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

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc
Introduction

This Introduction is a general overview of the 2013-2014 Perkins Reserve Grant Application. For the purposes of this document, the 2013-2014 Perkins Reserve Grant Application will be referred to by the short title of Reserve Grant Application. Please note that the 2013-2014 Perkins Reserve Grant Annual Report is included in this document. The Perkins Reserve Grant provides funds for targeted or specialized projects.

The focus for the 2013-2014 Perkins Reserve Grant is for secondary and postsecondary institutions to develop and strengthen career pathways for students in grades 9-14 through Career and Technical Education Programs and Services.

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

Oregon is one of five founding partner states that have been working on the community college-focused Career Pathways Initiative for over a decade and has also been working on the Perkins IV-inspired secondary driven Programs of Study Initiative for the last 6 years. Though the two initiatives were meant to be inclusive of secondary and post-secondary institutions, the work has gone forth in a parallel fashion, rather than in a synchronized manner.

The framework for the Advancing CTE Pathways project was shared with the CTE Network in February and has been used to develop the focus for this grant application. The elements and sub-elements listed below are adapted from Advancing Career and Technical Education in State and Local Career Pathways Systems Readiness Assessment Tool (Jobs for the Future, March 2013). This self-assessment should be used at the local level not only to assess the progress toward developing a comprehensive Career Pathways System, but also to determine the priority of action. A copy of the assessment is located here.

For your grant projects this year, choose one or more of the key elements listed below around which you will build the goals, activities, measures of success and outcomes.

1. Build a communication system that engages all stakeholders in real time conversations and facilitates feedback as well as the dissemination of information.
   - Internal communications exist both within and across the education enterprise.
   - External communications exist with
     - Policy and governance partners.
     - Teacher education institutions and higher education partners.
     - Regional and local counselors and career guidance staff.
     - Employers, business, industry and trades partners.
     - Workforce training and education partners.
     - Media and marketing outlets.
2. Design and launch professional development for teachers and instructors that amplify best practices and strategies for preparing students for careers and college.
   ✤ Cross system awareness of and calibration to the career pathways system.
   ✤ Educator and trainer awareness of and calibration to the career pathways system.
   ✤ Research based best practice integration, including contextualization of the instructional delivery system.

3. Build out cross system partnerships.
   ✤ Key partners are engaged and their roles and responsibilities are clearly defined and agreed to in the establishment of a comprehensive CTE system.
     - Key partners may come from local workforce agency, adult basic education, secondary/postsecondary leadership, human services, justice, corrections, WIB, data systems providers, business representatives from high demand industry sectors, labor organizations, community based organizations.
   ✤ Strategies for conducting labor market analysis have been reviewed with the goals of:
     - Combining efforts on the collection and use of such information.
     - Eliminating any duplication of effort.
     - Improving the accuracy, timeliness and usefulness of such labor market data.
   ✤ An environmental scan of education and training programs is conducted with the goal of:
     - Identifying and comparing all initiatives underway at the state and local level.
     - Eliminating duplication of effort.
     - Increasing system efficiencies, effectiveness and the leveraging of resources.
     - Surfacing innovation and excellence for replication.
     - Identifying system shortcomings for gaps and challenges to address.
   ✤ A definition of a comprehensive CTE system that includes the integration of CTE Programs of Study and Career Pathways, and a shared vision and goals for the system have been developed and agreed upon.
   ✤ Leaders have pledged support for the development and implementation of the comprehensive CTE system.
   ✤ Signed memoranda of understanding or the equivalent clearly define the agreed upon roles and responsibilities of partnership members.

4. Engage employers, identify key industries and align system with industry needs.
   ✤ Teams collaborate on the use, interpretation and application of labor market information as it applies to the development and implementation of a comprehensive CTE system and the PK-20 system.
   ✤ High demand industry sectors are identified and selected for the development of a comprehensive CTE program, aligning the best work carried out in the CTE Program of Study and Career Pathways sector identification efforts.
   ✤ The education and skill needs of employers in the high demand industry sectors in the state/region have been jointly analyzed and skill shortages identified.
   ✤ Education and training programs have been jointly assessed compared to the education and training needs of high demand industries and employers to identify system strengths, challenges and gaps.
   ✤ Employers have validated relevant labor market data; agree on its accuracy and on the industry sectors identified.
   ✤ Teams have a unified outreach strategy for engaging and working with employers in high demand industries during all phases of the project (sector identification, outreach, design, curriculum development, launch operation and evaluation).
5. Redesign programs to provide the **seamless** transition between systems.

