and sustainment.
- Fall events focused on furthering alignment between industry, secondary and post secondary partners.
- Winter and Spring events focused on school wide efforts to support CTE engagement and retention efforts by all site involved stakeholders, with a focus on counselors and administrators. We are looking to offer two events with virtual follow up afterwards, including one event offered through Core Fluornoy and another from CORD.
- Spring event focused on program of study renewal with a focus on program quality (evaluated using ODE provided rubrics) that also utilizes current LMI and industry needs as established from advisory meetings.
- Expansion of summer skill workshops, to be hosted with industry partners and PCC, to help teachers stay current with industry practices, skill sets and technology.
- Continue funding support for site and district level PD that is specific to different career areas and offered through partners such as ACTE, or industry level partners such as Adobe.

### Equity Advanced

B1. What activities do you organize or lead that promote the removal of barriers and ensure nondiscrimination associated with student access to and success in CTE courses, programs, and work-based learning opportunities, particularly students from focal groups?

- We will hold a CTE focused engagement training, focused on both teacher and counselor/admin level work that can help to support different focal populations as well as those that the site may wish to focus on. We will hold a program of study renewal workshop where we will ask teachers and administrators to evaluate program offerings using ODE established rubrics paired to both industry level and district level data in order for them to be able to reflect on possible changes that may wish to implement in their programs; We will also hold yearly alignment and advisory meetings where secondary, post secondary and industry level partners will work on how they can better alignment the work they do. We will format these events so that partners are asked to take into account student perspectives at various points, with special focus on the above targeted populations. Third, we will host an event with CORD, with a focus on educating counselors and other site personnel that work with students on class decisions and / or supports what CTE is and what it can involve so they are better able to guide and support students over time. We will also look at Supported Employment and how PACTEC teachers can understand the system of supports for careers for their students with disabilities. Lastly, PACTEC will help to produce one pagers and videos focused to program outreach and expansion where special focus will be on highlighting non-traditional populations in the program workforce areas.

B3. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male- or female-dominated.

- To ensure equitable participation in CTE programs that are traditionally dominated by one gender, several strategies will be implemented. First, targeted outreach and recruitment efforts will attempt to help break down gender stereotypes. Tailored promotional materials, such as videos and social

media outreach, will attempt to showcase diverse role models in both male- and female-dominated careers, emphasizing success stories of women in fields like automotive technology, welding, and construction, as well as men in industries like healthcare and early childhood education. These materials, along with community events such as district held college and career fairs, will look to challenge traditional gender roles and encourage students to explore careers they might not have considered before.

- In addition, we plan to offer professional development (PD) for CTE teachers to ensure they recognize and address gender biases in the classroom. This PD will look to focus on equitable practices, such as using gender-neutral language, encouraging equal participation, and creating an inclusive classroom environment where all students feel supported in pursuing any field, regardless of gender. We also will look to offer PD that is focused on systems wide gaps at school sites as it pertains to CTE engagement and sustainment for non-traditional populations, with the target audiences being counselors and other support staff who work with students as they make class choices.
- PACTEC will look at offering student and teacher centered WBL and CTSO workshops focused on mentorship best practices. These types of student experiences can play a critical role in supporting students in non-traditional fields. By partnering students with professionals who can provide guidance and share experiences, mentorship helps students build confidence and navigate gender barriers in the workplace. Female students in traditionally male-dominated fields like STEM could be paired with female industry professionals, while male students might benefit from mentorship in fields like early childhood education or healthcare, where men are underrepresented. Creating a supportive learning environment where all students can take risks, contribute equally, and collaborate with peers in hands-on activities will also foster inclusivity. Teachers will be exposed to best practices as they relate to integrating cooperative group work and leadership opportunities for all students, further breaking down gender-based expectations.
- Last, we will engage leads with a PD focused on exposure to best practices related to tracking and analyzing participation data is also crucial to identify and address any gender disparities in enrollment or retention. This work will be done in conjunction with the NWRESA.

### Well-Rounded Education

C1. How do you ensure the full body of knowledge and skill statements, aligned with industry standards, are included in all CTE programs and Programs of Study?

