 

# TRANSITION YEAR MANUAL FOR THE 2019 UPDATE TO THE PERKINS IV LOCAL 5-YEAR PLAN LOCAL IMPROVEMENT PLAN

**BASIC ANNUAL APPLICATION AND**

**ANNUAL REPORT**

“Understanding & Drafting a Workable Perkins Basic Grant Application” Manual

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Oregon Department of Education | Oregon Department of Community Colleges and Workforce Development | April 2018

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ODE Website: [www.oregon.gov/ode](http://www.oregon.gov/ode)

CTE can be found by clicking [Learning Options](http://www.oregon.gov/ode/learning-options/Pages/default.aspx) at the top of the first page. Under Learning Options you will find Career and Technical Education ([click](http://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx)).

This page will take you to the following areas: Career Areas; Data, Reporting and Accountability; and Federally Funded Initiatives which houses the Basic Perkins and Reserve Applications and user manual under 2019 heading.

CTE Reports can be found under the Data, Reporting and Accountability section. This includes your 90% targets.

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**INTRODUCTION**

The Oregon Department of Education (ODE), Office of Learning, has developed this Manual to assist eligible recipients\* of Perkins funds in preparing their Update to the Perkins IV Local 5- Year Plan, Local Improvement Plan, Basic Annual Application, and Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270). [[Perkins IV](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_public_laws&amp;docid=f%3Apubl270.109.pdf)] For the

purposes of this document, the Update to Perkins IV Local 5‐Year Plan, Local Improvement

Plan, Basic Annual Application and Annual Report will be referred to by the short title of **the**

**Local Plan Update Manual**. This **Training Manual** will be used specifically for the 2019 spring work sessions and will then be posted on the ODE Website upon completion of the trainings.

\**An eligible recipient of Perkins funds is a school district, community college, or CTE consortium with at least one state-approved CTE Program of Study.*

The framework for this Manual is based on the requirements of the 2006 Perkins Act, Oregon’s State Plan for Career and Technical Education 2008-2013 (available [HERE](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx)), and a renewed vision for Oregon career and technical education (CTE) built on the development and implementation of CTE Programs of Study. Elements of continuous improvement planning have also been included.

The purpose of the Local Plan Update is to:

* + Plan for activities\* that will advance the implementation of CTE Programs of Study during the program year.
	+ Plan for activities that will improve student performance on secondary and postsecondary Perkins Performance Measures during the 2019 program year.
	+ Plan for local expenditure of Perkins Basic Grant funds on activities authorized by Perkins IV and the Oregon State Plan for Career and Technical Education, and delivered through state-approved CTE Programs of Study.
	+ Provide a convenient format for the Annual Report on the plan for the 2019 program year.
	+ Fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 134).

\**Activities do not include equipment purchases or salaries. Those expenditures will be reported in the CIP Budget Narrative and Spending Workbook and must align with the activities identified in the Local Plan Update*.

ODE may publish your Local Plan Update, in whole or in part, on our website or through other means available to us. We look forward to reviewing your Local Plan Update and the initiatives you have chosen to implement the Perkins Act in the coming years.

1. **How to use this manual**

The Introduction includes some basic information about Perkins IV and the Local Plan Update, organized as follows:

* + Background – a description of Perkins IV and the development of the Local Plan Update.
	+ The Current Revision of the Local Plan Update – a general description of the revisions that have been made, why they were made, and what has remained the same.
	+ CIP Budget Narrative and Spending Workbook (BNSW) – a description of how the BNSW aligns with the Local Plan Update.
	+ Statement of Assurances – a description of the Statement of Assurances.
	+ Submission Instructions – what to send, and where to send it.
	+ General Guidelines for Completing the Local Plan Update – writing tips.

The Manual, with the exception of the Submission Instructions, is not meant to provide complete information about any of the topics. However, it should be enough to answer basic questions that might arise in the course of completing the Local Plan Update. CTE Program Staff are available to answer specific questions that arise as you prepare your plan (see Contacts). For assistance on other topics, see the [State CTE Staff List.](http://www.ode.state.or.us/teachlearn/pte/13-14ctestaff.pdf)

It will be helpful to have a copy of the Local Plan Update to refer to when using this Manual. The Manual is designed to be read through in sequence or to be used as a reference to provide directions on how to complete specific items. The Table of Contents includes hyperlinks to the sections of the Manual; each section includes background information and/or directions about how to complete items in the Local Plan Update. Directions are not duplicated for items that are in more than one place in the Local Plan Update. For instance, information on SMART Goals, Planned Activities, and Plan for Maintenance or Continuous Improvement included in the section on Indicators is not repeated for Performance Measures, since it is the same.

#### Background

The intent of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is for CTE students to achieve challenging technical and academic standards and be prepared for high-skill, high- wage, or high-demand occupations in current or emerging professions. Perkins IV provides an increased focus on the academic achievement of CTE students, strengthens state and local accountability, and reinforces the connection between secondary and postsecondary education through CTE Programs of Study.

In order to implement Perkins IV, ODE convened five Task Forces during the summer of 2007. The Task Forces established a set of statewide goals to manual the local investment of Perkins IV funds through the life of the Act, and to set performance targets that all eligible recipients were expected to attain by 2012- 2013. These goals were used to develop the Oregon State Plan for Career and Technical Education, 2008-2013 (available [HERE](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx)).

Eligible recipients assessed their performance against these goals and developed a five-year plan to meet

the goals by the 2012-2013 program year. Each year, a local plan update to the initial 5‐year plan has been submitted. The local plan updates strategically focused activities on local secondary and

postsecondary component designs for CTE Program of Study implementation, based on program

performance. The intent was for each recipient to have a single, 5‐year plan that was updated annually, not a collection of five 1‐year plans.

Eligible recipients were also asked to identify evidence that would document progress toward meeting the goals. Documented progress was reported as part of each year’s Perkins Annual Report.

#### Revisions of the Local Plan Update and Annual Report

In response to feedback from Perkins Basic Grant recipients in Oregon and the U.S. Department of Education Perkins monitoring team, the document has gone through several changes. The following is a brief synopsis of the changes:

2009-2010

Terminology was revised and some text was moved to an appendix or a separate guide document.