- Comprehensive CTE programs are employer vetted and informed and meet the skill needs of targeted in demand, high growth industry sectors.
- Curricula are aligned with the Common Core State Standards for academics; Common Career Technical Core for Career and technical education, recognized work readiness skills and employer validated occupational skills and credentials to prepare students and adult learners for college and careers.
- Education and training curricula and course work are non-duplicative and progressive, clearly articulating one level of instruction to the next; enable students to move easily from secondary to and through postsecondary coursework; result in the attainment of industry recognized postsecondary credentials and employment in family sustaining careers.
- A cross system professional development strategy is in place for teachers, counselors and administrative staff.
- Comprehensive Career Pathways that include PCT Programs of study and are supported by articulation agreements with postsecondary institutions and result in:
  - Articulation between secondary and postsecondary segments of CTE Programs of Study to enable students to apply credits earned in high school toward advanced standing, entry or transfer into a specific program at a postsecondary institution.
  - Dual Enrollment opportunities for secondary CTE students that allow high school students to earn postsecondary credits and credentials while still in high school; and where credit earned is immediately added to a student’s high school and/or postsecondary transcript.
  - The conversion of an increasing amount of traditionally noncredit coursework to “the credit side” of the institution, increasing the proportion of workforce-focused postsecondary coursework that is credit bearing and transcripted.
- Career guidance, counseling and academic advisement services are available at the secondary and postsecondary levels.
  - Guidance and advisement services provide learners with regular opportunities to plan and assess their progress along a course sequence and to ensure they have the prerequisites for enrollment in postsecondary education and fundamental skills to find employment.
  - Individual career plans are developed to support students’ in mapping the education, training, and credentials they must complete to reach their academic and employment goals.
  - A portfolio development process has been developed, encompassing CTE coursework, academic, and work-based learning opportunities to allow learners to document their skill improvement.
- Wrap around social support services are provided to students and learners – such as personal and financial counseling, child care, transportation, work-based learning opportunities – to enable students to persist and complete their programs of study.
- Students are provided opportunities to accelerate advancement into postsecondary education and employment shortening the duration of training or education required for credentials. (e.g., dual enrollment, concurrent enrollment, compressed scheduling, competency/proficiency based learning, credit for prior learning)
- Teachers, faculty, administrators, and staff engage in interdisciplinary planning and teaching that integrates academic and occupational learning, and instills work readiness and critical thinking skills. (e.g., project based learning, integrated curriculum, curriculum taught in the context of work)
- Appropriate assessment tools determine placement and advancement along pathways; are aligned across secondary and postsecondary education and with college and career readiness standards; utilize industry-recognized assessments for determining occupational skill attainment, where such assessments exist; have value in the labor market; and include competency based and prior learning assessments where applicable.
For postsecondary students, programs are organized to meet the unique needs of adult learners, accommodating work schedules with flexible and non-semester based scheduling, alternative class times and locations, easy entry and exit points and organized around learning cohorts.

6. Review resource streams and possible generation of revenue based on demonstrated need.
   - Partners have identified funding needs for developing core components of the comprehensive CTE system.
     - Program of study development
     - Professional development for instructors of academic and technical courses and advisors and counselors.
     - Wrap around career counseling and supportive services
   - Partners have explored funding resources that could support the comprehensive CTE system, and have determined ways to braid funding from a variety of sources.
   - Partners have identified distinct areas of overlap and duplication across programs and have identified efficiencies that can be gained through system alignment and integration.
   - Partners have built support for the comprehensive CTE system among key stakeholders, business leaders, policy makers and others, with an eye toward leveraging new and continued funding for the system.
   - Partners have developed a plan for sustainability

7. Adjust and coordinate data systems to facilitate the capture, analysis, dissemination and use of significant/relevant data.
   - Partners have identified the outcomes needed to determine effectiveness of a comprehensive CTE system that extends from secondary CTE to and through postsecondary credential attainment and employment in high demand occupations.
   - Partners have identified a set of performance indicators, valid and reliable data and standardized criteria for measuring student and learning outcomes.
   - Partners have established and aligned a data system to track the effect of program changes on participant outcomes.
   - Partners have identified and use employer-developed credentialing systems and validate the value that employers place on such credentials.
   - Partners have established a process for collecting, analyzing and sharing disaggregated performance data to evaluate program performance, and to identify and close participation, educational attainment and employment gaps between different student populations in programs.

