

**Mid-Willamette
Education
Consortium
HANDBOOK
2023-2025**



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Education Consortium**

Chemeketa Community College

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MARSHALL ROACHE

Executive Dean of Career and Technical Education



The comeback begins for our CTE and STEM programs. As we approach this new academic year, we continue to see great programmatic support in both high schools and higher education. Many opportunities to explore careers in CTE and STEM fields continue to be available. We will increase these opportunities this coming year driven by our Perkins resources and everyone's commitment to

student success.

The Mid-Willamette Education Consortium (MWEC), continues to lead the way by bringing committed people together to serve our students. I would like to personally thank each consortium member for their supportive, collaborative, and visionary work, particularly in this changing environment. MWEC continues to be a leader in student success.

Once again, I would personally like to say "Thank You" to Ed Woods, Debbie Johnson, Maggi Daugherty, and Terrie Reisner. They continue their belief in and commitment to the consortium. I am excited to see what new opportunities this new academic year will bring.

Marshall Roache

DEBBIE JOHNSON

CTE Regional Coordinator



It is my privilege to work with the many innovative education professionals and partners in MWEC's region. Schools in our region are working diligently to prepare students for high wage/high demand jobs, and I am here to assist in that endeavor through licensing of new teachers and in program of study development as part of the continuous improvement process. It is my passion to ensure teachers, administrators, and

counselors are well supported, with the end goal of providing students a high-quality education in CTE. It is also my honor to assist in securing funding through grants and sharing ideas and best practices I learn from schools across the region and state-wide. Through partnerships with the Willamette ESD and the South Metro-Salem STEM Hub, I help in guiding new initiatives and bringing fresh opportunities to the region. It is my goal to bring additional Work-Based Learning opportunities to our CTE Programs of Study. I value the time I spend working with the many wonderful people in our partner schools to promote and grow their career and technical education programs. Please feel free to reach out to me with questions or needed assistance. I look forward to visiting your school and CTE programs soon.

Debbie Johnson

ED WOODS

MWEC Director



MWEC, or the Mid-Willamette Education Consortium, is proud to represent the largest consortium of schools in the state. We are fortunate to partner with Chemeketa Community College as our fiscal agent and appreciate the additional partnership and support from the Willamette Education Service District. As MWEC is primarily funded through a Carl Perkins Federal grant, it is our privilege to

serve the many needs of our amazing partners, administrators, and CTE teachers.

As MWEC continues to support and encourage new CTE programs of study, our schools have met the challenge by staying on the forefront of creating new opportunities. By reimagining contemporary trends in career exploration and CTE course development, MWEC is seeing programs with new vision and purpose to prepare today's student for a bright future.

MWEC is further proud of the work that our professional learning communities, or PLCs, have accomplished within our programs of study. They inform, provide professional development, and promote the sharing of ideas and resources across our region. This is in addition to the many professional development ideas provided through the consortium on a consistent basis.

I would like to personally thank each of you for being such strong partners and educators, keeping our consortiums' focus on students first. I appreciate each one of you and the impact you are having on our students.

Please feel free to contact myself or any of my team with questions or needs.

Have an historic year!

Ed Woods

MAGGI DAUGHERTY

Financial Analyst



It is my pleasure to manage our Perkins funds and maintain compliance with state and federal grant regulations. I feel very privileged to be able to purchase new and improved technology and equipment for our students and assist CTE educators in obtaining professional development opportunities.

Please do not hesitate to contact me if you have questions or need assistance with budgeting, purchasing, or professional development.

Maggi Daugherty

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Under College policies, 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 its policies and other College efforts designed for that purpose.

Persons having questions or concerns about Title IX, which includes gender based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.584.7323, 4000 Lancaster Dr. NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

Persons having questions or concerns related to Equal Employment Opportunity or Affirmative Action should contact the Affirmative Action Officer at 503.399.2537, 4000 Lancaster Dr. NE, Salem OR 97305.

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Section 1: CTE in Oregon & the Mid-Willamette Region

Vision for Career and Technical Education (CTE)

“Oregon will reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy.”

In 2006 Oregon began its implementation of a new, research-based systemic model for high-quality CTE programs in compliance with Perkins IV. The most recent iteration of this federal law, the Strengthening Career and Technical Education for the 21st Century Act of 2018 known as Perkins V, maintains that commitment to the Program of Study model with some updated emphases. Oregon’s legislature has recognized the power of CTE by supporting competitive grants (CTE Revitalization), formula-driven funding (Secondary Career Pathways) and targeted investments (High School Success). Oregon’s approach to supporting student success through career-connected learning is detailed in [Oregon’s CTE State Plan](#) and will continue to evolve through annual updates of the [Oregon CTE Policy Guidebook](#).

Mid-Willamette Education Consortium

The Mid-Willamette Education Consortium (MWEC) is committed to supporting Oregon’s vision through a regional, collaborative approach to shared decision making and professional learning focused on providing opportunities and building successful futures for Oregon students in the Marion, Polk, Yamhill, Lincoln, and a portion of Linn County. Consortiums provide an opportunity for: small to large school access to Perkins funds; stronger partnerships between secondary and postsecondary members; shared common work and professional learning for CTE instructors; less risk for not meeting performance measurements; and efficiencies gained in the administrative work associated with CTE.

MWEC includes regional school districts, an Oregon Youth Authority facility, Oregon School for the Deaf, Oregon Coast Community College, and Chemeketa Community College, which serves as the fiscal agent. We are governed by an operational agreement and represented by CTE leaders from each member district who provide CTE leadership within their school, district, and the region. Member districts recommit annually to the Consortium. In addition, MWEC collaborates with regional partners to advance CTE in the region. These partners include advisory committees, business and industry, the Willamette ESD, the South-Metro Salem STEM Hub, the Oregon Coast STEM Hub, the Oregon Department of Education, the CTE Network, ACTE, Oregon ACTE, and other agency or industry partners.