2010-2011

Required Elements were introduced, which were to be identified with each activity identified in the plan. Required Elements were taken directly from the Perkins IV requirements for the contents of local plans and the expenditure of Perkins funds.

2011-2012

The Local Plan Update incorporated the Annual Report, consolidating the two documents into one.

2013-2014

The Carl D. Perkins Career and Technical Education Act of 2006 and the Oregon State Plan for Career and Technical Education, 2008-2013 were operational through the 2012-2013 program year. When Congress appropriated funds for the 2013 fiscal year (2013-2014 program year) as an extension of Perkins IV, the Local Plan Update required a major revision, since the timeline for the goals (2012-2013 program year) had passed. Some of the changes for the 2013-2014 Local Plan Update included:

* + Goals and Required Elements were reworded as Indicators.
	+ It was required that at least one Indicator was addressed in the Local Plan Update.
	+ SMART Goals and their Measures of Success were described for each Indicator and Perkins Performance Measure addressed.
	+ Deliverable Outcomes were described for each Indicator.
	+ The Annual Report sections on SMART Goals, Status of Indicators, and Planned Activities were incorporated into the planning tables.
	+ A section was added to identify specific activities from the Perkins Act that were supported during the 2013-2014 program year.
	+ The Reserve Grant and the Basic Grant applications followed the same format.

2014-2015

Minor revisions to the Local Plan Update were made for the purposes of clarification and ease. Changes included:

* + “How Success in Achieving Goal Will Be Measured” was changed to “Evidence That Will Show Achievement of Goal.”
	+ “How Success of Planned Activity Will Be Measured” was changed to “Evidence That Will Show Success of Activity.”
	+ “Deliverable Outcome for Planned Activity” was deleted.
	+ Reports on SMART Goals, Status of Indicators, Performance Measures, and Planned Activities included “What Evidence for Achievement (or Success) . . . Shows” and “Person Responsible for Evidence.”

2015-2016

Minor revisions were made:

* + The contact person for application submittal.
	+ Prioritizing the four activities listed after the exemplary activity for the annual report.

2016-2017

Minor revisions were made in regard to spending requirements and accountability.

2017-2018

Addition of PIPE Indicators

2018-2019

* + The questions on the Local Plan Update Overview were revised.
	+ A table was provided to list all approved POS and level of work being done in each POS.
	+ The Planning Process which includes data analysis was moved to the beginning of the Local Plan Update.

#### CIP Budget Narrative and Spending Workbook

Guidance provided in this document is for the Local Plan Update only, not for the Perkins CIP Budget Narrative & Spending Workbook (BNSW). The BNSW is a separate submission using ODE’s online web application and is required for recipients of federal funds. (For more information, contact Barb O”Neill, Administrative Specialist, 503-947-5787, barbara.oneill@ode.state.or.us).

The Local Plan Update is to reflect the strategic, coherent plan for the local or regional implementation of Perkins IV intent. The Local Plan Update must indicate what activities will be implemented in the program year that leads to improved performance. There may be duplication in the text describing the plan’s activities and the budget narrative; this is expected and acceptable. There is an expectation for direct alignment of the plan’s activities with the budgeted expenditures. This will require collaboration between the CTE program staff and the recipient’s fiscal staff.

The budget narrative describes in detail how the annual allocation will be invested in a way that supports the 5-year Basic Grant plan or the 1-year Reserve Fund plan. Budget narrative detail will be analyzed to determine if local spending complies with the Perkins statute and EDGAR regulation. The spending workbook portion of the BNSW submission is the official sub-grant accounting document and is used by ODE fiscal staff to monitor the spending of the local or regional Perkins sub-grant allocation.

There will be a Perkins CIP Budget Narrative & Spending Workbook submission for the Local or Consortium Basic Grant and a separate submission for the Reserve Grant.

For questions concerning the CIP Budget Narrative and Spending Workbook, please contact Reynold Gardner, Education Specialist, reynold.gardner@state.or.us, (503) 947-5615.

#### Statement of Assurances

All eligible recipient fiscal agents are required to submit a Perkins Statement of Assurance signed by the eligible recipient’s highest-level administrator. **The Statement of Assurances submitted during the CIP Budget Narrative process will also apply to the Local Plan Update**.

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

Signatures on the Statement of Assurances certify the statements therein, which include provisions from the Carl D. Perkins Career & Technical Act of 2006 General Assurances; Program Assurances Title I (Part C – Local Provisions); Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements. [[Perkins Assurances]](http://www.ode.state.or.us/teachlearn/pte/perkins-annual-assurance-5-21-13-rev.doc)

#### Submission Instructions

##### Local Plan Update

*Completed Local Plan Updates – including the hard copy of Page 1 – shall be received no later than* ***close of business (5:00 pm PST) on June 28, 2019****. The Local Plan Update, including the cover page (Page 1), is to be submitted electronically as an attachment to an e-mail sent to the Electronic Submission Address below. A hard copy original of Page 1 ONLY is to be mailed to the Hard Copy Submission Address below. All electronic and paper documents received by the due date will be considered complete.*

*Annual Report*

*Completed Annual Reports shall be received no later than* ***close of business (5:00 pm PST) on November 15, 2019.****. The Local Plan Update, including the completed Annual Report sections, is to be submitted electronically as an attachment to an e-mail sent to the Electronic Submission Address below.*

*NOTE:*

*The Budget Narrative and Spending Workbook cannot be accessed until the Assurances are received.*

|  |  |
| --- | --- |
| Electronic Submission Address: | Perkins.Submit@state.or.us |
| Hard Copy Submission Address: | Barbara O’NeillOffice of Teaching and Learning Oregon Department of Education 255 Capitol Street NESalem, OR 97310-0203 |

1. **General Guidelines for Completing the Local Plan Update**

When completing the Local Plan Update, simple boxes will expand as you type. For tables, please do the following:

* + Local Improvement Planning Process, Consortium Member Roster, and Equipment & Non- Consumable Supply Inventory – From the last cell in the table, hit TAB to create more rows, if needed; please delete any rows that are not needed.
	+ Indicators – There has been a table provided for one Indicator, which includes sections for three Planned Activities and all related Report sections. Copy and paste a complete table for each Indicator that you will address.
	+ Planned Activities – There may be more than one Planned Activity that addresses each Indicator or Performance Measure and its SMART Goal; tables for two Planned Activities have been provided. Please delete any Planned Activity tables that are not needed. If you have more than two Planned Activities for an Indicator, copy and paste as many activity tables as needed. Make sure to copy all rows from the shaded Planned Activity cell through the space provided to report on the activity, and make sure the Planned Activities are numbered consecutively.
	+ Performance Measures – Tables have been provided for three Performance Measures, each with three Planned Activities. If you need to address more than three Performance Measures, copy and paste a complete table for each Performance Measure. If you have more than three Planned Activities for a Performance Measure, copy and paste as many activity tables as needed. Make sure to copy all rows from the shaded Planned Activity cell through the space provided to report on the activity, and make sure the Planned Activities are numbered consecutively. Please delete any tables that you do not need.
	+ Report sections – These sections are for the Annual Report and should be left blank when the plan is submitted. They may be filled in throughout the program year. The complete document is to be submitted as the **Annual Report, due November 15, 2019**.

NOTE: Deleting the Report sections before submitting your Local Plan Update will limit the usefulness of the document and possibly cause complications in the reporting phase of your plan.

Use bulleted statements when appropriate. Their advantages include being:

* + Easier to write than long narratives.
	+ Helpful in clarifying important points.
	+ Easier to use for showing alignment with previous Plans.

Important functions of the Local Plan Update include the following:

* + Serving as a useful planning tool for Perkins Basic Grant recipients.
	+ Demonstrating that the expenditure of Perkins funds is reasonable, appropriate, and necessary to meet the desired goals.
	+ Providing enough detail about activities to clearly show how Perkins funds will be expended.
	+ Aligning activities with the CIP Budget Narrative and Spending Workbook.
	+ Reporting on activities and progress made as a result of the 2019 Local Plan Update.

#### DIRECTIONS FOR OVERVIEW SECTION OF THE LOCAL PLAN UPDATE

The Program Design Performance section begins with the Overview to the Local Plan Update. The purpose of this Overview is to provide a context for the Local Plan Update by briefly providing how your Basic Perkins Grant Plan will support learning strategies and partnership building that leads to improved student performance, identify opportunities to be leveraged, and how challenges will be addressed.. The Overview to the Local Plan Update is based on Sections 134(b)(1) and 134(b)(3)(A) of the [Perkins law.](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_public_laws&amp;docid=f%3Apubl270.109.pdf)

*Provide a brief overview of how your Perkins Plan provides support for learning strategies and partnership building* – are any circumstances or conditions that might positively influence the Local Plan Update, and that a recipient will leverage to further career and technical education. Some things to consider might include the following:

* + District or regional initiatives to improve student achievement or to invest in CTE
	+ Businesses that may become partners that will improve Technical Skill Attainment, as well as academic
	+ Teachers and/or administrators who show an interest in CTE

*How opportunities will be leveraged and challenges addressed* **-** are any circumstances or conditions that might negatively influence the Local Plan Update, and that a recipient will consider during planning activities in order to mitigate any negative influences. Each recipient will have a different set of opportunities and challenges to identify, which may affect the entire Local Plan Update or just certain Indicators or Performance Measures. Some things to consider might include the following:

* + District or regional initiatives to divert local support from CTE to other areas
	+ A change in status of key business partners
	+ Changes that may challenge the alignment of the program with the industry

Include only those challenges that are specific to you. For instance, do not include general or statewide economic difficulties that affect everyone.

*Complete the Program of Study table provided in the Plan Update* – By listing your Programs of Study, the readers will be able to get an idea of what is being done to develop, implement, and/or maintain CTE Programs of Study, and will contain a level of detail that is reasonable. Table expands as needed. An example is provided below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Program of Study | School | Developing | Implementing | Maintaining |  |
|  | Business Management | Baker High School |  |  | 3rd Year students will be able to access a two- week internship with local industry partners. |  |
|  |

#### DIRECTIONS FOR THE IMPROVEMENT PLANNING SECTIONS OF THE LOCAL PLAN UPDATE

1. **Local Improvement Planning Process**

The improvement planning process available for use by Oregon school districts has been adopted and modified as a model for reporting the process used for Perkins planning. The items below may be answered based on whatever planning model is used**.**

**Evidence of an improvement planning process**

###### is required.

*List the Improvement Planning Team members and their roles and responsibilities in the planning process*

* Include anyone who has had direct input into your planning decisions. Expand the table to accommodate as many team members as you need.

*Describe the different people/groups you consulted* – List those people/groups that did not have direct input into your planning decisions but on whom you relied for information to assist you in making decisions, and explain how you worked with them.

*Briefly describe the processes used* – The items provided are designed to help you describe your improvement planning process. They may be used with any model for continuous improvement planning. No matter what model is used, briefly answer the questions so that a reader will understand the process that resulted in your Local Plan Update. There is no need to duplicate information that you may have submitted elsewhere in the application. The following questions are offered as examples to help guide you in addressing each item:

* 1. Evaluating Indicator status – How did you evaluate the status on the Indicators? What data was most significant to your decision? What other influences did you consider?
	2. Identifying priority Indicators – How did you identify your priority Indicators? What factors did you consider? Whom did you consult?
	3. Developing SMART Goals – How did you develop your SMART Goals? What factors did you consider, and how might they support or impede your progress? How are your goals linked to each other, and to previous plans?
	4. Identifying strategies and activities – How did you decide what strategies and activities would help you meet those targets? What research influenced your decision? Whom did you consult? What other resources influenced your decision?
	5. Developing Planned Activities – How did you develop your Planned Activities? Who made the final decisions about the plans? What resources were helpful? What factors did you consider? How did you evaluate the need for any changes to activities?
	6. Developing monitoring and evaluation plans – How did you develop your monitoring and evaluation plans? Whom did you consult? What factors and/or resources influenced your plans? What timelines did you consider? How will you know if an activity is being implemented, is on time, and is within the budget?

o Who will evaluate the performance of your plan? What criteria will be used? How will adjustments be made? \*

\*Much of the Local Plan Update is concerned with the performance of students and programs. However, Public Law 109-270 (Perkins IV) Section 134(b)(7) asks that Local Plan Updates “describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.”