- We do this in multiple ways. First, we hold a yearly program of study renewal workshop where we facilitate the dissemination of required information related to high quality programs of study as released by ODE. We work with teachers and admin to help them complete the renewal process forms. We engage with yearly program updates where we check each program's documentation to ensure they adhere to requirements and are accurate to date. We hold twice yearly alignment and advisory meetings where teachers meet with community college instructors and admin as well as industry advisory members to ensure that programs are as aligned with both industry and community college needs as possible. Last, PACTEC works to hold various workshops and other PD

opportunities that are focused on teacher and program development, with many focused on helping teachers and programs are well aligned to industry standards and ODE released knowledge and skill statements.

C2. What academic and technical supports are offered through your grant that support teachers to help students who are not meeting performance levels?

- The grant offers a comprehensive set of academic and technical supports designed to assist teachers in helping students who are not meeting performance levels in Career and Technical Education (CTE) programs, as established using ODE provided skill sets for each program area and district level performance metrics related to core subject areas such as reading, writing and math. Central to these supports is professional development focused on enhancing teaching practices, especially in areas such as work-based learning, in class engagement strategies, and equitable classroom practices as they relate to information dissemination and assessment. Teachers will participate in 1 engagement-focused training, helping them better engage students who may need differentiated instruction, particularly those identified as non-traditional for that career area.
- In addition to this, the grant includes opportunities for teachers to attend industry-specific training, skills events, and summer externships, which will help them stay updated on emerging technologies and industry standards. By gaining firsthand experience in the workforce, educators will be better prepared to create relevant lessons that connect classroom content to real-world applications, which can be particularly valuable for students who are struggling academically. We will work with industry levels partners to ensure that the PD intentionally addresses strategies students can utilize to help address the wide range of student situations and knowledge gaps and how teachers can differentiate the offerings in each sequence
- To further support teachers, the grant will foster collaborative networks, where educators can come together to share strategies for addressing common challenges. Through periodic workshops and meetings focused on problems of practice, teachers will have a chance to learn from one another, particularly regarding how to support underperforming students. These collaborative efforts will be supported by mentorship opportunities, where experienced teachers can guide newer educators in navigating challenges in student performance. This work will be done in collaboration with the NWRESD and NTC.
- The grant also addresses the need for alignment between secondary CTE programs and postsecondary education, which ensures that students who are struggling have clear pathways to further education or industry certification. Teachers will be supported in understanding Program of Study (POS) requirements and in developing individualized alignment roadmaps that align with both academic and technical competencies necessary for success. By improving this alignment, the grant provides students with additional opportunities for success, especially for those who may need more support to meet performance expectations.
- Finally, the grant will enhance opportunities for Work-Based Learning (WBL) and Career and Technical Student Organizations (CTSO), providing students with hands-on experiences that reinforce the skills they are learning in the classroom. These real-world learning opportunities not only help students connect theory to practice but also build confidence and motivation, which can be particularly helpful for those who are struggling academically. Together, these supports create a

robust framework for helping teachers better meet the needs of all students, especially those not meeting performance levels, and foster an environment of continuous improvement and success.

C3. If your districts or colleges plan to develop a new CTE Program of Study, please name the intended program(s) to be started, the timeline, and the steps taken or to be taken.

- Ag at Gaston - full program of study effective 2025-26; Met with teacher and administrator to work through industry connections, program offerings, scheduling and course matrix as well as equipment requests. Also working with the teacher to ensure licensing PDP is developed.
- Ag at Scappoose - full program of study effective 2025-26; Met with teacher and administrator to work through industry connections, program offerings, scheduling and course matrix as well as equipment requests. Also working with the teacher to ensure licensing PDP is developed.
- Digital Arts at St Helens - start up effective 2025-26; Met with teacher and administrator to work through industry connections, program offerings, scheduling and course matrix as well as equipment requests. Also working with the teacher to ensure licensing PDP is developed.

C4. Describe the efforts you are making regionally, through partnerships and system design, to expand work-based learning opportunities.