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

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

This is a one year grant. There is no guarantee for any future Perkins Reserve Grant funds.
Statement of Assurances: All eligible recipient fiscal agents must submit a Perkins Statement of Assurances signed by the eligible recipient’s highest level administrator. The Statement of Assurances submitted during the CIP Budget Narrative process will also apply to the Perkins Reserve Grant and Annual Report. For more information, please refer to the CIP Budget Narrative User Guide, available on the ODE website at http://www.ode.state.or.us/opportunities/grants/nclb/applicationallocations/cipbudgetnarrativeuserguide.pdf.

Special Notes

Please list all planned expenditure of funds in the Budget Narrative and Spending Workbook. Once approved, any changes of 10% or more (by function or by object) must be approved in advance by ODE staff. Any changes to the Reserve Grant application must be approved in advance by ODE staff. (For more information, contact Donna Brant, 503-947-5622, donna.brant@state.or.us)

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

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

June 14, 2013 (Due Date)

Completed Reserve Grant Applications shall be submitted no later than close of business (5:00 pm PST) on Friday, June 14, 2013. The Reserve Grant Application, including cover page, is to be submitted electronically as an attachment to an e-mail. A hard copy original of Page 1 should be mailed to the submission address below.

Electronic Submission Address

Perkins.Submit@state.or.us

Hard Copy Submission Address

Barbara O’Neill
Office of Educational Improvement & Innovation
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5787

Completed CIP Budget Narrative Reserve Grant shall be submitted no later than close of business (5:00 pm PST) on Friday, June 14, 2013.

Electronic Submission Address

https://district.ode.state.or.us

For Assistance:

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

Barb O’Neill
Barbara.oneill@state.or.us
503-947-5787
Carl D. Perkins Career and Technical Education Act of 2006
2013-2014 Perkins Reserve Grant Application and Annual Report

Agency Name, Address and Authorizing Signature of Eligible Recipient:
Portland Community College/PACTEC

Eligible Recipient Agency Name
PO Box 19000, Portland, OR 97280-0990

Mailing Address, City & ZIP

June 3, 2013

Authorizing Signature (Chief Administrator) Date

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

<table>
<thead>
<tr>
<th>AUTHORIZED REPRESENTATIVE</th>
<th>FISCAL AGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Kendra Cawley</td>
<td>Name: Jim Langstraat</td>
</tr>
<tr>
<td>Position: Dean of Academic Affairs</td>
<td>Position: Associate VP Finance</td>
</tr>
<tr>
<td>Telephone: (971) 722 7732</td>
<td>Telephone: (971) 722 -2913</td>
</tr>
<tr>
<td>Email: <a href="mailto:kcawley@pcc.edu">kcawley@pcc.edu</a></td>
<td>Email: <a href="mailto:jim.langstraat@pcc.edu">jim.langstraat@pcc.edu</a></td>
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</table>
Reserve Grant Plan

Overview to the Reserve Grant Application
Identify major opportunities and challenges that are addressed in this plan

Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued:
We have created a fledgling Mega Region Alliance (Clackamas/Mt Hood/PPS/PACTEC). This entity will be a useful resource to pool information, funds, ideas, and personnel. Each region has its strengths and expertise. Sharing these talents and resources will allow us to do more for improving our Programs of Study and for providing our teachers and students with current, emerging and innovative industry insights.

Building on our (PACTEC) NonTrad Mentor and Outreach program into the Career Pathways conversation and activities can conserve manpower and other resources.

Challenges that will be addressed:
Dollars for transportation will always be a challenge. Getting HS and CC faculty to give of their time even when paid is problematic, as morale is low and workload is brutal. We are going to try to get business and industry that we working closely with to sponsor a school and provide transportation. We are also going to see if some Shuttle agencies would like to donate services to some of our underserved schools to get students and teachers to events.

Forming relationships between secondary and postsecondary staff will hopefully make both more ready to come together to serve students. Creating informational and promotional materials that show past (last year) successes in working with HS-CC mentors and instructors will hopefully convince many that it is doable to participate in activities for their students.