NOTE: If you used a comprehensive process that included all of the above steps, describe it in the first cell (Evaluating Indicator status). However, make sure to address all six of the above steps, using the provided questions as a guide for your response.

**Data Analysis and Planning**

Effective local improvement planning starts with an examination of data. In your brief description of data tools used, include the years examined [an](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx)d what trends were identified.

While some Indicators may be evaluated using Perkins Performance Measures (e.g., SS6, CTE Programs of Study provide students with access to educational opportunities for careers that are nontraditional for a student’s gender), most will rely on local data. The only Indicator that relies on Perkins Performance Measures is AE6, CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance. The Perkins Performance Measure data is provided in the 90% Target Reports, which are sent to CTE Regional Coordinators.

If it is believed that the 90% Target Report data is not correct, you may consider using locally available

data or locally adjusted Perkins performance data. When identifying activities in the Local Plan Update, an explanation about the data anomaly may be helpful to understand the selection of activities. Include the explanation in the section entitled “Current Performance” (in the 3C Perkins Performance Section).

#### Evaluating Indicators

Recipients are required to address at least one Indicator for each Core Element, although it may be desirable to address several. There are many approaches to deciding which Indicator(s) the plan will address, but some evaluation is necessary. One approach includes the following:

* + Evaluating each Indicator.
	+ Determining if the Indicator is a priority.
	+ Identifying the opportunity to reach full implementation.

The evaluation of Indicators will provide the basis for completing the Local Plan Update. Some questions that the planning team might consider when evaluating an Indicator include the following:

* + What is the straightforward, literal meaning and intent of the Indicator?
	+ How would we know the extent to which the Indicator is implemented?
	+ What data must be analyzed to determine the level of implementation?
	+ What instruments must be created to gather the data?
	+ Who will make the data available?
	+ What does it look like now?
	+ What does the trend data indicate?

By evaluating an Indicator, the planning team will determine if it has:

* + Full implementation.
	+ Limited implementation.
	+ No implementation.

If the team determines that there is no, or limited, implementation, it may then decide if the Indicator is a priority. If it is a priority, considering what opportunities exist to reach full implementation will help the planning team determine what activities will be most effective in increasing the level of implementation.

#### Consortium Regional Investment Planning

[Required for Consortia Only]

##### Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for approved CTE Programs of Study. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. [Section 131(f)(2)]

In addition to the completed Consortium Member Roster in the application, a copy of the signed consortium operational agreement and job descriptions for staff funded by Perkins consortium dollars must be attached to the application.

Your consortium operational agreement should be a brief description of your consortium and its purpose, including the following:

* + How funds are used “only for the purposes and programs that are mutually beneficial to all members of the consortium.” [Section 132(a)(3)(B)]
	+ How you will build collaboration using:
		- Geography.
		- Partnership history and relationships.
		- Enrollment patterns of students.
		- CTE Program of Study collaborative goals that have been set for the consortium.
	+ How you will assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success.
	+ How continuum of service will be put into practice to achieve program success within the consortium.
	+ How the vision for CTE within your region will be promoted.
	+ How relationships among consortium members will be supported and fostered.
	+ The leadership structure for meeting the goals of the consortium.
	+ Practices and/or processes used to build and implement CTE Programs of Study, identify and measure technical skill attainment, and address accountability.
	+ Fiscal/administrative rules needed for the operation of the consortium.
	+ How dialogue around accountability measures and activities that are designed to meet consortium goals will be promoted.
	+ How effective collaborative practices will be continued.
	+ How the consortium will manage the resources to assist all members in implementing CTE Programs of Study to improve student performance.
		- Rationale for the management of regional resources.
1. **DIRECTIONS FOR APPLICATION SECTIONS OF THE LOCAL PLAN UPDATE Program Design Performance**

In the Program Design Performance section, recipients describe the context of the plan in the Overview to the Local Plan Update and the content of the plan in the Core Elements sections. The Core Elements are:

* + Standards and Content
	+ Alignment and Articulation
	+ Accountability and Evaluation
	+ Including Perkins Performance Measures
	+ Student Support Services (for designated CTE Programs of Study)
	+ Professional Development

In each Core Element section, recipients will:

* + Evaluate the Indicators for that Core Element.
	+ Identify the Indicator(s) that will be addressed.
	+ Discuss the current status of the identified Indicator(s).
	+ Identify a SMART Goal for each Indicator.
	+ Identify the evidence that will show if each SMART Goal has been achieved.
	+ What did the evidence show? Did it Change the Status of this indicator? If so, how?\*
	+ Describe at least one Planned Activity designed to support the achievement of each SMART Goal.
	+ Identify how this activity supports your SMART Goal.
	+ Evidence for shows the impact of each Planned Activity will be completed in your Annual Report.\*
	+ Identify the person who is responsible for that evidence in your Annual Report.\*
	+ Remember, the Plan for Maintenance or Continuous Improvement is completed with your Plan Update NOT during the Annual Report.



In the Perkins Performance Measures section there is only one Indicator; in addition, Performance Measures will be addressed instead of Indicators, as above.

**\**The Annual Report is due November 15, 2019.*** For directions on completing the Annual Report sections, see IV Directions for Annual Report Sections of the Local Plan Update. [[link](#_bookmark0)]

#### Indicators

##### Each Core Element has Indicators associated with it. (See Background for more information about Indicators.) Recipients are expected to evaluate their performance on each of Indicators and choose those that will most effectively focus and direct investment of Perkins funds to improve their performance

*Indicator* – At least one Indicator must be identified for each Core Element. Copy and paste the chosen Indicator into the shaded Indicator cell. If your Local Plan Update will address more than one Indicator, copy and paste a complete table for each additional Indicator.

Be sure to include the Indicator number along with the Indicator statement as shown below.

*Current Status of Indicator* – Briefly discuss the current status of the Indicator, as revealed by the evaluation of performance on each of the Indicators. Include any pertinent factors that influenced the choice of the Indicator. Factors to consider might include the following:

|  |  |
| --- | --- |
| **Indicator** | SC2 Coherent and rigorous content aligned with challenging academic standards is integrated with relevant CTE programs. |

* + How important is the need for improvement, compared to other Indicators?
	+ What has made progress on this Indicator easy or difficult?
	+ What have you monitored to gauge your success on this Indicator?
	+ What activities have you tried in the past, and how successful were they?