- To expand Work-Based Learning (WBL) opportunities regionally, our efforts focus on building strong partnerships with local industry leaders, postsecondary institutions, and community organizations. These collaborations aim to create a comprehensive network of support for students, providing them with meaningful real-world experiences that enhance both their technical skills and career readiness. One of our primary strategies is to help teachers forge robust relationships with regional employers to offer internships, apprenticeships, and job-shadowing opportunities that are directly aligned with industry needs. This partnership model ensures students gain exposure to the tools and technologies they will use in the workforce, while also working with teachers to better understand what industry-recognized credentials are best fits for their programs and how they can help students work toward them. Some of this is accomplished through advisory meetings and through other partnerships we have helped to create in conjunction with PCC and individual sites. This network will also be further developed out and reinforced through targeted PD focused on WBL best practices that exist within the PACTEC region and from surrounding districts in Oregon.
- In addition to industry partnerships, we are also working closely with postsecondary institutions, including community colleges and universities, to align WBL opportunities with educational pathways that support both academic and career goals. We do some of this work by collaborating on dual enrollment programs, where students can earn college credits while gaining hands-on experience in their chosen fields, creating a seamless transition from secondary education to higher education or the workforce. These efforts help ensure that students have the skills and credentials required for successful careers after graduation. Our alignment meetings involve the dual credit team, where appropriate (not all teachers are dual credit).
- To further expand WBL access, we will be hosting a series of regional WBL workshops aimed at sharing best practices as they relate to different work based learning models. These meetings will

allow for the sharing of resources, best practices, and opportunities, ensuring teachers (and as a result, students) from various regions have more robust access to work-based learning experiences. By pooling resources and working together, we can offer a wide variety of learning opportunities, such as industry-specific workshops, mentor-based internships, and community service projects, strengthening the overall ecosystem of WBL in the region.

- Finally, we are implementing a system for monitoring and evaluating the effectiveness of our WBL programs. This includes gathering feedback from both students and employers to track performance, skill development, and post-placement outcomes. By regularly assessing these experiences, we can continuously refine our approach, ensuring that the WBL opportunities we offer remain aligned with industry needs and student aspirations. This evaluation process will allow us to make data-driven adjustments and ensure the sustainability and success of WBL programs for years to come. Through these combined efforts, we aim to provide students with the skills, knowledge, and experiences they need to thrive in the workforce while strengthening the regional ecosystem of work-based learning.

C5. Describe the regional efforts to expand accelerated college credit opportunities for CTE students.

- Regional efforts to expand accelerated college credit opportunities for CTE students are centered around creating more seamless pathways between secondary education and postsecondary institutions. By fostering partnerships with community colleges, universities, and other postsecondary providers, the goal is to offer students opportunities to earn college credits while still in high school, reducing both the time and cost required to complete a degree or certification.
- One of the key strategies involves expanding dual enrollment programs, where high school students can take college-level courses that count toward both their high school diploma and college degree. These programs are designed to align with specific Programs of Study (POS) within CTE fields, such as healthcare, information technology, or advanced manufacturing, ensuring that students gain not only high school credit but also credits that apply directly to postsecondary pathways.
- Another regional effort is to increase industry-recognized certifications that can count as college credit. Through partnerships with regional community colleges, CTE students can work toward earning certifications in areas like CNA (Certified Nursing Assistant), CISCO certifications, or OSHA certifications, which are recognized by both employers and academic institutions. These certifications can provide students with a solid foothold in their careers and often transfer as college credit, accelerating their postsecondary education.
- To support these efforts, regional collaborations are offering alignment meetings and professional learning community workshops for educators to better understand the process and logistics of dual enrollment, industry certification, and articulation agreements. This training is designed to help CTE instructors align their curriculum with the requirements of postsecondary institutions and industry standards, ensuring that students are well-prepared for these accelerated opportunities.
- Through these regional efforts, the aim is to ensure that all CTE students, particularly those from underserved backgrounds, have access to college credit opportunities that not only shorten their time to a degree but also make higher education more affordable and accessible. This creates a more direct pathway from secondary education to career success by equipping students with both technical skills and academic credentials that enhance their employability and earning potential.

## Engaged Community

D1. Looking at your Community Engagement process holistically, what did you learn from the community and staff?