Operational Agreement

Original: November 25, 2002 / Current Revision: May 19, 2023

Valid Through: June 30, 2025

1. MEMBERSHIP

The partners in the Mid-Willamette Education Consortium, hereafter called MEMBER(S), will be:

Secondary:

- Amity School District, Amity High School
- Amity School District, Eola Hills Charter School
- Cascade School District, Cascade High School
- Central School District, Central High School
- Dallas School District, Dallas High School
- Dayton School District, Dayton High School
- Falls City School District, Falls City High School
- Gervais School District, Frontier Charter Academy
- Gervais School District, Gervais High School
- Jefferson School District, Jefferson High School
- Lincoln County School District, Eddyville Charter School
- Lincoln County School District, Lincoln City Career Tech High School
- Lincoln County School District, Newport High School
- Lincoln County School District, Taft High School
- Lincoln County School District, Toledo Jr/Sr High School
- Lincoln County School District, Waldport High/Middle School
- McMinnville School District, McMinnville High School
- Mt. Angel School District, John F. Kennedy High School
- Newberg School District, Newberg High School
- North Marion School District, North Marion High School
- North Santiam School District, Stayton High School
- Oregon School for the Deaf
- Perrydale School District, Perrydale High School
- Santiam Canyon School District, Santiam Jr/Sr High School
- Santiam Canyon School District, Oregon Charter Academy
- Sheridan School District, Sheridan AllPrep Academy
- Sheridan School District, Sheridan High School
- Silver Falls School District, Silverton High School
- St. Paul School District, St. Paul Middle/High School
- Willamette ESD, Willamette Career Academy
- Willamette ESD, William P. Lord High School
- Willamette ESD, Willamette Career Academy
- Willamina School District, Willamina High School
- Woodburn School District, Woodburn High School
- Yamhill Carlton School District, Yamhill Carlton High School

Mid-Willamette Education Consortium, Director and Regional Coordinator

Post-Secondary

- Chemeketa Community College
- Oregon Coast Community College

Membership in this Consortium is voluntary. If a member wishes to withdraw, they must notify the Regional Coordinator or Director and request permission from the CTE State Director at Oregon Department of Education (ODE) by February 1st. The individual Member must follow all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with ODE.

- a. **Voting Membership:** MWEC Executive Council members are allowed to vote. Each representative has voting rights and responsibilities. The administrator of each member school will identify one individual to serve on the MWEC Executive Council as a representative of his/her district/high school/community college. Non-voting participants from Member districts may attend the meeting and provide input when appropriate. Votes will be limited to those present.
- b. **Chairperson:** The Chairperson is voted in by the MWEC Executive Council and will direct meetings based on the meeting agenda prepared by the MWEC Director and CTE Regional Coordinator.
- c. **Majority Vote:** Decisions will be based on finding a mutually acceptable solution/ group consensus whenever possible; however, it is agreed that if an issue must be determined by a division of the house, a simple majority of the votes possible for the number of members/ proxies present will be binding on all parties.
- d. **Assurances Requirement:** Consortium members agree to comply with the assurances, standards, and or/mandated guidelines set forth by the Federal Government pertaining to Strengthening Career and Technical Education for the 21st Century Act (Perkins V) of 2018, the Oregon CTE Plan, Every Student Succeeds Act (ESSA) of 2015, the Workforce Innovation and Opportunity Act of 2014, the Oregon Department of Education, Oregon Revised Statutes and Oregon Administrative Rules and the policies and procedures outlined in the Mid-Willamette Education Consortium Handbook. Voting rights are renewed when the Member submits the signed Mid-Willamette Education Consortium Certificate of Assurances at time of agreement renewal.
- e. **Meeting Dates:** Meeting dates will be prescheduled, and members will be reminded of the meeting by e-mail at least one week prior to the date. Should an emergency arise, a special meeting may be called by the CTE Regional Coordinator.

2. PURPOSE OF THE CONSORTIUM

The Mid-Willamette Education Consortium applied for Carl Perkins funding under the Four-Year Strategic Plan for "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V), and each secondary and postsecondary school agreed to release 100% of their funds to Chemeketa Community College through the Mid-Willamette Education Consortium. This agreement is a confirmation of the Members' willingness to continue the Carl Perkins funding using this document/consortium as a structural, governance guideline.

- a. Serve as the updated, legal structure to the Consortium.
- b. Enable the members to more economically handle the administration of funds and yearly reports by selecting one member to be the fiscal agent for all and to ensure the budget and all monies spent by the Consortium conform to Perkins Section 135 "Required Use of Funds" and "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V) and subsequent updates to the 4-Year Plan and applicable fiscal requirements.
- c. Work together to establish and approve the annual Perkins Action Plan and associated yearly Consortium budget using the combined funds of the Members to best meet the biannual Needs Assessment results, which may include the priorities of individual Members and other stakeholders.

- d. Determine what to do with remaining funds if any funds are not expended in a calendar year.
- e. Provide a forum for collaboration and community of practice where Members can access best practice information and be apprised of guidelines and/or requirements of State and Federal overseers, so that Consortium Members can establish and work toward meeting the 4-Year Strategic Plan.
- f. Support the required, annual formal professional development plans through a collaborative approach that best meets the regional needs of CTE educators, administrators, and counselors and to ensure that Programs of Study are of sufficient size, scope, and quality and focused on continuous improvement for maintaining state approval.
- g. Provide CTE instructors with licensure support and communication with Oregon Department of Education (ODE) and Teacher Standards and Practices Commission (TSPC).
- h. Provide strength, efficiency, relationship, and capacity through collaboration and association.
- i. Provide centralized/non-duplicative efforts toward compliance and document completion for Perkins V and in support of Member districts and stakeholder initiatives that overlap or align with CTE.
- j. Provide for Instructor Appraisal and Program of Study (POS) approval through the CTE Regional Coordinator.

Roles & Responsibilities

All stakeholders will: comply with federal/state/local assurances and fiscal requirements, monitor data, and act to ensure that all students have equitable access to, and opportunity for, retention in CTE Programs of Study

Secondary & Postsecondary CTE Instructors	<ul style="list-style-type: none"> • Ensure program requirements are met and work toward continuous improvement to sustain a high-quality Program of Study • Collaborate with colleagues to strengthen partnerships between secondary, postsecondary, and industry • Maintain Licensure requirements (secondary only) • Pursue opportunities for students that will contribute to their college and career readiness and success, including Work-Based Learning, dual credit, CTSOs, career related learning, and applied academics • Participate in 9-14 Pathway Groups & other professional development related to the Consortium’s Strategic Goals, Annual Action Plans & high-quality Programs of Study • Familiarize self with consortium agreement and appropriate uses of Perkins funds under current Perkins’ requirements • Participate in professional development outlined in Program of Study approved by ODE • Play a role in assisting students in school to achieve the requirements of the Oregon Diploma
Secondary & Postsecondary Administrators	<ul style="list-style-type: none"> • Support collaboration between educators and counselors/advisors to enhance CTE opportunities for students • Oversee the professional development of CTE instructors and ensure they are meeting requirements before expending funds • Provide ODE all requested data regarding CTE students and programs • Assure that all CTE concentrators have an opportunity to participate in work-based learning (this can be in a simulated, online, in-person, or classroom environment) • Indicate who will represent the school/district annually • Ensure CTE required reports and other requested information are submitted in a timely & accurate manner • Build collaboration among all members to promote strong alignment between secondary and post-secondary Programs of Study • Comply with the federal, state, and local assurances outlined in this Agreement • Communicate with MWEC whenever there is a change in program or instructor for approved Perkins Programs of Study • Convene an Instructor Appraisal Committee for teachers applying for a CTE license (MWEC staff will attend and provide technical assistance through the process)
Local Educational Agency (LEA)	<ul style="list-style-type: none"> • Responsible for insuring Perkins property and having controls in place to prevent loss • If a loss is incurred at the district level, the LEA needs to file a claim for the loss and is responsible for the deductible • In addition to an insurance claim, the LEA is responsible for notifying MWEC staff and filing a police report • Maintenance and repair of Perkins equipment is the responsibility of the LEA • Responsible for tracking and maintaining physical inventory • The disposition of equipment and non-consumable supplies must follow parameters of MWEC
MWEC Executive Council	<ul style="list-style-type: none"> • Hold at least two full consortium meetings annually • Communicate information and guidance received at Consortium meetings to appropriate staff, including administrators, fiscal, data submitters, counselors/advisors, and instructors • Coordinate the appropriate expenditure of Carl Perkins funds, including collaborating with building stakeholders to prepare an annual investment plan that complies with regional goals • Ensure CTE-related deadlines are met • Develop, implement, and promote a regional CTE vision that supports the Consortium’s Strategic Plan Goals, Annual Action Plans, and High-Quality Programs of Study • Provide MWEC with ideas that will improve CTE opportunities throughout the region • Assists all Members with meeting Perkins performance indicators • Provides guidance around professional development offerings • Approves MWEC Project Grant proposals annually • Creates the Perkins Reserve budget