Are there any unusual aspects of, or influences on, this Indicator or its measurement?

**SMART Goals**

*SMART Goal for Indicator or Performance Measure* – Identify a SMART Goal for each Indicator or Performance Measure that you will address (SMART Goals are Specific, Measureable, Attainable, Relevant, and Time-bound).

|  |  |
| --- | --- |
| Current Status of Indicator | Since EORCC successfully applied to ODE for Math in CTE funding six years ago, CTE Ag and Construction teachers have been actively involved in the Regional Math in CTE Program. Even though, additional ODE funding has not been available Math in CTE is a priority regional strategy. In addition, TVCC has been working for the last four years to develop a CTE Math Ladder. This process has been slow due to staff changes and changes within the traditional math ladder. By working to mesh the regional Math in CTE Project with TVCC’s newly developed Applied CTE Math Ladder, students will have the opportunity to enter the college at a higher math level by passing the Math 25 final exam. |

There will only be one SMART Goal for each Indicator or Performance Measure, but there may be multiple Planned Activities that address each goal. Remember that goals are bound by the timeframe of the grant, and must be completed and evaluated in time for the Annual Report (due **November 15, 2019**).

For example, activities to improve student performance on Performance Measure 6S2 Nontraditional Completion may be designed for ninth graders, but the effect won’t be seen until after they complete high school. In cases such as this, interim measures of success need to be identified that may reasonably be assumed to predict an improvement in the Performance Measure of the students who participated in the activity. One possibility would be increased nontraditional enrollment in tenth grade.

#### Questions to ask as you develop your SMART Goals:

##### Who or what are you wanting to increase/decrease?

* What sort of increase/decrease are you shooting for (% or #)?
* What mechanism will you measure with?
* What is the end date? Or the date of the 'measurement'?

S.M.A.R.T. Goal Examples and Link to SMART Goals & Activities for the 5 Perkins Elements developed by the Regional Coordinator Network

Increase the 5S1 Secondary Placement Performance from 47.45% to 60.0% as measured through the 2017-18 CTE Data Collection process, spring 2019.

The % of students enrolled in and utilizing AET to connect to Ag pathways through Ag experiences will increase from 60% to 85% by spring, 2019 as measured by aggregate AET data.

Google Drive Link: [**https://drive.google.com/drive/folders/1P3UnO23- WiMOniC5TT4Vu48asFdebR02?usp=sharing**](https://drive.google.com/drive/folders/1P3UnO23-WiMOniC5TT4Vu48asFdebR02?usp=sharing)

There are many resources for writing SMART Goals, including the following:

* <http://en.wikipedia.org/wiki/SMART_criteria>
	+ A good general overview, brief but thorough.
* <http://www.brocku.ca/webfm_send/1394>
	+ Includes some useful questions to evaluate your SMART Goal.

|  |  |
| --- | --- |
| SMART Goal forIndicator | By June, 2019, 80% of participating CTE secondary students will meet or exceed a passing score for Math 25 as measured by the final exam. |

September 24, 2013

# Developing SMART Goals

The information below is adapted from Paul J. Meyer’s descriptions of the characteristics of

* + - * 1. Goals in *Attitude is Everything*.

**Specific**

The first term stresses the need for a specific goal over and against a more general one. This means the goal is clear and unambiguous, without vagaries and platitudes. To make goals specific, they must tell exactly what is expected, why it’s important, who’s involved, where it’s going to happen and which attributes are important.

A specific goal will usually answer the five "W" questions:

What: What do I want to accomplish?

Why: Specific reasons, purpose or benefits of accomplishing the goal

Who: Who is involved?

Where: Identify a location

Which: Identify requirements and constraints

**Measurable**

The second term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. The thought behind this is that if a goal is not measurable, it is not possible to know whether an individual or team is making progress toward its successful completion. Measuring progress has been shown to help us stay on track, reach target dates, and experience the exhilaration of achievement that spurs us on to continue the effort required to reach the ultimate goal.

A measurable goal will usually answer questions such as:

How much?

How many?

How will I know when it is accomplished?

**Attainable**

The third term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch an individual or team in order to achieve it, the goal is not extreme. That is, the goals are neither out of reach nor below standard performance, as these may be considered meaningless. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. The theory states that an attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals.

An attainable goal will usually answer the question:

How: How can the goal be accomplished?

**Relevant**

Developing SMART Goals

Page 2

The fourth term stresses the importance of choosing goals that **matter**. A bank manager's goal to "make 50 peanut butter and jelly sandwiches by 2:00pm." may be Specific, Measurable, Attainable, and even Time-Bound, but lacks Relevance. Many times you will need support to accomplish a goal: resources, a champion voice, someone to knock down obstacles. Goals that are relevant to your employer, your advisor, your team, your organization, etc., will receive that needed support.

Relevant goals, when met, drive the individual (or team, or department, or organization) forward. A goal that supports or is in alignment with other goals would be considered a relevant goal.

A relevant goal can answer yes to these questions:

Does this seem worthwhile?

Is this the right time?

Does this match my/our other efforts/needs?

Am I the right person?

**Time-bound**

The fifth term stresses the importance of grounding goals within a time frame, giving them a target date. A commitment to a deadline helps you focus your efforts on completion of the goal on or before the due date. This part of the SMART goal criteria is intended to prevent goals from being overtaken by day-to-day crises that invariably arise. A time-bound goal is intended to establish a sense of urgency.

A time-bound goal will usually answer the questions:

When?

What can I do 6 months from now?

What can I do 6 weeks from now?

What can I do today

Meyer, Paul J (2003).  ["What would you do if you knew you couldn’t fail? Creating S.M.A.R.T.](http://books.google.com/books/about/Attitude_Is_Everything.html?id=C2V0OwAACAAJ) [Goals"](http://books.google.com/books/about/Attitude_Is_Everything.html?id=C2V0OwAACAAJ). *Attitude Is Everything: If You Want to Succeed Above and Beyond*. Meyer Resource Group, Incorporated.