- Through our community engagement process, we've gathered valuable feedback from both community members and staff, which has shaped our approach to enhancing Career and Technical Education programs. One key lesson we've learned is the critical importance of collaboration between education and industry. Local employers have emphasized the need for CTE programs to stay aligned with current industry standards and future workforce demands. This insight has reinforced our focus on offering students hands-on learning experiences with up-to-date tools and technologies, and ensuring they have options to gain industry-recognized credentials that make them competitive in the job market. We also have heard about a desire for students to have more well developed "soft skills", which are built into programs of study at current but we must also recognize that Oregon is in the process to implement a redesign of the employability skills and so we may look to over a PD focused on how to better integrate the revised skill sets into current programs. Last, educational institutions have expressed a desire for more structured, long-term partnerships with employers, which has led us to focus on fostering stronger, clearer communication between education providers and businesses to meet mutual goals. We are looking at models that involve PCC serving as a regional hub for such interactions and will attempt to pilot this in the Fall of 2025.
- From the staff perspective, we've learned that there is a strong demand for more professional development opportunities, especially in areas such as engagement, technological advancements, and industry trends. Teachers expressed a need for ongoing training to stay current with changes in both their industry areas and in the diverse needs of their students, particularly those from marginalized backgrounds, including students with disabilities and emerging bilingual students. This feedback has guided us to invest in professional development programs that are both industry-relevant and engagement-focused, ensuring that educators are equipped with the skills necessary to engage and support all students effectively. Additionally, staff have expressed interest in more collaborative learning opportunities to share best practices and resources, helping to build a stronger, more unified teaching community.
- Community members, particularly from underserved groups, have highlighted the importance of equitable access to CTE programs. Many students face barriers such as lack of awareness, limited access to transportation, or financial constraints, which prevent them from participating in CTE opportunities. This feedback has reinforced the need for targeted recruitment strategies and inclusive support structures that help all students, regardless of background, access CTE pathways. Additionally, the community has emphasized the role of mentorship and community involvement in helping students overcome these barriers, and we are committed to strengthening these support networks.
- Another key takeaway is the need for clear communication and transparency between the CTE programs and school staff, particularly counselors and administrators. Staff expressed a desire for a better understanding of how CTE programs align with postsecondary education and career

opportunities, which has led us to focus on improving our communication efforts. We are committed to ensuring that school staff are not only informed about the goals and outcomes of CTE programs but are also actively involved in planning and decision-making processes, fostering a more unified approach to supporting student success.

- Feedback regarding work-based learning (WBL) opportunities also played a crucial role in shaping our strategy. Both staff and industry partners underscored the need for expanded WBL opportunities, with a focus on making these experiences more accessible and aligned with industry needs. However, logistical challenges such as limited employer capacity and the need for more formalized structures for WBL placements were identified as barriers. This has prompted us to focus on developing stronger regional partnerships and creating more sustainable models for work-based learning that ensure long-term success and benefit for both students and employers.
- Finally, we learned that student and parent involvement is essential to the success of CTE programs. Feedback from families, especially from underserved communities, pointed to a need for clearer, more accessible information about CTE opportunities. Engaging parents early on and providing them with the tools to support their children's education can significantly impact student enrollment and retention in CTE programs. Students themselves have also expressed a desire for more mentorship and guidance from industry professionals, which has influenced our plans to increase these opportunities, helping students make more informed decisions about their career pathways. We aim to incorporate some of the requests into the workshops that we will offer as well as look at incorporating this into our Fall and Spring alignment meetings.
- Overall, the community and staff engagement process has provided invaluable insights that will guide our efforts moving forward. We've learned the importance of education-industry collaboration, the need for continuous professional development for teachers, the necessity of equitable access to CTE opportunities, and the value of clear communication. We are now focused on expanding work-based learning opportunities, improving student and family engagement, and ensuring our CTE programs are more inclusive and aligned with the needs of both students and the community. By acting on these lessons, we are confident that we can build more effective and sustainable CTE programs that will better serve all students and prepare them for successful careers.