Promoting Equity Through Regional Coordination

The Mid-Willamette Education Consortium provides representation, leadership, coordination and support as follows:

- Perkins grants and requirements
- CTE Programs of Study
- Budget and Financial Management
- Regional Needs Assessments
- Professional Development
- CTE Teacher Licensure (secondary)
- CTE data collection, submission and analysis
- Stakeholder partnerships
- State CTE Initiatives
- Civil Rights and Fiscal Monitoring
- "Aligning For Student Success: Integrated Guidance for Six ODE Initiatives"
oregon.gov/ode/StudentSuccess/Documents/ODE_Integrated%20Guidance.pdf

The strength of the consortium lies in our ability to provide balance and opportunities for each member despite size, demographics or resources. Through years of trial and error we have built an operational framework that supports equitable investment across the regional Programs of Study and serves the needs of our students and communities. **FIRST**, we ensure the Consortium is addressing all Required Use of Funds, and Programs of Study have the guidance and supplemental resources necessary to maintain state approval and licensed instructors. **NEXT**, CTE leaders, stakeholders and Professional Learning Community (PLC) groups use the Needs Assessment and other data to identify or update regional priorities and strategies, with an emphasis on supporting underserved populations and program areas. **FINALLY**, CTE leaders work within their school/district to identify activities and investments that will support regional efforts and/or address any local disparities in student outcomes and program investments.

To accomplish the work in an equitable manner, the Mid-Willamette Education Consortium has established a varied set of structures and groups for receiving stakeholder input, including:

- **CTE Leaders** represent the needs of their students, educators, parents and community
- **High School & Community College Instructors** provide input and receive professional development through their content-specific PLC groups
- **Targeted stakeholders & partners** are invited to participate in program advisory groups
- **Chemeketa Community College Department Deans** are responsible for facilitating **Regional Advisory Committees** for their individual Programs of Study and sharing their feedback/expertise with high school partners through participation in the PLC groups
- Local programs and schools maintain formal or informal advisory groups
- The **CTE Regional Coordinator** participates in regional groups and maintains relationships with various stakeholders to gather and report information related to the biennial Needs Assessment, support regional priorities, and proactively seek partnerships to support the needs of all students







Outcomes and Strategies 2023–2025

These outcomes and strategies are based on the Region's Integrated Guidance and was developed and refined by the Mid-Willamette Education Consortium.

Goals

1	MWEC Region secondary and postsecondary schools will see a 5% increase in CTE participation in programs meeting industry standards with a focus on WBL participation.
2	Increase access to information on high-wage, high-demand industries and the correlating POS and occupations to students and families.
3	Increase knowledge in best practices, industry standards, learning for all students, equitable practices, and program continuous improvement.
4	Increase Work Based Learning, Career Exploration, and program alignment in the MWEC Region, with a focus on student focal group participation.

Six Industry Sector Needs

1		Agriculture
2		Business Management & Administration
3		Health Sciences
4		Industrial and Engineering Systems
5		Arts, Information & Communication
6		Human Services

Programs of Study

Please reference the Oregon CTE Policy Guidebook for additional information and references. MWEC will follow the statewide CTE Program of Study Transition Schedule created by the Oregon Department of Education.

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 Cluster level to occupation- specific instruction at the Focus Area (Pathway) level;
- has multiple entry and exit points that incorporate credentialing; 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 essential to every state approved CTE Program of Study in the state:

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

Oregon adopted a CTE Program of Study Quality Rubric built around these five core elements and aligned them to the national Association for Career and Technical Education’s (ACTE) High-Quality CTE Program of Study framework. This rubric is to help local programs evaluate the health of their CTE Programs.

The Mid-Willamette Education Consortium PLC groups will meet at least twice yearly to focus on program improvement, implementation of CTE standards, integration of applicable core curricular standards, and collaboration with fellow CTE instructors at the secondary and postsecondary levels. PLC Leaders will work closely with the CTE Regional Coordinator. It is important that CTE leaders and educators understand the elements of high quality CTE Programs to help ensure that an institution’s CTE is meeting the needs of students as well as those of business and industry. Below is a high-level overview of the five core elements of a High Quality CTE Program of Study.

1. STANDARDS AND CONTENT

- a. **Rigorous Integrated Content:** CTE students have access to rigorous core academic coursework relevant to their career interests and the opportunity to apply academic, technical, and professional skills in both CTE courses and academic courses.
- b. **Engaged Learning:** Learning is centered on the student’s interests, strengths, and needed areas of growth. Engaged learning involves opportunities to engage in meaningful projects connected to the community and is supported by the school, college, and community. Assessment of learning addresses industry-based standards and provides feedback to students and instructors that drives program improvement.

2. ALIGNMENT AND ARTICULATION

- a. **Partnerships:** Formalized agreements exist with partners, including secondary and postsecondary education institutions, business and industry, and workforce development, around program development, design, implementation, and evaluation.
- b. **Credentials:** CTE Program completers can participate in work-based learning opportunities and earn industry recognized credentials, certificates, and degrees that increase their employability and ability to advance in their career of choice.
- c. **Facilities and Equipment:** CTE Programs maintain equipment that meets industry standards, and facilities follow safety and cleanliness standards of the industry and create a safe, welcoming, and accessible environment so all students may participate.

3. ACCOUNTABILITY AND EVALUATION

- a. **Continuous Improvement:** Schools and institutions that have participating CTE Programs collect and submit CTE data to the state. These data points are frequently used to inform instruction. Programs are continually revised based on employer demand and industry needs, as well as student participation and performance.