#### S.M.A.R.T. Goals Template

##### Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

**Initial Goal** *(Write the goal you have in mind)*:

1. **Specific** *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*
2. **Measurable** *(How can you measure progress and know if you’ve successfully met your goal?)*:
3. **Achievable** *(Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?)*:
4. **Relevant** *(Why am I setting this goal now? Is it aligned with overall objectives?)*:
5. **Time-bound** *(What’s the deadline and is it realistic?)*:

**S.M.A.R.T. Goal** *(Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed):*

**SMART GOAL ASSESSMENT TOOL**

Instructions: use the following list of questions to determine if the SMART performance goals you have developed are **specific, measureable, attainable, relevant and time-framed.**

**SPECIFIC**

**What makes this particular goal specific?**

Clearly Stated

Describing a function to be performed

Uses action verbs to describe what has to be done

**MEASUREABLE**

**How is this goal measureable?**

It is quantifiable

Limits and parameters are defined Results are observable

**ATTAINABLE**

**How is the goal within reach?**

There is the required degree of experience

The necessary skills and knowledge are present
 The resources to carry the work out are available

**RELEVANT**

**How do you know this goal is relevant to the work to be done?**

It has a clear link to University and department goals It is clearly linked to your key job tasks

It will help you achieve development objectives

**TIMEFRAME**

**What timeframes have been set for the completion of this goal?**

It has a clearly defined completion date There is a clearly defined duration to the goal

 The frequency with which work must be performed is clearly defined

Evidence You Will Collect to show Achievement of SMART Goal. The goal will be measured, *include both the data you will examine and how you will collect that data*. (This is especially important for locally collected data.)

Indicators vary in their ease of measurement, and in the ways they might be measured. For example:

* To measure the percentage of CTE Programs of Study that operate with signed articulation agreements (Indicator AA3), one could count the number of programs with, and those without, signed agreements.
* To measure the percentage of Perkins-eligible CTE Programs of Study that use relevant technology that directly supports increasing student academic knowledge and technical skill attainment (Indicator SC5), one could decide what constitutes relevant technology and then examine planned course statements to find out how many programs contain courses that use it appropriately.

o Another option would be to gather that information in a survey of Perkins teachers.

Consider that some information might already exist at the institutional level. Any difficulties in measuring progress on an Indicator can be explained in the Current Status of Indicator.

**Planned Activities for 2019**

The Planned Activities section is where you specifically describe what you plan to do, and the evidence you will use to measure the success of your activities.

|  |  |
| --- | --- |
| Evidence That Will Show Achievement ofGoal | * 80% of participating CTE secondary students met or exceeded passing score on final exam.
* Students participated in 2 Applied Math Lectures and 2 Applied Math Lecture Labs.
* Secondary and Post-Secondary teams networked to develop common lectures and labs.
* A gap/data analysis of the pre-test and post-test results
 |
| List only activities in the Local Plan Update. Expenditure of funds for equipment and salaries will be identified in the CIP Budget Narrative and Spending Workbook and must align with activities listed but they are not, by themselves, to be considered activities. The Local Plan Update is where you list the activities that those expenditures make possible. |

*Description of Planned Activity to Achieve SMART Goal –* **Clearly describe the activities that will support achievement of the SMART Goal.** When creating your plan, assume that you will meet your goals for the previous year. (If there is an early indication that your SMART Goal will not be met, plan accordingly and include that information in the reasons why an activity was chosen.) Other items to consider might include the following:

##### Why an activity was chosen.

* + How the activity will impact student performance.
	+ Who is responsible for implementation and monitoring of the activity?
	+ Timeline for the activity.
	+ Reasons why an activity is being repeated.
	+ Enhancements to a repeated activity.
	+ Identification of any non-Perkins funds used.

Reasons to repeat an activity may include things like the following:

* The activity made an appreciable positive impact on your performance.
* The activity requires more than one school year to make an appreciable impact.

If the impact was not as positive as you thought it might have been, or the context for the activity has changed, you may decide to enhance the activity to improve its impact.

The following page has an example of an activity that supports the SMART Goal that was written to address a priority Indicator.

In addition, a Google Drive link has been developed that has examples of SMART Goals and Activities. The link is: [**https://drive.google.com/drive/folders/1P3UnO23-**](https://drive.google.com/drive/folders/1P3UnO23-WiMOniC5TT4Vu48asFdebR02?usp=sharing)[**WiMOniC5TT4Vu48asFdebR02?usp=sharing**](https://drive.google.com/drive/folders/1P3UnO23-WiMOniC5TT4Vu48asFdebR02?usp=sharing)

|  |  |
| --- | --- |
| Description ofPlanned Activity to Achieve SMART Goal | At least 7 secondary and post-secondary teams will be recruited to participate in the Applied Math in CTE Ladder project. Teams will include regional CTE teachers and math instructors, including at least one team from TVCC. Teams will participate in the following:***Fall Session 2018***Day 1* Compass Test
* Take exit test for math25
* TVCC Instructors will model the teaching of Applied Lecture Lab to secondary CTE teachers/math teams
* TVCC Instructors will model the teaching of Applied Math Lab to secondary CTE teachers/math teams

Day 2* Breakout session for HS CTE teams with TVCC Instructors( Brainstorm Labs and create lessons-1 for each)
* Present both ideas and receive feedback.

**Spring Session 2019**Day 1* Data Analysis of all pre-test
* Teams will report back on implementation of TVCC-developed labs and HS CTE-developed labs/lessons
* TVCC Instructors will model the teaching of an additional Applied Lecture Lab to secondary CTE teachers/math teams
* TVCC Instructors will model the teaching of an additional Applied Math Lab to secondary CTE teachers/math teams

Day 2* Breakout session for HS CTE teams with TVCC Instructors( Brainstorm second Labs “1 for each”)
* Present both ideas

Post- Test Results Due by May, 2019 |

###### Remember, this section does NOT have to be completed until you do your Annual Report.

Oregon Department of Education | Oregon Department of Community Colleges and Workforce Development |

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*Evidence That Shows Impact of Activity* – Be clear, specific, and complete in your explanation of how you will measure the success of the activity**. Include the objective measures and/or data that you will use**. If appropriate, describe any processes you will use to collect the data.

