The plan and application under this guidance is completed once every two-years. This preview of the Perkins application for the direct postsecondary recipient is created for information, planning, and preparation purposes only. This preview shares the content of what postsecondary direct applicants will be asked to respond to or submit through an application portal. It may be revised slightly for clarity, logistics, usability, or formatting purposes based on feedback from the education field and community.

The plan and application is the articulation of the analysis done through synthesizing your postsecondary institution's comprehensive local needs assessment, including ongoing community engagement, application of an equity lens, and data analysis used to develop your overall four-year plan including outcomes, strategies, and activities. Word limits are set to encourage applicants to be both thorough and concise.

## **Needs Assessment Summary**

***(500 WORDS OR LESS)***

Please offer a description of the process used to synthesize the information gained through your engagement and comprehensive local needs assessment process. Discuss any issues or barriers uncovered in the process of synthesizing the information.

What strengths do you see in your institution’s CTE Programs of Study[[1]](#footnote-1) in terms of program quality, equity and student access?

What needs were identified in your institution’s CTE Programs of Study in terms of program quality, equity and student access.

## **Plan Summary**

***(500 WORDS OR LESS)***

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending Perkins investments to further priorities.

Please share the exact needs or issues the investments will address as outlined in your four year plan and application as it relates to the Perkins V, and what processes you’ll put in place to monitor progress toward addressing those needs.

## **Evidence of Engagement**

***(250 WORDS OR LESS PER QUESTION)***

Upload assurances that all members were engaged.

* If the goal is meaningful, authentic and ongoing community engagement, where is your institution in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?
* Perkins eligible CTE Programs of Study require strong collaboration with high school programs in your region. Describe how high school instructors, administrators, counselors and the CTE Regional Coordinator were engaged in your process.

You will be asked to upload your top three [artifacts of engagement](#r023plhazvxt) showing evidence of engaging with the required partners in order to develop this application.

* Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging students from focal populations, their families and the community? How do they show evidence of engaging other required partners?

Affirmation of Tribal Consultation

* If you are required to conduct formal consultation, upload the assurance document and describe how this requirement was met and any outcomes of the process as it relates to CTE.

## 

## **Application**

***(250 WORDS OR LESS PER QUESTION)***

### **Programs and Activities**

* Describe the CTE Programs and activities that will be provided with Perkins/CTE Funds and how the comprehensive local needs assessment informed the selection of these Programs and activities.
* Describe any new Programs of Study that will be developed in the region.
* Describe how students from focal populations and all students and their families in your institution and feeder high schools will learn about the CTE Program offerings and how courses are part of a CTE Program of Study.

### **Career Information**

### Describe how your region, in partnership with member districts and colleges, local workforce development boards, other local workforce agencies and/or one-stop delivery systems will provide:

* Career exploration and development courses, activities or services including career guidance and academic counseling to students before enrolling and while participating in CTE Programs.
* Information on employment opportunities that incorporate the most current information on high skill, high wage or in-demand sectors and occupations as determined through the comprehensive local needs assessments.

### **Well-Rounded Education**

* Describe how your institution will improve the academic and technical skills of CTE Participants through the integration of coherent and rigorous content, aligned with challenging academic standards.
* Describe how your college identifies and supports the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins performance targets particularly for students from focal groups?
* Describe programs that allow high school students the opportunity to earn postsecondary CTE credit and how your college and local districts are working together to increase CTE credit earning opportunities for high school students.

### **Equity Advanced**

* Describe how your examination of the identified needs and the development of the plan held equity at the center of the discussions and the anticipated success for all students AND students from focal populations based on your use of funds in your plan.
* Describe how your institution will:
  + Provide activities to prepare students from focal populations for high skill, high wage or in demand workforce sectors and occupations that will lead to self-sufficiency.
  + Prepare CTE participants for non-traditional (by gender) fields.
  + Provide equal access for students from focal populations to CTE courses and Programs of Study.
  + Ensure students from focal populations are not discriminated against on the basis of their status as members of focal student groups.

### **Work-Based Learning**

* Describe the work-based learning opportunities available to students in your region.
* Describe how the college is working with employers and Career Connected Learning Systems Navigators to develop or expand work-based learning opportunities for CTE students in both your feeder high schools and in your institution.

### **Teacher Recruitment, Preparation and Retention**

* Describe any CTE educator recruitment and/or retention strategies that will be supported through this grant, including any efforts to recruit and retain diverse educators into CTE programs.
* Describe the focus of your professional development investment for your college.

**Basic Postsecondary Budget Worksheet**

| Outcome | Strategy | Activity | Budget |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

### **Appendix A**

The [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/AppendixA_CommunityEngagementToolkit.pdf) provides a number of specific Oregon examples of what good community engagement looks like, sounds like, and feels like in practice. Good engagement may include some discomfort or disequilibrium for school or district leaders as they stretch into new roles and processes. In submitting integrated guidance plans, applicants are required to demonstrate evidence from community engagement efforts, including key artifacts that indicate connections between these efforts and the plans that were created. Suggestions of good artifacts or evidence include:

▪ **Artifacts that indicate the content of the engagement effort.** For example, a sign-up sheet only indicates who attended an event, while meeting minutes indicates what was shared and discussed during that event.

▪ **Artifacts that were created by partners beyond the applicant team,** including being created by students, families, and communities themselves. For example, if the engagement event is a gallery walk, artifacts from this could be the posters the community creates for each other to examine key issues.

▪ **Artifacts that provide a realistic sense of the level of community engagement that actually exists** - artifacts that are truthful in where your community engagement efforts exist along the community engagement spectrum and do not suggest a higher level than what is actually happening.

▪ **Artifacts that create clear connections** between your engagement efforts and the ways they informed your integrated guidance plan.

▪ **Artifacts that provide evidence of strengths-based, trauma-informed, equity centered practices**. For example, making certain that engagement spaces and processes are safe, inclusive, provide adequate nutrition, child care, translation/ASL services, and that meetings are held when a majority of students and families are able to attend.

Additionally, consider the following as you collect these artifacts of engagement:

▪ Always ask for consent that includes the purposes by which you are creating an artifact of the engagement (e.g., if you are taking pictures, share how you will use them and offer to share them for the community to also own). Communities should not be tokenized for their value or extracted58 from because they are required to be engaged.

### 

1. CTE Program of Study (POS): A state-approved sequence of non-duplicative courses, developed by a partnering secondary school district and a postsecondary institution, which prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with labor market needs. A CTE POS must (1) have a secondary and a postsecondary partner that mutually develop the program based on a common set of industry standards and industry needs, (2) have aligned, unduplicated curriculum that may offer the student college credit, (3) use data and feedback to continuously improve the program, (4) provide students with comprehensive guidance and counseling and/or other student support services, and (5) include a plan for professional development that helps keep the instructors stay current with technical advances in their industry. (Oregon CTE State Plan) [↑](#footnote-ref-1)