

# APPENDIX M: SUPPORTING CTE REGIONAL CONSORTIA MEMBERS

The Perkins V federal requirements for planning and application processes align well with the integrated approach outlined in this guidance. However, for members of a CTE regional consortium, it's crucial to be aware of the distinct requirements. While the application for Perkins funds is formally submitted by the CTE Regional Coordinator, Perkins V mandates that each district benefiting from these funds must independently complete the engagement and needs assessment for CTE.

Although each member district provides insights through their needs assessment process, the regional needs assessment also plays an important role in shaping the district-level plan. Communication with the CTE Regional Coordinator throughout the planning process is critical.

To address this issue, this appendix provides information to facilitate your integrated planning process and enhance communication with the Regional Coordinator.

## TIPS FOR THE CTE REGIONAL CONSORTIA LEADERSHIP AND REGIONAL COORDINATOR:

- **Prior to the member district's spring planning** for engagement, schedule a meeting with the ESD Liaison and the consortium leadership group to **design the process for collecting the necessary information** as engagement and needs assessment work is done. **This pre-planning is critical** in order to streamline the roll up of information from member districts: this "roll-up" informs the writing of the strategic plan. Include an agenda **activity during each consortium meeting** to glean information gained through district engagement and needs assessment work as it relates to CTE. If you do not have regular consortium meetings, **schedule time with school administrators** during the fall and winter to gain information needed.
- Schedule a **regular meeting with the ESD liaison(s)** in your region with an agenda that includes sharing information about who has been engaged, and what information is gained **as the work is done**.
- **Become an active partner with your ESD Liaison** in supporting the integrated application process for your districts.
- **Be proactive** in this planning phase - **do not wait** to be invited or wait until districts have submitted their application to try to collect needed information.
- Collaborate with member districts to **lead or contribute to community engagement activities**.

## TIPS FOR THE ESD LIAISON:

- **Collaborate with the CTE Regional Coordinator** to plan how they can easily obtain the information needed to complete the regional Perkins application and gain access to much needed resources for member districts.
- Consider **how relevant information collected can be shared** with the RC as you design your work with districts.
- Schedule a **regular meeting with the CTE Regional Coordinator(s)** in your region and an agenda that includes sharing information about who has been engaged, and what information is gained as the work is being done.
- **Invite the CTE Regional Coordinator to be an active partner** in supporting the integrated application process for your districts.

## TIPS FOR THE CTE REGIONAL CONSORTIA MEMBER DISTRICTS

- As you approach the planning process, consult with the CTE Regional Coordinator to determine **what information they will need** to submit the Perkins application on your behalf and **how best to provide that information**.
- **Be prepared to share information** on your district's engagement and needs assessment findings regarding the CTE requirements at consortium meetings and/or when the CTE Regional Coordinator schedules time to meet with you.
- Discuss with the CTE Regional Coordinator any engagement sessions they would like to lead or contribute to.
- Perkins has some required partners that are sometimes overlooked during the engagement process. Be proactive and **make intentional plans to specifically include** individuals or representatives:
  - In or preparing for non-traditional (by gender) fields;
  - Single parents;
  - Out of workforce individuals;
  - Youth navigating houselessness;
  - Youth in or that have aged out of foster care; and/or
  - Youth with a parent in the armed forces and on active duty.

## COMMUNITY 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 Law<sup>167</sup> requires all recipients - including both districts that are part of a consortium and CTE Regional Coordinators 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 professional development 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.

## PRIOR TO SUBMITTING

- Make sure your **CTE Regional Coordinator has been involved in crafting your narrative** responses as they may add more depth to your plan.
- Work with your CTE Regional Coordinator to make sure they have enough information about the plan so they are able to synthesize strengths and needs along with CTE outcomes, strategies, and activities to help shape the regional plan and application.

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<sup>167</sup> Strengthening CTE for the 21st Century Act (Perkins V) Section 134(c)(2)

## INTEGRATED PLAN AND BUDGET

### MEMBER DISTRICTS:

Districts that are a member of a Regional CTE Consortium will not include any Perkins funded activities or budget amounts in their integrated application as they are not the fiscal agent for Perkins.

Districts must work closely with the CTE Regional Coordinator as they are identifying needs to prioritize and develop the regional budget.

### CTE REGIONAL COORDINATOR:

- The biggest difference for Perkins compared to the other programs included 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**. Member districts will need to provide information to the CTE Regional coordinator that is 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.

## 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 performing 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.

In the event your consortium fails to meet 90% of the target for the region, a Perkins Improvement Plan must be included with the Regional Perkins 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. Making sure your district is taking advantage of opportunities the community college provides will help inform your planning. 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 for the benefit of students.

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