**The ultimate measure of the success of an activity would be improved student performance**. However, you may wish to monitor interim results. For example, providing tutorial help may increase student performance; an interim result might be an increase in the number of students who use the service.

Keep in mind that the activity may be successful, but it may not produce the expected progress toward meeting your goal. For instance, you may provide a professional development opportunity that is well attended, and all instructors learn a new strategy that they use in the classroom.

However, you may find that the strategy did not positively affect performance toward achieving the goal.

|  |  |
| --- | --- |
| Evidence That Will Show Success of Activity (Completed during your AnnualReport) | 1. At least, 7 Math in CTE secondary and post-secondary teams comprised of CTE Teachers/Instructors and Math partners participated in both work sessions.
2. 4 Applied Math Lectures and 4 Applied Math Lecture Labs were developed and taught.
3. 80% of students met or exceeded passing score on final exam.
4. Secondary and Post-Secondary teams networked to develop common lectures and labs.
 |

**Plan for Maintenance or Continuous Improvement**

NOTE: This section is to be completed as part of the Local Plan Update**, not the Annual Report**. If revisions to the plan become necessary during the 2019 program year, they may be updated for the Annual Report.

Briefly outline your plan to ensure *maintenance or continuous improvement* of your performance on the Indicators or Performance Measures in 2019. Things to consider might include the following:

* + What factors might influence your future performance?
	+ What will you need to monitor so you will be prepared to respond to changes in your performance?
	+ If you have met your desired performance, what will you need to do to maintain that performance?
	+ What conditions would merit a change of strategy?

Provide enough information so that a reader will understand the factors that might influence your future performance, and the adjustments that you believe will ensure continued high performance or improvement. This section could be used to explain how the strategies and activities in the Local Plan Update align with previous Local Plan Updates, the 2008-2013 5-Year Plan, and previous Annual Reports. This alignment reflects Oregon’s intent of having extensions to a 5-year plan by updating it annually, not a collection of separate 1-year plans.

#### Perkins Performance Measures – 3C

Each Performance Measure that did not meet the 90% threshold must be addressed in this section. It is **highly recommended** that any Performance Measure that has not met the yearly target by a comfortable margin also be addressed.

NOTE: In the event that you have met all of the Performance Measure targets, you may wish to identify Performance Measures that you will use to focus your work for next year, and complete the table. Include your reasoning for focusing on those Performance Measures in the Current Performance section.

*Performance Measure* – Identify each Performance Measure for which you are designing activities, with only one Performance Measure per table. Include the number and title of the Performance Measure. (For example: 5S1 Student Placement).

*Current Performance* – List your current performance on the Performance Measure. (If you have any questions about your current performance, please contact your [CTE Regional Coordinator.](http://www.ode.state.or.us/teachlearn/pte/13-14rcaglance.pdf)) Include any pertinent factors that may be influencing your performance. Factors to consider might include the following:

* + What has made progress on this Performance Measure easy or difficult?
	+ What activities have you tried in the past, and how successful were they?
	+ Are there any unusual aspects of, or influences on, this Performance Measure or its measurement? Example of completed 3C Performance Measure Plan on following page.

|  |  |
| --- | --- |
| **Performance Measure:** | TVCC – 3P1 – Student Retention or Transfer |
| Current Performance: | TVCC – 54.9% State – 66.88% Target - 73.00%For past two year’s TVCC worked with CCWD and ODE to correct any data issues for this performance measurement. If the issues have truly been corrected, then it appears that more work is needed to improve this measure. We believe that many of our students do not return due in part to barriers within their math sequence which is required in all CTE POS. |
| **Perkins IV Basic Grant Plan for Performance Measure** |
| SMART Goal for Performance Measure: | 3P1 Student Retention or Transfer performance measurement will increase from 54.9 % to 70% by June, 2019 as measured by OCCIRS. |
| Evidence That Will Show Achievement ofGoal: | * Increased Student Retention or Transfer by 6.6%.
* Data Collection system monitored to ensure accuracy of data.
* Students completing required math sequence.
 |
| **Report on SMART Goal and Performance Measure – Due November 15, 2019** |
| What Evidence for Achievement of Goal Shows/Did it change the status of themeasure? |  |
| Person Responsiblefor Evidence: |  |
| **Planned Activity #1** |
| Description of Planned Activity to Achieve SMARTGoal: | TVCC CTE Math Department and math instructors will partner with regional high schools to develop an Applied Math in CTE Ladder that will be utilized by both secondary and post-secondary CTE students. Students’ progress through their required math sequence will be tracked by advisors. Students who are not making progress will be targeted for tutoring services. |
| Evidence That Shows How Activity Supportsthe Goal: | * Applied Math in CTE Ladder was developed.
* Applied Math in CTE Ladder approved by College Curriculum Committee.
* Student success in completing required math sequence monitored and documented.
* Tutoring sessions were scheduled to insure student success.
* Student Retention or Transfer increased by 6.6%.
 |
| **Report on Planned Activity – Due November 15, 2019** |
| What Evidence for Impact of ActivityShows: |  |
| Person Responsiblefor Evidence: |  |

#### Directions for Annual Report Sections of the Local Plan Update

Each recipient of a Perkins Basic Grant is required to submit an Annual Report. The Annual Report for the 2 program year is **due November 15, 2019**. The purpose of the Perkins Basic Grant Annual Report is to:

* + Describe implementation status of the activities identified in the 2019 Local Plan Update.
	+ Account for expenditure of local Perkins Basic Grant funds as approved in the CIP Budget Narrative and Spending Workbook.
	+ Assist recipients in preparing for the 2019 Perkins Basic Local Plan Update.
	+ Fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 113, 4C, i).

The 2019 Local Plan Update has the Annual Report for the 2019 program year embedded throughout the document. The Annual Report sections and their placement in the Local Plan Update are as follows:

* + Summary Report of 2019 CTE Strategies and Accomplishments.
		- Following the Overview to the Local Plan Update.
		- Includes identification of exemplary highlight(s) of the year and Other Supported Activities.
	+ Report on SMART Goal and Status of Indicator.
		- In each Indicator table.
	+ Report on Planned Activity.
		- In each Planned Activity table for Indicators and Perkins Performance Measures.
	+ Report on SMART Goal and Performance Measure.
		- In each Performance Measure table.
	+ 2019 Perkins IV Basic Grant Budget Spending Report.
		- Following the Consortium Regional Investment Planning section.
	+ 2019 Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory.
		- Following the 2019 Perkins IV Basic Grant Budget Spending Report.