4. STUDENT SUPPORT SERVICES

- a. **Career Development:** There is a coordinated and sequenced career development system to support students before, during, and after participation in the CTE Program. Each CTE student has a personalized career and education plan, and parents and CTE students are informed of opportunities for CTE education and training in high school, college, apprenticeships, and other opportunities.
- b. **Education for Employability:** Students develop employability skills through classroom and course aligned work-based learning opportunities. Students actively develop leadership skills through student leadership opportunities (e.g., Career and Technical Student Organizations, or CTSOs) tied to the CTE Program.
- c. **Access and Equity:** CTE Programs are a central part of the school's equity strategy, and demographics in CTE mirror school demographics and positively impact local industry representation of underrepresented groups. CTE student outcomes contribute to the elimination of opportunity gaps and institutional discrimination.

5. CTE PROFESSIONAL DEVELOPMENT

Each CTE educator has a professional development plan in place. The plan is developed with input from industry and community partners and includes goals, plans, and participation clearly aligned to documented CTE Program goals. Any professional development plan adjustments reflect the continuous improvement design of the CTE Program of Study.

Teacher Licensure

To teach in an approved Program of Study, secondary instructors must have the appropriate CTE licensure/ endorsement specific to the program of study. The purpose of this requirement is to ensure that students are learning from instructor with current, industry relevant experience who can successfully teach the necessary academic and technical skills and provide accurate career guidance.

Instructors who hold a non-restricted license (basic, standard, initial, continuing, preliminary or professional) and have the appropriate work experience may add a CTE endorsement to their existing license.

Instructors lacking the appropriate education or work experience can jointly apply with their employing school district for a Restricted CTE license in the approved program career area upon the recommendation of an Instructor Appraisal Committee.

The Committee will develop a professional development plan that fills in any pedagogical and work experience gaps, which must be completed in order for the instructor to be eligible for the CTE Preliminary license or adding a CTE endorsement to an existing license. This process allows districts to recruit and hire experienced candidates from industry who learn to teach while obtaining the necessary educational coursework.

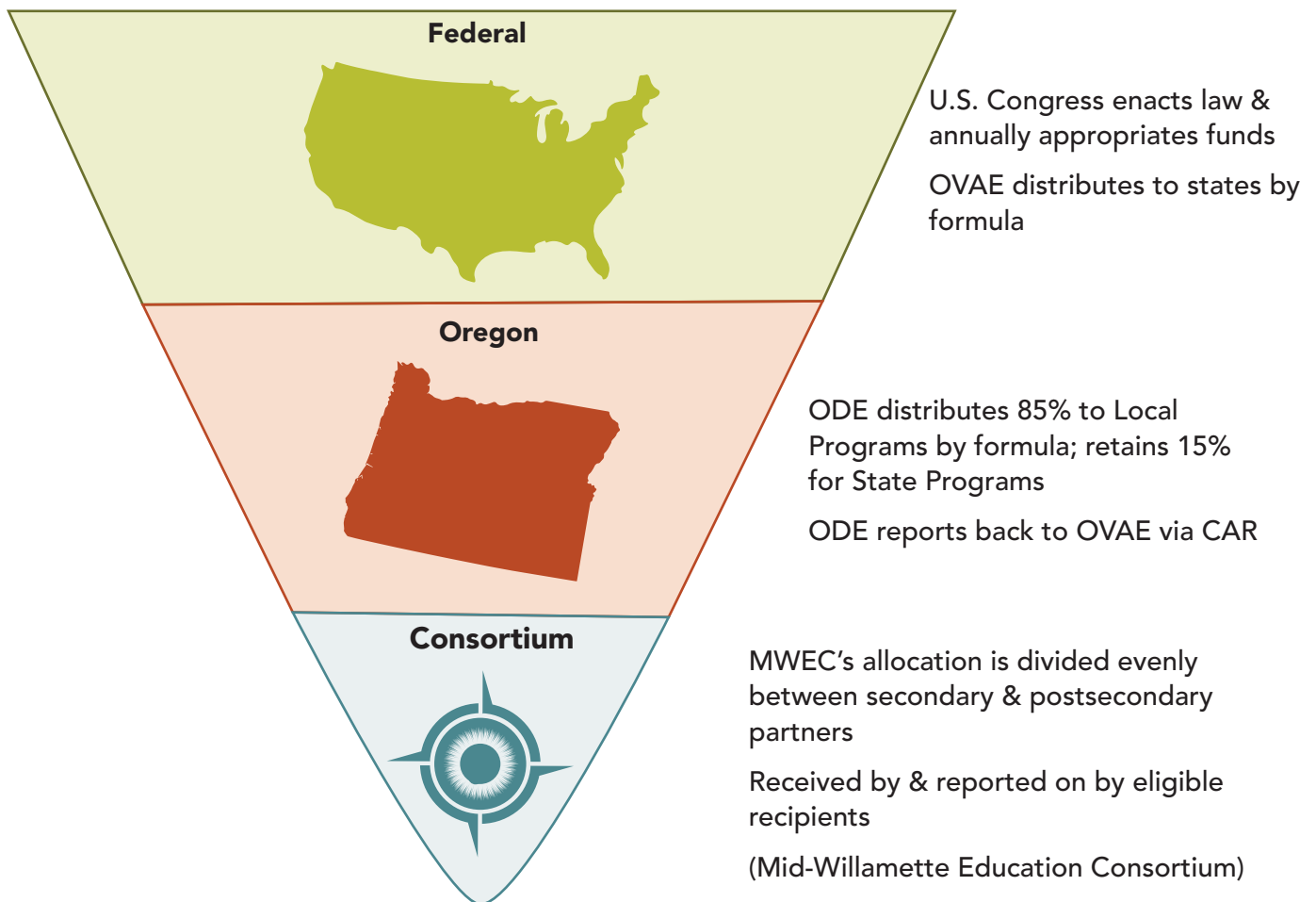
Regional Coordinators facilitate the Instructor Appraisal Committee and also advise the instructor and district. ODE Specialists review the CTE licensure applications and recommend, or not, the applicant for licensure to the Teacher Standards and Practices Commission (TSPC). TSPC receives the Online Licensing 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 CTE 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 CTE Regional Coordinator in the loop as soon as possible.

Section II: Operations

Perkins Grants

Perkins is a federal funding stream that flows through the Oregon Department of Education and into the Mid-Willamette Education Consortium through Chemeketa Community College. As the designated fiscal agent, Chemeketa Community College complies with state and federal laws to manage the grant processes described in this section. Each grant cycle, the Consortium will participate in Integrated Guidance with regional partners to develop a comprehensive Regional Needs Assessment and Plan Summary and create 2-Year goals. The goals will be reviewed annually and the Needs Assessment biannually to determine if updates are required to advance the implementation of CTE Programs of Study and ensure equitable student success. Each quarter, the Consortium will evaluate progress toward meeting our goals and planned accomplishments including the review of new data and feedback. This information must be incorporated into the development of the Consortium's outcomes and strategies that details activities and investments for the upcoming year. Additionally, the Consortium receives an annual Reserve Grant to provide targeted support for specific activities on a 2-year cycle.