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

PCC has a Career Pathway team, but I am not sure what is happening both with the web-based tool and the Career Pathway committee. The Regional Coordinator and Dean of Student Affairs is on both of these groups
PACTEC is in conversation with Mt Hood Region 2B, Portland Public Region 2C, Clackamas Region 15 to develop a mega region professional development alliance for our teachers and counselors so we can create meaningful and consistent training and professional development around transitions.
PACTEC is in conversation with ODE to work on a Statewide BCT – Building Construction Technology Program of Study
PACTEC along with Region 2B, 2C, and 15 are in conversation with Worksystems Inc to look at a standardized way of getting our Manufacturing POS to lead into careers with industry support.

In most cases, our Programs of Study have strong industry standards and outcomes tied to curriculum and activities, but stronger advisories and Regional Advisories would be good. An example is how our Regional PLLOT Advisory connected Industry to donations at St Helens in Manufacturing. More of these types of explicit connections need to be made and there are industry and businesses out there ready and able to participate. Another is in Forest Grove, which grew out of a RAC meeting. Industry brought tools, materials and employees in to Metals class at least three times to teach current industry skills

If you invest funds in the Regional Coordinator Salary, please indicate the percentage of FTE funded. _______90% (no admin included)
Focus: Secondary and postsecondary institutions will develop and strengthen career pathways for students in grades 9-14 through Career and Technical Education Programs and Services.

List of Elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Build a communication system that engages all stakeholders in real time conversations and facilitates feedback as well as the dissemination of information.</th>
</tr>
</thead>
</table>
| Current Status of Element | Since 2009 PACTEC has built and used various web tools for information sharing in our region: Blogs, Google, YouTube and Edmodo  
× We are just starting to building out a comprehensive website for PACTEC with the PCC web team for information, outreach, and marketing for internal and external partners.  
× We need a research and web savvy/creative casual to collect information from each POS, who could also incorporate Career Pathways into materials we display on our website.  
School years 10-11, 11-12, 12-13 we have engaged school district instructors, counselors and PCC staff in NonTraditional Outreach activities along with Hillsboro Chamber of Commerce and other industry partners.  
× We submitted an ODE grant for NonTrad Outreach this year, building on the strong relationship we started with specific STEM-oriented PCC CTE dept, staff and students to mentor HS students in STEM and the Trades as a career pathway. We engaged both HS CTE staff and counselors.  
× We would need a NTO coordinator to continue this good work and explicitly communicate Career Pathways for these content areas.  
Starting in 2010 PACTEC has made an effort to develop a leadership team from business, labor and industry along with our PCC staff and secondary administrators and instructors from our eleven school districts. |
PACTEC would like to see a renewed effort to make this a strong leadership team with outcomes focused on marketing, outreach, and building strong connections for HS students in a seamless transition to CC and a career pathway. PACTEC has also lead the way for building Regional Advisory Committees, Regional TSA and Regional POS.

More should and can be doing to help the Manufacturing, Construction, Agriculture, Early Childhood Education, and other POS, which have an interest in developing a Regional Advisory.

### Perkins Reserve Grant Plan for Element

#### SMART Goal for Element

By September 2014, PACTEC will create a communication framework that includes: interactive website for all stakeholders (80% of our secondary CTE teachers will be highlighted); annual Industry-High School-Community College meeting where 80% (68 of 85 POS) of our secondary CTE POS will participate in discussing Career Pathways and STEM careers; and PCC-HS Mentoring program providing outreach to our NonTrad Populations in three STEM areas.

#### How Success in Achieving Goal Will Be Measured

1) **PACTEC website will be ‘live’** and contain current information on career pathways in 100% of our CTE POS for internal and external audiences use. 2) Career events/activities/information in ‘Careers using Math’, ‘Careers using Science’ and ‘Careers using Tech’ will be designed, implemented, and/or supported by partners at PCC, business, industry and labor, for our HS CTE programs to use or participate in. 3) NonTrad PCC mentor program will have 5 PCC students engaged in 3 different CTE/STEM career areas serving Region 2A HS students.