## D2. Explain how you applied the input to inform your planning.

- We applied the input gathered from community engagement, staff feedback, and regional partnerships to inform our planning by aligning our strategies with the needs and aspirations expressed by all stakeholders. The feedback we received guided us in refining both short-term and long-term goals, ensuring that our CTE programs are not only effective but also inclusive and responsive to the demands of students, employers, and the broader community.
- One of the main areas we focused on was the importance of industry alignment. The input from employers emphasized the need for CTE programs to provide students with hands-on experiences using up-to-date equipment and industry-recognized credentials. In response, we made it a priority to invest in modernizing our equipment and software, ensuring that students are learning with tools that mirror what they will encounter in the workforce. We also expanded our efforts to create partnerships with regional businesses to offer work-based learning opportunities that directly align

with employer needs. These partnerships are central to our long-term plan, ensuring that students gain practical experience and relevant certifications that enhance their career prospects.

- In terms of professional development for educators, staff feedback was pivotal. Teachers expressed a strong desire for training focused on industry trends, engagement practices, and technological advancements. We took this input seriously and prioritized professional development opportunities that would support teachers in staying current with evolving industry standards and equipping them with the skills to engage a diverse student body. As a result, we integrated PD sessions into our planning that focus on work based learning, CTSO implementation, equitable teaching strategies, and advancements in technology, ensuring that educators are equipped to teach students from a variety of backgrounds, including students with disabilities and emerging bilingual students.
- The feedback regarding equitable access to CTE programs also played a critical role in shaping our plan. We recognized that barriers to participation — such as a lack of awareness, financial constraints, system wide barriers that do vary from site to site, and limited access to transportation — were significant issues for underserved populations. Based on this input, we have developed targeted outreach strategies and support systems aimed at increasing participation from historically marginalized groups, such as Hispanic and Latino students and students with disabilities. We also prioritized creating more flexible and inclusive opportunities for students to access CTE pathways, including mentorship programs, job readiness training, and transportation assistance.
- In response to the need for work-based learning expansion, which was consistently raised by both staff and industry partners, we incorporated professional development focused on best practices aimed at building stronger and more sustainable models of WBL into our grant. We will focus on enhancing our regional partnerships with employers to create more internship and apprenticeship opportunities and provide opportunities for teacher exposure to different WBL models from local and regional sites. We also recognize that for WBL to be effective, we need to ensure access for all students, particularly those from underserved backgrounds. To address this, we aim for the PD we offer to showcase different models for what WBL can be, including virtual internships, industry tours, and job shadowing opportunities, which would give students a broad range of experiences without the constraints of location or transportation.
- Finally, community feedback on student and parent involvement was critical in shaping our outreach and support strategies. Families expressed a need for better information and engagement regarding CTE programs, which led us to create recruitment materials that were not only informative but also accessible.

### Strengthened Systems and Capacity

E1. Describe any regional efforts, systems, or partnerships, including with higher education, being implemented to assist newly recruited CTE educators and leaders, including those who are representative of student focal groups.

- One of the key strategies involves establishing a mentorship program and peer support network with the NWRES. Experienced CTE educators mentor newcomers, offering guidance on curriculum

development, classroom management, student engagement, and strategies for addressing the unique needs of diverse student groups, such as Hispanic and Latino students, students with disabilities, and emerging bilingual students. These mentorships create a supportive community where new educators can share challenges and solutions, helping them transition smoothly into their roles.

- In addition to mentorship, regional efforts emphasize professional development tailored to new educators. This PD focuses on building expertise in engagement and culturally responsive teaching, which is crucial for effectively engaging underserved student populations. New educators receive training in project and work based learning, inclusive teaching practices, and industry-specific advancements, ensuring they are well-equipped to meet the needs of all students. The professional development programs are often delivered in collaboration with higher education institutions, ensuring that they are grounded in the latest research and best practices in both pedagogy and industry trends.
- Our partnerships with local community colleges, including PCC, are central to these efforts. These institutions offer continuing education opportunities and certification programs that help new CTE educators deepen their knowledge of both teaching strategies and industry standards. These partnerships also facilitate leadership development, preparing educators for roles as CTE leaders within their schools or districts. Graduate programs and specialized leadership training provide a pathway for educators to develop skills that will allow them to manage and grow CTE programs effectively, especially in ways that are inclusive and responsive to the needs of diverse student populations.
- Collaborative networks are another cornerstone of our regional strategy. Partnerships between local school districts, the regional educational service districts, and professional associations like the Association for Career and Technical Education (ACTE) help new CTE educators build professional networks. These networks provide opportunities for educators to share best practices, attend conferences, and participate in professional learning communities. By connecting with peers across districts, new educators gain access to valuable resources, fostering a sense of community and professional growth. We will look to foster increased collaboration and engagement between districts with POS and problems of practice specific workshops as well as through alignment and advisory meetings that will take place at various times in the year.
- Finally, addressing teacher retention is a major focus of our regional efforts. To support long-term success, we will look to implement structured check-ins (with support from the ESD) with teacher and district leadership to assess the progress of new educators, provide regular feedback, and ensure that they have the resources they need to thrive. We also focus on creating opportunities for educators to advance in their careers, building pathways that encourage them to stay within the CTE field through the PD and skill building workshops we will help to host or coordinate. These efforts are designed to improve teacher retention by fostering a supportive environment where educators feel valued and equipped for long-term success.