Each spring preliminary grant awards are announced to eligible recipients to carry out the Annual Action Plans. Perkins funding follows a 15-month grant period from July 1–September 30. Funding is based on the formulas and processes described in this section. 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.

Funding Distribution

Eighty-five percent of the Perkins state allocation flows to the Oregon eligible recipients by formula distribution. The funds are considered to be grant in aid and are accessible through the Electronic Grants Management System (EGMS) on a reimbursement basis.

Secondary Formula (Sec 131)

The secondary formula is based on the most recent U.S. Census data for the population by school district of individuals aged 5–17, and those aged 5–17 in households of poverty. In the event of school district boundary changes, the formula is adjusted to accommodate the student shift.

Thirty percent of the secondary allocation is based on the following:

- District population of individuals aged 5–17, compared to
- State population of individuals aged 5–17

Seventy percent of the secondary allocation is based on the following:

- District population of individuals aged 5–17 in poverty, compared to
- State population of individuals aged 5–17 in poverty

Results for each district are multiplied by the total secondary formula amount for Oregon from the federal allocation.

Postsecondary Formula (Sec 132)

The postsecondary formula is based on the sum of the most recent number of postsecondary Pell Grant and Bureau of Indian Affairs (BIA) assistance recipients. It compares

- the total number of unduplicated Pell Grant and BIA assistance recipients in the college to
- the number of Pell Grant and BIA assistance recipients in the state.

Funding for State Institution

Two percent of the state leadership set-aside is dedicated to CTE Programming in state institutions. According to Perkins definition, this includes adult and youth corrections facilities and the Oregon School for the Deaf (OSD). More information about CTE programming in these schools can be found in the Oregon Policy Guide.

Perkins Reserve Allocations

As mentioned above, 15% of the grant in aid is dedicated to the Perkins Reserve Grant, which is on a 2-year grant cycle. Oregon will utilize the Reserve Fund to support the development, implementation, and adoption of CTE Programs of Study and support regional coordination of innovative and promising CTE practices, particularly around implementation and expansion of work-based learning and career exploration and guidance. The Perkins Reserve allocation formula uses secondary and postsecondary performance data. Funds are to be used for strategies and activities, not equipment.

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—or cannot sustain a program of sufficient size,

scope and equality to be effective are expected to join or form a consortium for fiscal management and program coordination (Perkins Section 131 and 132). The allocation to the consortium will be the sum of the allocation to each eligible recipient that is a member. Perkins consortia are responsible for meeting federal expectations for the stewardship of these funds, including:

- Funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium;
- Funds can be used only for programs authorized under the Perkins title;
- Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one 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.
- Consortia must maintain Operational Agreements and Handbooks, including the procedure for changing consortium memberships.

Although the Mid-Willamette Education Consortium is the eligible recipient and therefore subject to monitoring, consortium members also have responsibilities for ensuring compliance and will be held accountable for misuse of funds. The processes, policies and procedures outlined in this handbook are all designed to ensure that the consortium is compliant with all state and federal guidelines.

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 for the upcoming school year.

Braiding Perkins with Other CTE and STEM Funding

Several additional funding sources have become available to school districts across the state. Many of these sources can be braided with Federal Perkins funds to help grow, build, enhance, and supplement CTE programs of study. Districts are encouraged to use the Consortium's Needs Assessment and resulting Strategic Plan to support and guide their local CTE & STEM investments.

Student Success Act (SSA):

During the 2019 legislative session, Oregon's leaders made a real commitment to the state and its children, educators, and schools with the passage of the Student Success Act (SSA). When fully implemented, the SSA is expected to invest \$2 billion in Oregon education every two years; that will be a \$1 billion investment in both early learning and K-12 education each year. Of those funds, \$200 million will go into the State School Fund and the remaining will be distributed into three accounts: the Early Learning Account, the Student Investment Account (SIA), and the Statewide Education Initiatives Account, which includes High School Success among others.

High School Success/HSS

High School Success is a fund initiated by ballot Measure 98 in November 2016. The measure passed with 65% voter support, and allowed the Oregon Department of Education (ODE) to disperse \$170 million total during the 2017–19 biennium among districts and charter schools that serve students in grade 9 through 12.

Funding is provided to establish or expand programs in three specific areas:

- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities

Secondary Career Pathways

Secondary Career Pathways grants were initially provided to financially incentivize the development of CTE Programs of Study that encapsulated three credits, earned industry credentials, and provided access to historically underserved students. The funding was established by the Oregon Legislature through HB 3072. as a first attempt at a sustained funding source for Career and Technical Education (CTE). Funds were provided directly to benefit programs and ranged from \$2,000 to \$45,000.

CTE Revitalization

CTE Revitalization grants are intended to help rejuvenate existing Programs of Study that have fallen into decline and to foster the creation of new programs where they did not exist previously. Grants emphasize community and business engagement, postsecondary alignment so that learners can progress after completing high school, and alignment with principles of High-Quality Programs of Study.

There are several other federal and state initiatives that indirectly or directly impact and support CTE, including: Every Student Succeeds Act (ESSA), Workforce Innovation and Opportunity Act (WIOA), STEM Investment Council, Workforce & Talent Development Board and two separate grants that support FFA and other CTSOs.

Mid-Willamette Education Consortium Planning Process

The Mid-Willamette Education Consortium utilizes a collaborative process to guide the outcomes and strategies through the Integrated Guidance process. The Consortium's Basic and Reserve Grant applications are a direct reflection of the regional and local planning.

Planning with integrity does not happen over the course of one meeting or by parting out pieces of the application or as a solitary activity. 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 Integrated Guidance Process and should be repeated by each member to develop their own Local Investment Plan.

Step 1: Use Data to Drive Planning. In addition to the biennial Needs Assessment, all available data should be used to guide annual planning, including: Progress toward the 2-Year Goals; Information about the strengths and weaknesses of programs of study; Secondary and Postsecondary Perkins Performance Measurements and other applicable program quality data; and Stakeholder, Partner &/ or Advisory Committee feedback. 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.

Step 2: Stakeholder Planning. Stakeholders use the information provided by the data to develop plans for meeting the Perkins Required Use of Funds (Sec 135b) and/or making progress toward the 2-Year outcomes and strategies or other local priorities. Stakeholder involvement helps ensure that the plans are reasonable and relevant and build buy-in to contribute to their success. All plans must address any equity gaps uncovered by the biennial Needs Assessment process.

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 resources will be invested from year-to-year to ensure that all students have access to quality 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.

Perkins Fiscal Guidance

Funding CTE Programs

In order to qualify for Perkins investments, all local educational agencies must have an approved Program of Study within the specific career learning area. A Program of Study is a seamless model that connects the secondary to postsecondary CTE programming. The Programs of Study are built upon the same CTE Skill Sets at both levels. The secondary CTE licensed teachers and college instructors work collaboratively within individual Professional Development plans to strengthen the CTE Program of Study. Additionally, authentic collegial engagement occurs on an annual basis to keep the Program of Study current.