### Report on SMART Goal and Status of Element – Due November 14, 2014

<table>
<thead>
<tr>
<th>Planned Activity #1</th>
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<tbody>
<tr>
<td><strong>Description of Planned Activity to Achieve SMART Goal</strong></td>
</tr>
<tr>
<td>Website <em>(Robin/asst)</em></td>
</tr>
<tr>
<td>Research information for all of our secondary CTE programs, interview teachers and students, create videos that inform students of their Next Step choices. Have all forms, information, and partner sources for all POS in our Region 2A.</td>
</tr>
</tbody>
</table>

| How Success of Planned Activity Will Be Measured |
| Number of hits per webpage, gather feedback on how useful website has been to 1) CTE instructors, 2) HS students, 3) Building and District administrators, 4) Business partners. |

| Deliverable Outcome for Planned Activity |
| Current and accurate PACTEC CTE website that provides information, forms, and resources for all of our Region 2A, & C CTE programs of study. |

### Report on Planned Activity – Due November 14, 2014

<table>
<thead>
<tr>
<th>Planned Activity #2</th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Planned Activity to STEM Career Pathway planning/NTO component (Amy)</strong></td>
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### Report on Planned Activity – Due November 14, 2014

<table>
<thead>
<tr>
<th>Planned Activity #2</th>
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<tr>
<td><strong>Description of Planned Activity to STEM Career Pathway planning/NTO component (Amy)</strong></td>
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</tbody>
</table>

2013-2014 Perkins Reserve Grant Application and Annual Report

Oregon Department of Education | Oregon Department of Community Colleges and Workforce Development | April 2013
### Achieve SMART Goal
The NonTrad Program Coordinator will begin recruiting Sisters² Mentors from PCC CTE Programs of Study, in August. Applications to participate will be due the first of September. The NonTrad Coordinator will coordinate with high school CTE Instructors, career/guidance and school to work counselors to solicit applications from high school students and teachers. Cadres of young women will form around STEM-related CTE areas and events, activities and projects will be lead by PCC Mentors in those CTE fields.

### How Success of Planned Activity Will Be Measured
Five PCC mentors in CTE will form a cadre with 5-8 HS young women, 90% of high school young women will finish the program and complete a reflective and informative video (or visual) to be posted to the PACTEC website. The success of the program will be presented at OACTE.

### Deliverable Outcome for Planned Activity
PCC and HS young women will explore STEM-related CTE careers and all will produce a reflection piece suitable for presentation at OACTE and/or on the new PACTEC website.

### Report on Planned Activity – Due November 14, 2014

<table>
<thead>
<tr>
<th>Planned Activity #3</th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Planned Activity to Achieve SMART Goal</strong></td>
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</tbody>
</table>

1st Annual meeting of Biz-HS-CC CTE POS for STEM and Career Pathways *(Regional Coordinator)*
Form advisory cadre of CTE instructors (PCC and secondary), School District administrators (building principals, counselors, Perkins Point people), Business, Labor and Industry partners to cross walk STEM into each of our CTE Programs of Study career areas and put on a STEM/CTE event to introduce our secondary CTE teachers to a pool of potential advisory committee sources that will help them provide STEM and Career Pathway information to their students.

### How Success of Planned Activity Will Be Measured
Planning members are recruited to represent PCC, SD, Business and CTE for valid STEM career pathways work in our CTE programs. Event will be planned and other partners recruited to participate. 80% of our CTE teachers will participate.

### Deliverable Outcome for Planned Activity
Career Pathway-STEM Event that will help our secondary CTE instructors make connections. Participation in the event will support or build their Regional Advisory Committees.
Overview of the Reserve Grant Annual Report

Exemplary activity/highlight of the year:

Opportunities leveraged/connections made/collaborations that were useful:

Major challenges, both met and unmet:

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

Describe opportunities and challenges created by this travel differential.

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

2013-2014 Perkins Reserve Grant Budget Spending Report

By Function Codes
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<tbody>
<tr>
<td>Function Code Totals</td>
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<td>Alignment &amp; Articulation 2210</td>
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<td>Accountability &amp; Assessment 2230 including Technical Skills Assessment</td>
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<td>$$ Planned</td>
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<td><strong>Total</strong></td>
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### 2013-2014 Perkins IV Reserve Grant Equipment & Non-Consumable Supply Inventory

[Include all 2013-2014 Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of $200 or more]

**Perkins Fiscal Agent:**

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<th>Acquisition Date</th>
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*(Add lines/pages as needed)*