E2. How will the consortium partner with schools, local workforce boards, STEM Hubs, and other entities to provide career awareness, exploration, preparation, and training that supports student decision making and involvement in CTE and other career connected learning activities?

- The consortium will collaborate with schools, local workforce boards, STEM Hubs, and other regional entities to create a comprehensive system that supports students' career awareness, exploration, preparation, and training. These partnerships aim to guide students through every stage of their career journey, from early exposure to career options to hands-on learning experiences, while helping them make informed decisions about their future in Career and Technical Education and other career-connected learning activities. Most of this work will focus on providing offerings to CTE teachers to expose and connect them with resources that will allow them to provide more sustained opportunities that work based learning and to help them develop curriculum that more directly aligns with what is offered at post secondary institutions and/or with what industry needs.
- To build career awareness, the consortium will utilize labor market information to help teachers and programs make changes to their programs where appropriate as well as will look to enhance the advisory boards experiences so that they better serve both the teachers and industry members. We will do this by attempting to incorporate advisory more directly into our alignment work and will attempt to schedule advisory, alignment and even dual credit sessions to happen on the same day so that teachers and industry partners have more time and opportunity to directly connect in ways that will produce authentic discussion and sustainable action. We also will look to better connect ourselves and teachers with local workforce boards and other college and career fairs (and similar types of events) to both learn and be able to connect with these entities. One example will be a ramp up of our involvement with the Oregon Air show, held in Hillsboro and work we will look to do to table at the events, where students and teachers will take part along with select industry partners. These collaborations will allow us to introduce students and teachers to a wider range of industries through events like career fairs, industry panels, and job-shadowing opportunities, offering direct interaction with professionals. The Worksystems and NW Oregon workforce boards and STEM Hubs will also play a key role by highlighting the connection between high wage-high demand work areas that the workforce boards are focused on and the STEM hubs connecting STEM fields and CTE, allowing students to explore both traditional and emerging sectors. These events will provide students with early exposure to potential careers, helping them make informed choices based on their interests and skills.
- In terms of career preparation, the consortium will look to help support career exploration programs through providing teachers a bigger set of work based learning resources with the goal of giving more students the chance to participate in internships, apprenticeships, and job-shadowing experiences. Some of this work will happen organically through various district and industry level meeting PACTEC will help to host and others will be created through intensive career connected like opportunities involving local high school and middle school partners who will take part in a pilot focused on career exploration events hosted at the school sites and possibly, at PCC. These opportunities will help students become exposed to career pathways and the essential technical skills and industry-specific competencies involved while fostering soft skills like communication and teamwork. By collaborating with businesses and industry leaders, students will engage in real-world applications through workplace simulations and job-site visits. Additionally, the consortium will ensure students have access to industry-recognized certifications and credentialing programs, which will enhance their employability and align their training with the needs of employers.
- Connecting with the Region 2A workforce boards, Worksystems and NW Oregon Works will provide key opportunities to connect with industry partners in key developing industry sectors, such as

Advanced Manufacturing, Clean Energy, Construction, Healthcare, including Behavioral Health and Social Assistance, Child Care and Early Education, throughout Region 2A to expose our teachers and students to opportunities through workshops, and career exploration.

E3. Member districts have identified how they share information with schools, colleges, partners, students, and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to student education plans and profiles as well as employment opportunities in high-skill, high-wage or in-demand industries defined in the needs assessment. Describe any regional systems you have in place to share this information.