A postsecondary CTE Program of Study is a credit-based program that has secondary partners and provides a seamless transition to students pursuing an approved program as identified in the CCWD Handbook and Planning Guide. The approved postsecondary CTE Program of Study is identified by a Classification of Instructional Program (CIP) code in one of the 16 career clusters designated as "Perkins eligible." To be eligible, the program must, among other requirements, terminate in a certificate, diploma, or an Associate of Applied Science (AAS) or Associate of Science (AS) degree. If a postsecondary program does not have a joint application with a secondary CTE partner, the program(s) is not Perkins eligible. Perkins resources may not be used by colleges for program expenditures related to students pursuing non-credit courses and programs within customized training or employer sponsored training programs.

In limited circumstances and if determined by the Needs Assessment, it may be possible to fund support services for students enrolled in a CTE Program that is nontraditional for their gender and/or

to provide career exploration and development for students in the middle grades (5-8). The Oregon CTE Policy Guidebook provides additional information.

Perkins V updates and strengthens the accountability for the expenditure of these federal funds. Section 135 details how funds must be used.

Requirement for Local Use of Funds Sec 135(b)

Local use of funds must be tied to the CTE Needs Assessment and shall support CTE

Programs of Study that are of sufficient size, scope, and quality to be effective and that

1. provide career exploration and development activities through an organized, systematic framework designed to aid students, including middle grades, in making informed plans and decisions about future education and career opportunities.
2. provide professional development for educators involved with CTE which can include support personnel, career guidance, and academic counselors.
3. provide within CTE the skills necessary to pursue careers in high-wage, high-skill, or in-demand industry sectors or occupations (consult local CTE administrators for details).
4. support integration of academic skills into CTE Programs of Study.
5. plan and carry out elements that support the implementation of CTE Programs of Study and that result in increasing student achievement.
6. develop and implement evaluations of activities carried out with funds, including evaluations necessary to complete the CTE needs assessment and local reports.

Expenditure of funds must also meet the Education Department General Administrative Regulations (EDGAR), and Uniform Grant Guidance and guidance provided by the Office of Management and Budget. Key points are summarized below:

Supplement not Supplant

Section 211 of the Perkins Act states that Perkins funds “shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.”

- Supplement means “to add to, to enhance, to expand, to increase, and to extend”
- Supplant means “to take the place of, to replace”

Educational institutions may use federal Perkins fund only to supplement, and to the extent practical, increase the level of funds that would, in the absence of the federal funds, otherwise be made available from non federal sources for the education of participating CTE students. Perkins funds are not used to replace any funds from other sources currently used to support CTE Programs of Study. Seek fiscal advice before proceeding with a questionable expense under this exception.

Allowable Costs

Costs must meet the following criteria:

- Be reasonable and necessary. Questions to consider:
 - Does the expense meet the intent of size, scope, and quality as specified in the Perkins V law and in the Oregon CTE State Plan?
 - What are the consequences if Perkins funds are not used?
- Be allocable, meaning:

- Costs must provide a benefit in proportion to the amount of the expenditure
- Costs are allocated over the period of the grant. Equipment is purchased by December 1st.
- The expenditure must comply with the six required uses of funds specified in Section 135(b) of Perkins V and with the Education Department General Administrative Regulations (EDGAR) Uniform Grant Guidance.

The Oregon Policy Handbook provides the following guidelines to help eligible recipients determine allowability. Ultimately, however, the Mid-Willamette Education Consortium and Chemeketa Community College, as fiscal agent, reserve the right to make decisions that are in the best interest of the Consortium. As a general rule we tend to fund projects that are clearly allowable and aligned with the Strategic Plan so as not to put the Consortium or fiscal agent at any risk.

Allowable Costs/Activities

Costs associated with expansion of CTE Programs of Study into work-based learning (non-supplanting in nature)

- CTE Interest, Aptitude, and Ability Inventories (with state approval)
- CTE-related software (with state approval)
- CTSO expenditures for newly chartered CTSO programs, 0-3 years
- CTSO expenditures for re-birth of CTSO programs or a new teacher to a CTSO program, 0-2 years
- Curriculum development/curriculum modification within Programs of Study (curriculum to be shared)
- Curriculum expansion or supplemental resources, 0-3 years' investment
- Equipment and upgrade to meet industry standards
- Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5 through 8
- Marketing and outreach activities related to specific CTE Programs of Study (brochures, videos, flyers, web design), not school or college-wide promotion
- Meetings and conferences (registration fees, travel costs) related to CTE Programs of Study
- Membership dues/fees to a professional, service, or brotherhood organization that is connected to an explicit conference or Professional Development deliverable (seek ODE input)
- Professional development costs for CTE personnel
- Professional development related to CTE for non-CTE teachers/faculty/counselors (involved in CTE initiatives such as advising, academic technical integration, career awareness activities, and school administration)
- Professional service costs (consultants)
- Repair of equipment (with ODE approval) if the cost of the repair is of greater benefit than upgrading to new industry grade equipment. The local educational agency has obligation for equipment repair and maintenance.
- Subscriptions to industry-based software or resources
- Substitute pay for teachers, activities, and staff development related to CTE
- Supplemental Support Services for Perkins special populations
- Transportation costs incurred through professional development activities associated with approved CTE Programs of Study, workshops (administrators, counselors/advisors, CTE instructors, Perkins staff)
- Working lunch at CTE meeting with high burden of proof (seek guidance from ODE)

Unallowable Costs/Activities continued...

Administration costs above the 5% cap

- Alcoholic beverages
- Alumni activities
- Base classroom furniture
- Basic classroom/CTE supplies (pencils, toner, ink, paper, bits, blades, measuring cups, pots, pans, screwdrivers, wrenches, wood, metal, welding, electrodes, gas, resin, etc.). The local educational agency has the base obligation offering a program.
- Building maintenance and repairs
- Bus or Metro Transport pass
- Child care
- College credit to an individual student or teacher/instructor
- Commencement and convocation costs
- Construction, renovation, and/or remodeling of facilities
- Consumable supplies
- Contributions and donations (cash, property, services)
- CTSO competitions
- CTSO expenditures to programs that are fully established
- CTSO uniforms
- Custodial service
- Entertainment – amusement and social activities (sports tickets)
- Expenditures for non-approved CTE Programs of Study
- Expenditures that supplant
- Fines and penalties
- Food, beverages, snacks, meals for CTE meeting
- Fundraising
- Gifts/gift cards
- Goods or services for personal use (laptop, phone, tablet, etc.)
- Individual awards, recognition, trophies, plaques, or gifts
- International travel
- Items for young children to play with, manipulate, read, be entertained by, or eat, or sleeping items associated with an early childhood education Program of Study. The Program of Study responsibility is items for the secondary and postsecondary age students and not facilitating a day care facility
- Items retained by students (supplies, computer equipment, thumb drives, tools, calculators)
- Landscaping
- Licensure and/or exam fees for individual (student or teacher) certificate or licensure
- Membership dues/fees for a professional, service, or brotherhood organization without being connected to Professional Development deliverables of attending a specific event. General membership year after year is not allowed (seek ODE input).
- Monetary awards
- Non-instructional furniture
- Political activities such as contributions, fund raising, or lobbying
- Promotional materials (T-shirts, pens, cups, key chains, book bags, etc.)
- Remedial (developmental) courses at both secondary and postsecondary levels
- Routine operating expenses
- Safety equipment (gloves, goggles, helmets, glasses, air filter, lab/chef coats, boots, dust masks, etc.)
- Scholarships
- Student expenses/direct assistance to students (tuition, tools, fees, car repair, etc.)
- Student stipends
- Student transportation (state transportation fund covers a significant portion of the cost associated with approved academic activities) excluding recreational/entertainment activities
- Subscriptions to periodicals, journals, and newspapers
- Teacher/instructor salaries
- Textbooks (local educational institutions have the base obligation for curriculum), toys, games, entertainment devices (video games), movies
- Travel to exotic locations associated with professional development (seek ODE input)
- Tuition that is awarding college transcribed credits

