

APPENDIX L: SUPPORTING CTE PERKINS DIRECT RECIPIENTS

The Perkins V federal requirements for planning and application processes seamlessly align with the integrated approach outlined in this guidance. Being a direct recipient of the Perkins Basic Grant, the specified requirements have been integrated into the process detailed in the guidance. This appendix provides additional Perkins-specific information to assist you further in your integrated planning process.

PLANNING TIPS

- Ensure the **active involvement of the CTE director (and/or Perkins Grant administrator) in the planning team** to contribute valuable insights to the planning process. They possess access to community groups not frequently engaged by the general education system, including CTE Programs of Study advisory committees, workforce development boards, economic development leaders, business and industry partners, and college collaborators.
- Pay attention to Perkins-required **partners that may be overlooked during the engagement process**. Proactively include individuals or representatives in the planning who are:
 - Engaged in or preparing for non-traditional (by gender) fields;
 - Single parents;
 - Out of workforce individuals;
 - Youth in or transitioning out of foster care;
 - Youth navigating houselessness; and/or
 - Youth with a parent in the armed forces and on active duty.
- When collaborating with ESD Liaisons and participating in ESD level training, **extend invitations to the CTE Regional Coordinator** to join discussions. Keeping them informed and engaged will contribute to shaping regional priorities and guiding Perkins Reserve Grant expenditures. Similar to the district's CTE director, the CTE Regional Coordinator brings extensive knowledge about workforce needs and economic development.
- **Community college CTE instructors and administrators** are part of the required participants in the needs assessment process. As you plan for engagement, determine how to gain their input and insight into developing opportunities for your students.

ENGAGEMENT AND NEEDS ASSESSMENT TIPS

- Consult the [Community Engagement Survey Item Bank](#) provided as a resource on the Integrated Guidance Webpage. There are many CTE related questions in the bank.
- When conducting the needs assessment, Perkins Law¹⁶⁶ requires recipients to:
 - Evaluate student performance on **Perkins Performance Targets**, by student focal group.
 - Consider **CTE program size, scope and quality** - do they meet the demand, cover the full range of student learning outcomes for the program?
 - Ensure programs are **aligned to local economic and workforce needs**.
 - Look at how well programs are being implemented, if new or different programs should be considered, if some programs may be obsolete or need to be retooled. Use the [Oregon CTE Program of Study Quality Rubric](#) to guide your examination.
 - Consider **support and training strategies** available to improve retention of CTE teachers.
 - Examine equal access to CTE programs - strategies to overcome **barriers to enrollment, success and persistence** - with particular attention to focal students.

166 Strengthening CTE for the 21st Century Act (Perkins V) Section 134(c)(2)

PRIOR TO SUBMITTING

- Make sure your **CTE director has been involved in crafting your narrative** responses as they may add more depth to your plan.
- CTE directors should **be prepared to share strengths and needs along with CTE outcomes, strategies and activities** contained in their district's plan with the CTE Regional Coordinator and at any regional CTE gatherings to help shape regional priorities.

INTEGRATED PLAN AND BUDGET

The biggest difference for Perkins compared to the other programs contained in the integrated application comes in the Integrated Plan and Budget (IPBT). In order to gain approval, **each expenditure needs to be tied back to the specific school and CTE Program of Study**. This means they need to be listed separately and not grouped together into a budget line item. Our federal partners require ODE to ensure funds are spent according to the Uniform Grant Guidance - this requires diligent oversight through detailed budget requests, enhanced detailed reporting or vigorous monitoring after funds are spent. ODE has chosen to provide proactive oversight by having budgets approved at the beginning of the cycle. While these detailed budgets in the IPBT create more work up front, the benefits of the two-year and tiered budget are maximized here.

UNDERSTANDING PERKINS PERFORMANCE TARGETS AND THE PERKINS IMPROVEMENT PLAN REQUIREMENTS

Perkins performance targets are set at the state level using a public engagement process and are included in the [CTE State Plan](#). Perkins recipients and consortia members are responsible for knowing the targets and how their schools, programs and students are doing relative to the targets. Each year, the Perkins 90% report is provided to districts and CTE Regional Coordinators to help guide discussion for the engagement and needs assessment process.

Perkins recipients that fail to meet 90% of the target must include a Perkins Improvement Plan with the integrated application submission. This upload is new for the 2025-2027 submission - but has been collected separately in prior years.

For detailed information about CTE and Perkins Data please visit:

- The [ODE CTE Data](#) webpage contains links to the Achievement Data Insight (ADI) application which houses the district disaggregated data. There is also a handbook to aid in understanding the Perkins V data reports.
- The [CTE Policy Guidebook](#) - Section 13 - discusses the measures along with information about data privacy and collections.
- [The Oregon CTE Participation Explorer](#).

IMPORTANCE OF COMMUNITY COLLEGE PARTNERSHIPS

Aligning to post-secondary CTE opportunities is an important, required element of Perkins. When K-12 administrators support and encourage collaboration between postsecondary CTE instructors and secondary CTE teachers, benefits can include:

1. CTE instructors and CTE teachers working together in Professional Learning Communities (PLC). PLC opportunities **strengthen alignment, and teacher practices**.
2. Secondary CTE teachers may be able to provide **dual credit** classes in their Program of Study offerings. Dual credit opportunities may provide **students the opportunity to obtain a short-term certificate** or Career Pathway certificates prior to graduation from high school.
3. Sharing work-based learning practices and resources.

Strong collaboration may allow the secondary partners to have access to opportunities, partnerships and resources that may not typically be available at the secondary level.