- PACTEC publishes a monthly newsletter that incorporates information from multiple sources. We also work in partnership with the ESD to help cross share and disseminate information. Last, we work directly with teachers and CTE leadership at various levels to ensure that career connected learning and CTE opportunities are widely shared at the site level.

### Perkins Regional Reserve Grant

Oregon provides Perkins Reserve funds to build regional supports for CTE Program of Study implementation and partnership. The Perkins Reserve's priority focus is the development and implementation of Work-Based Learning (WBL), Career Connected Learning (CCL), and career technical education (CTE) within the context of CTE Programs of Study (POS), especially in small/rural/remote areas of Oregon.

#### F1. Reserve Grant 1: Outcomes/Strategies

Describe how the outcomes, strategies, and activities in your application support the needs identified in your region.

- The outcomes, strategies, and activities outlined in our application are carefully designed to address the key needs identified in our region, supporting the continuous improvement of Career and Technical Education programs. One of the primary regional needs is ensuring that CTE programs are aligned with the rapidly changing demands of industry. The strategy to purchase industry-standard equipment and software (Strategy A1) directly responds to this need, ensuring students are trained using the same tools they will encounter in the workforce. By providing hands-on experience with up-to-date technologies, students gain the skills and credentials that enhance their employability, making them competitive in the job market.
- Another significant challenge in the region is the need for ongoing professional development for CTE instructors. To address this, Strategies B1 and B2 focus on providing instructors with opportunities to update their knowledge and skills. Sending teachers to professional development events and summer externships helps them stay current with industry trends and technology. These strategies also allow teachers to understand the breadth of local career options within their career clusters, enhancing their ability to guide students effectively and ensure that the curriculum reflects future industry progression. We have a lot of newer programs or programs where there are rapid changes in industry and so the professional development opportunities allow them to connect with teachers

in similar programs of study and with industry partners on best practices and new and upcoming processes, tools and ideas.

- There is also a pressing need to increase the participation and retention of students from focal populations, particularly those from underserved or underrepresented groups. Strategies C1, C2, and C3 tackle this by focusing on engagement. Professional development aimed at engaging classroom practices (Strategy C1) and increasing awareness of CTE programs among school staff (Strategy C2) help ensure that these programs are accessible and engaging for all students. In addition, Strategy C3 aims to create and distribute recruiting materials that target different audiences, ensuring that students and their families are informed about the opportunities available in CTE. These combined efforts help create a more inclusive learning environment and increase the likelihood of retaining students in these pathways.
- Work-Based Learning (WBL) and Career and Technical Student Organization (CTSO) opportunities are another area of focus, as there is a regional need for more real-world learning experiences. Strategy D1 addresses this by organizing events that explore best practices for implementing WBL and CTSOs. By providing teachers with the tools and knowledge to create and sustain these opportunities, students can gain valuable hands-on experience and engage in leadership development through CTSOs, both of which are critical for their future success.
- Teacher retention, particularly in specialized CTE fields, is a recognized challenge in the region. Strategy E1 works to tackle this issue by collaborating with regional leadership and organizations such as NWRESA and the New Teacher Center to develop support systems for CTE teachers. These support systems, which include professional development, mentorship, and networking opportunities, are aimed at both new and experienced teachers, ensuring that they are equipped to succeed and stay in the profession long term.
- Finally, there is a need to improve alignment between secondary and postsecondary CTE programs. Strategies F1 and F2 aim to address this gap by fostering collaboration between secondary and postsecondary educators. Through alignment meetings and workshops, educators can develop a shared understanding of curriculum requirements and program goals, ensuring that students have a clear and F2. Reserve Grant 2-- Regional Benefit

How will the CTE Regional Coordinator ensure that all community colleges, districts, charter schools, YCEP/JDEP, online/virtual, and alternative programs, regardless of consortia membership, benefit from these regional funds to support and expand CTE and CCL opportunities?