MWEC Fiscal Policies & Procedures

All recipients of federal grant funds must have written policies in place to be used by auditors in the event of a Perkins monitoring visit. As fiscal agent, Chemeketa Community College manages risk by conducting biennial reviews of Consortium fiscal processes and ensuring compliance with the Required Local Policies and Procedures cited below and throughout this section of the handbook. Please contact Maggi Daugherty, maggi.daugherty@chemeketa.edu, for copies of MWEC's policies.

Equipment Management

Equipment which is necessary to accomplish approved local or regional activities, meets required use of funds, and is not available in the member school may be purchased with Perkins funds. In order to insure compliance with federal, state and local procurement and property management rules, all equipment and/or technology purchased using the consortium's Perkins funds will follow these guidelines:

- Equipment purchases must be necessary for effective instruction in the program area.
- The Local Investment Plan and/or regional activity must show how the equipment will address a regionally or locally determined-need.
- Equipment purchased with Perkins funds must not result in any direct financial benefit to any purchasing entity or to its employees.
- Equipment purchased under this grant must be used for Perkins Act activities. However, when not being used to carry out the provisions of the Act, the equipment may be used for other instructional purposes if:
 - The acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this title; and
 - It is used after regular school hours or on weekends.
- Approach equipment that may be used for income/revenue/profit generation/ entrepreneurship purposes with extreme caution. ODE Policy recommendations include:
 - Entrepreneurship limited to a \$600 investment
 - No investments in turnkey operations that generate income
 - Investments must focus on instruction & addressing standards; income only allowed as a secondary component
 - Income generation may have to be accounted for separately, must conform to Perkins investment limitations and may result in Perkins awards reduction.

Purchasing Procedures

Only equipment approved in your school budget and subsequently approved in the regional Perkins Basic Grant Application will be purchased. Except in pre-approved circumstances, all purchasing will be completed by MWEC to insure all federal purchasing and inventory procedures are met. CTE instructors will be responsible for providing all relevant product information.

Inventory Requirements

1. All Object 460* items over \$200 and Object 541* purchases must be added to your Carl Perkins Inventory and marked with a MWEC Carl Perkins Inventory sticker. Send original packing slips to the CTE Financial Analyst at MWEC. MWEC will maintain detailed inventory records.

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 Carl Perkins 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 returned to the consortium. MVEC will find a district in need of the item.
5. MVEC will provide a draft inventory annually; however, it is the district’s responsibility to ensure inventory maintenance and security.
6. MVEC will work with districts to conduct an annual physical 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 IMESD 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.

MVEC 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 fifteen percent of Perkins Basic 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 Strategic Plan and implemented primarily through Pathway Groups. In order to expend Perkins funds, consortium member instructors are expected to participate in appropriate regional professional development. Districts may request reimbursement for substitute or curriculum days for instructors who attend regional professional development in alignment with the annual investment plan.

Conferences are allowable as long as they are tied to the deliverables of the Strategic Plan Request for state or national conferences and should follow these guidelines:

- Be requested in advance as part of the Local Investment Plan to ensure that it occurs within the academic period (July 1–June 30). Summer Professional Development will roll into the next grant cycle. If funds are available, additional opportunities may be funded but not guaranteed.
- Instructors are responsible for working within their school’s procedures to arrange conference travel and related expenses. Reimbursement will be granted to districts and/or teachers for pre-approved professional development.

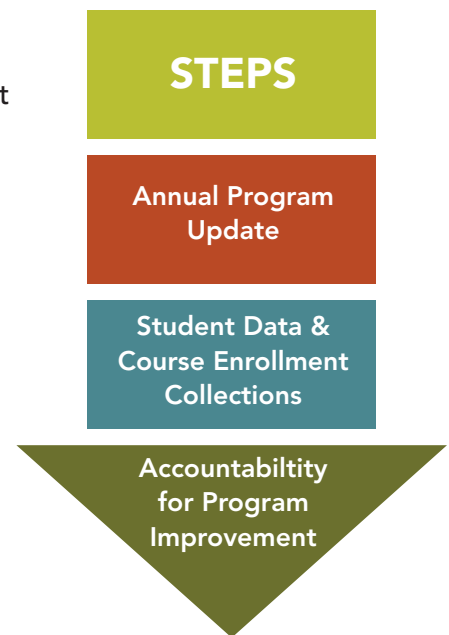
CTE leaders are responsible for helping their individual CTE instructors and/or business offices request reimbursements in a timely manner and utilize the procedures outlined by the consortium.

CTE Data

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.

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.* The implementation of Perkins V has allowed for a complete overhaul of the CTE Program of Study Application and the CTE Program Update, with minor changes to the CTE Student and Course Collection and the 90% reporting. All of these items will be tied together in a single system.

A primary output of the CTE data collection is the performance measurement reports, provided in the [Data section of the ODE website](#) as part of the requirements for public access to accountability information regarding Perkins. Secondary 90% Reports are released to CTE Regional Coordinators and Postsecondary Pivot Tables are released to CTE CC Leaders yearly. These reports contain information disaggregated by level and demographics in order to facilitate equitable decision making and accurate Needs Assessments. Reports are generated from the following required data submissions.