- Regional coordinator will leverage required meetings to share about opportunities made available through the reserve fund. He will also share with leadership across the districts, via in person and virtual meeting and meet and greets. He will also leverage existing relationships with ESD and other leadership partners to share about the opportunities to targeted groups based on opportunity focal area. The coordinator is housed at PCC so will leverage institutional channels and resources to share about opportunities and ask stakeholders to forward our offerings in order to cast a wide net. Last, he will offer opportunities to other local RC', where appropriate, so that teachers and staff that align with PACTEC programs (or with PCC) can benefit.
- Regional coordinator will also employ data capture tools to help collect information from various stakeholders on both the effectiveness of training opportunities as well as the PACTEC processes

used to engage and share, with the goal that we can better identify issues with offerings and gaps in groups we wish to reach that may not be effectively getting our messages.

- PACTEC has started to work with the Portland STEM hub and partner regions to offer unique workshops and opportunities we have to different audiences. We will look to continue to do so in 2025-27. This has included our AGC and Skills workshops where we work with local coordinators, so that they can share out events and then they help to ensure teachers or staff who do take part are appropriately compensated for their time and work.

### Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE.

- The vision of this plan is to create equitable and inclusive CTE programs that provide all students, especially those from historically underserved and marginalized groups, with the tools, support, and opportunities to succeed in both education and the workforce. This approach is designed to address the systemic barriers that can hinder student participation and success, including cultural, economic, and accessibility challenges. The plan we have created targets areas identified in the needs assessment where improvements are needed, ensuring that these students have the resources and opportunities to thrive in CTE programs and work-based learning experiences.
- The plan includes targeted outreach and recruitment strategies. For example, culturally relevant marketing materials, bilingual community events, and the involvement of diverse role models will help attract and retain Hispanic and Latino students. Additionally, mentorship programs that connect students with professionals from similar backgrounds will foster a sense of belonging and support. This is particularly important for students preparing for non-traditional fields, such as women entering male-dominated industries like construction or men pursuing careers in nursing, as mentorship plays a crucial role in overcoming stereotypes and building confidence.
- The plan also emphasizes the importance of inclusive curriculum and teaching practices. Through more targeted best practice based workshops and other intensive and sustained teacher support around curriculum development and implementation, CTE programs will become more accessible to more students. Additionally, ensuring that curricula reflect the contributions of underrepresented groups in various industries will help marginalized students feel seen and valued, while also promoting a more inclusive learning environment for all students.
- Expanding work-based learning opportunities is another critical component of the plan. By partnering with local employers, the plan aims to provide more students with paid internships, apprenticeships, and job shadowing opportunities. One such example is a project we are working on with the NWRESD that involves logistics and an increased need for CDL permitted drivers and work being done to create a flexible program that will allow for students who may not quite fit into the traditional CTE mold to be able to take part with the offerings and leave being able to obtain a full time job upon completion (age and program completion dependent). These types of flexible scheduling options will ensure that single parents and students with other responsibilities can

participate in these valuable experiences. For students pursuing non-traditional careers, offering WBL opportunities specifically tailored to these fields will provide them with the practical experience and networking connections needed to succeed in their chosen industries.

- To monitor progress and ensure the effectiveness of these strategies, the plan includes a focus on data-driven interventions. By collecting and analyzing disaggregated data on student participation, retention, and outcomes, the plan will identify any gaps or disparities that need to be addressed. Feedback from students and faculty will be gathered through surveys and focus groups to continuously refine and improve the program. This commitment to ongoing evaluation and improvement ensures that the CTE program remains responsive to the evolving needs of its students.
- In sum, this plan leverages the strengths identified in the needs assessment, such as existing community partnerships and dedicated faculty, while addressing key areas for growth, such as improving access to CTE for underrepresented groups, better supporting students with disabilities, and encouraging more students to pursue non-traditional careers. By creating a more inclusive and supportive environment, the plan aims to remove barriers to student access and success.

## Appendix B

### PCC Fiscal Policies

Portland Community College (PCC) serves as PACTEC's fiscal agent, therefore, PACTEC is required to also abide by its fiscal policies and guidelines. PCC's policies are continually being updated for the 2025-2026 school year, and can be found on PCC's College Policies website: <https://www.pcc.edu/policy/>

## 2025-2026 Signed Consortium Agreements

### CONSORTIUM MEMBER SIGNATURES

I have read this Agreement, including the attached Exhibits. I certify that I have the authority to sign and enter into this Agreement. I understand the Agreement and agree to be bound by its terms.

#### Banks School District

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**06/09/2025**

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