Secondary CTE Program Updates

Each fall, the information on file with ODE for approved CTE programs is revised or verified through the Department of Education’s secure online database. Secondary schools are responsible for updating the program to accurately reflect exactly what the institution is offering for the current school year and submitting to the Regional Coordinator who then approves or rejects the changes before submitting to ODE. Addition or deletion of courses may require an updated course-to-standards matrix. The update is important for a number of reasons:

1. ODE Specialists review each submitted program annually to ensure there are no fundamental changes to the program that would weaken the elements as it was originally approved.
2. The annual update is an opportunity for CTE educators to help administrators, counselors or registrars—those who manage or influence scheduling—understand the importance of consistency and sequence in programs of study for student completion and articulation.
3. Since the CTE Program Update pre-populates the CTE Course Enrollment data collection, accurate course numbers are critical. Without them, CTE students may not be accounted for during the Spring Collections and the resulting performance measurement data will not be credible. At the least, errors and omissions in the Update will cause extra work and delays when submitting the CTE Course Enrollment in the spring.

Secondary CTE Spring Data Collections

Although both Secondary data collections, described below, are due no later than June 30, data submitters are encouraged to start preparing the collections as early as possible.

CTE Student Data

The 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 webpages 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 webpages of CTE data posted online.

Postsecondary Data

The Higher Education Coordinating Commission (HECC) is responsible for collecting data and providing reports on the postsecondary accountability measures for Perkins V. Data is collected through collaboration with institutional researchers at each college.

Perkins Definitions and Performance Measures

Following Perkins V, Oregon recognizes and reports on eight secondary and three postsecondary core performance indicators. Data is to be reported yearly by consortia partners, both secondary and postsecondary, and will follow the data guidance posted by ODE.

Secondary Definitions

- **CTE Concentrator** - A secondary CTE concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.

- **Course Level Descriptors**
 - The secondary CTE concentrator definition includes a course-level descriptor. The descriptor emphasizes the importance of creating a course sequence within a CTE Program of Study. National research has demonstrated the positive impact of CTE on student outcomes when taught through a sequence of courses rather than a number of loosely connected electives. Under Perkins V, course-level descriptors will be:
 - **Introductory Course** – A course that focuses on raising career awareness and learning basic professional and technical skills associated with the CTE Program of Study. The course helps develop student interest rather than technical proficiency in a CTE Program of Study.
 - **Intermediate Course** – A course that focuses on exploring careers and learning specific technical and professional skills. The course builds on basic skills and moves toward technical proficiency in preparation for a career.
 - **Advanced Course** – A course that focuses on preparing for a career and refining specific technical and professional skills. The course integrates multiple skills through project-based instruction and/or work-based learning. These courses focus on preparing students for entry-level work or postsecondary programs.
- **Secondary Performance Indicators and Definitions**
 - **1S1: Four-Year Graduation Rate** - The percentage of secondary CTE concentrators who graduate within four years. This indicator uses the same definition for a high school graduate as the one used to determine overall state four-year graduation rates.
 - **1S2: Extended Graduation Rate** - The percentage of secondary CTE concentrators who graduate within five years. This indicator uses the same definition for a high school graduate as the one used to determine overall state five-year graduation rates.
 - **2S1: Academic Proficiency in Reading/Language Arts** - The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language
 - **2S2: Academic Proficiency in Mathematics** - The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade.
 - **2S3: Academic Proficiency in Science** - The percentage of secondary CTE concentrators who demonstrate proficiency in science as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade.
 - **3S1: Postsecondary Placement** - The percentage of secondary CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.
 - **4S1: Nontraditional Program Enrollment** - The percentage of CTE concentrators in CTE Programs and Programs of Study that lead to fields that are nontraditional for the gender of the concentrator. These programs are identified using national data.
 - **5S3: Program Quality** – Participation in Work-Based Learning - The percentage of CTE concentrators graduating from high school having participated in work- based learning.

Postsecondary Definitions

- **Postsecondary CTE Concentrator** - A postsecondary CTE concentrator is a student who has earned at least 12 credits, of which nine program credits are CTE specific, within a CTE Program or Program of Study, or completed the program if it is fewer than 12 credits.
 - **1P1: Postsecondary Placement** - The percentage of CTE concentrators who complete a program and then continue in postsecondary education; are in advanced training, military service, or a service or volunteer program; or are placed or retained in employment.

- **2P1: Earned Recognized Postsecondary Credential** - The percentage of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.
- **3P1: Nontraditional Program Concentration** - The percentage of CTE concentrators from underrepresented gender groups who participate in CTE Programs and Programs of Study that lead to nontraditional fields.

Program Closure

Schools and colleges may decide to permanently discontinue CTE Programs of Study. The staff at ODE and HECC should be included as partners in discussions around the CTE Program of Study closure as they may have ideas to assist with the decision making. Program closure is a serious step, with difficult impacts on student learning opportunities, and should be carefully considered. Partners who should be included in this decision include secondary and postsecondary instructors, CTE Regional Coordinators, administrators, business and industry partners, advisory committees, parents, students, and CTSOs.

Program closure will also impact financial resources available. For example, the Perkins Basic and Reserve Grant—and in secondary schools, CTSO Chapter Grants, Secondary Career Pathways funding, and other sources—will not be available for programming.

Program closure should not be used as a temporary step— it should be considered permanent. In lieu of program closure, a program may be put into a dormant status if there are plans to bring the program back within a short period of time. Occasionally, after a program has closed, the economic circumstances or industry needs will change and a new program may need to be started. To start a program similar to the program that had been closed, the institution will need to begin the application process from scratch, by considering needs identified in the Perkins required local and/or regional needs assessment, and determining readiness. It may take two to three years to gain approval as a CTE Program of Study.

In the event CTE Programs of Study are closed, the CTE Policy Guidebook should be consulted to ensure that the following requirements are met:

- Notifications
- Distribution of Assets
- Management of Assets
- Recordkeeping
- Data Submission

III: Resources

CTE Consortium Operational Calendar in a Typical Year

August/ September	<ul style="list-style-type: none"> Perkins V Grant Funds available and purchasing begins Fall Program Update opens
October	<ul style="list-style-type: none"> All professional development requests must be submitted via the MVEC PD System, https://mwec.wesd.org/ CTE Program Updates must be completed and submitted to the CTE Regional Coordinator
November	<ul style="list-style-type: none"> Secondary Career Pathways awards are announced & applications due
December	<ul style="list-style-type: none"> All Perkins approved purchases received and on-site (December 1st)
January	<ul style="list-style-type: none"> MVEC Project Grant application opens School Perkins Budget Plans will be available for the next school year Begin Program of Study renewal process
March	<ul style="list-style-type: none"> Perkins Inventory will begin MVEC Project Grant Applications and School Perkins Budget Plans are due
April	<ul style="list-style-type: none"> MVEC Executive Council meets and awards MVEC Project Grants
May	<ul style="list-style-type: none"> Student & Course Data Collections opens
June	<ul style="list-style-type: none"> CTE Spring Data & Course Collections are due (secondary) MVEC submits Perkins Basic & Reserve Grant Outcomes, Strategies and Budget Narrative Updates Career Pathways funding must bbe spent New and renewal Program of Study applications are due
July	<ul style="list-style-type: none"> Planning for the next year



**Mid-Willamette
Education Consortium**

Chemeketa Community College

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