It is hoped that this structure will assist recipients in connecting the Annual Report to specific items in the plan. It will also encourage using the Local Plan Update as a ‘living’ document to track progress toward meeting the goals.

NOTE: Deleting the Report sections before submitting your Local Plan Update will limit the usefulness of the document and possibly cause complications in the reporting phase of your plan.

The Annual Report, which consists of the Local Plan Update with the Annual Report sections completed, shall be received no later than **close of business (5:00 pm PST) on November 15, 2019**. It is to be submitted electronically as an attachment to an e-mail.

#### General Guidelines for Writing the Annual Report

##### A few guidelines for writing the Annual Report sections:

* + Use past tense. The reports are about what already happened during the 2019 program year. Accordingly, make sure that you are using the past tense in your reports.
	+ Be truthful. Report what actually happened as a result of your plan.
	+ Provide enough detail about how Perkins funds were expended for a reader to understand the expenditures and be confident that they were appropriate.
	+ Provide enough detail about what worked and what did not work. Also, if the activity was not implemented, explain what the obstacles were. The Annual Reports can provide a clear picture of successful practices that may function as models for others to follow. Examples of what did not work might help others avoid difficulties.
	+ Provide enough detail about any alterations made to the plan or the activities. When describing the impact of an activity, make sure to report any changes made to your Planned Activities. Those changes may act as models for others.

Consider completing the corresponding report section for each activity once it is finished. When all activities for a SMART Goal are finished, complete the Report on SMART Goal and Status of Indicator. This may improve the accuracy of reporting and spread the burden over the year instead of limiting it to the end of the grant cycle.

**Summary Report of 2019 CTE Strategies and Accomplishments**

*Exemplary activity/highlight of the year* – Describe any outstanding successes you achieved during the year; include as many as you feel are noteworthy. If you wish to highlight a Planned Activity that was successful, you don’t need to repeat information from your Report on Planned Activity; simply refer to it so that a reader can find it. (E.g., “See Planned Activity #2 for Indicator SS11.”)

*Opportunities that were leveraged/connections made/collaborations that were useful* – Describe any opportunities you were able to leverage, ways that you were able to connect with other activities, and/or collaborations that helped you complete the activities of your Plan.

##### *Major challenges, both met and unmet* – Describe the challenges that arose during the year, how you met them or didn’t meet them, and what impact they had on your plan. Report challenges that specifically affected your plan, but not general challenges. (For example, include things like, “We could not coordinate our efforts with Program X because it was eliminated due to funding cuts;” but do not include things like, “Budget cuts made it difficult to complete the plan.”)

*Other Supported Activities* – This section is where you report information about activities that you supported but are not reflected in the Local Plan Update. The first table is for House Bill 2912, which encourages the establishment of joint high school and community college advisory committees; report the number of such joint committees in the provided table. The second table is for local requirements of Perkins IV; indicate which activities you have supported by marking the corresponding box “X.”

**Report on SMART Goals and Status of Indicators or Performance Measures**

Embedded in the tables for the Local Plan Update you will find the report sections for performance on SMART Goals, Indicators, Planned Activities, and Performance Measures. Using the evidence that was identified in the plan to show the achievement of your goals and the success of your activities, evaluate and briefly describe your performance on each.

If challenges developed in gathering the evidence, or unexpected concerns arose about the reliability of the evidence, briefly explain the situation and what actions you took to complete your evaluation. Also explain any changes that were necessary during the implementation of your activities, or any anomalies that affected your success. If the evidence you planned to collect was unattainable, describe the steps you took to evaluate your progress.

NOTE: As you report your progress, make sure to discuss the status of the Indicator or Performance Measure.

Included in each report section is a space to identify the Person Responsible for Evidence. This should be the person who is most knowledgeable about the SMART Goal, Indicator, or Performance Measure. This may also be the person who collected the evidence, received the evidence, or knows where the evidence has been filed. This person could answer any questions about the evidence, or would know who could.

**Budget Spending Report, and Equipment & Non-Consumable Supply Inventory**

Using the tables provided, enter the values from your CIP Budget Narrative and identify the following by function and object code:

* + $$ Planned – The planned expenditures (based upon the September 2016 Approved Budget by Reynold Gardner).
	+ $$ Spent – The actual expenditures (totals from the ending financial reports).
	+ % Change – The percent of change from the beginning of the grant period to the end of the grant period, by function code or by object code.
	+ Approval date for changes >10% – The date you received approval for changes of 10% or more. (Approval is required when there is an adjustment of 10% or more in the budget, by function or by object code [EDGAR, 34CFR Part 80.30].)
	+ Justification for % change – What changed in your plan that required changes in the budget?

Complete the information requested on the Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory for all equipment and non-consumable supplies purchased with 2019 Perkins funds. Minimum value of items to be included is **$200.00**. [Edgar, 34, CFR Part 74.34]

1. **APPENDICES**
2. **Contacts**

|  |  |
| --- | --- |
| **For questions about:** | **Please contact:** |
| How to complete the Local Plan Update | Denise Brock, Education Specialist Denise.brock@state.or.us (503) 947-5794 |
| The CIP Budget Narrative and Spending Workbook | Barbara O’Neill, Administrative Specialist barbara.oneill@ode.state.or.us (503) 947-5787 ORReynold Gardner, Education Specialist reynold.gardner@state.or.us (503) 947-5615 |
| Your current performance on Performance Measures | [Your CTE Regional Coordinator](http://www.oregon.gov/ode/learning-options/CTE/resources/Documents/2018-19%20Regional%20Coordinators.pdf) |
| Consortium agreements | Barbara O’Neill, Administrative Specialist barbara.oneill@ode.state.or.us (503) 947-5787 |
| Other Perkins IV Information | Jenelle Ives, Education Specialistjenelle.ives@state.or.us (503) 947-5622 |
|  |  |

1. **Definitions of the Core Elements:**

**Standards and Content is a Core Element of Perkins-Eligible CTE Programs of Study and includes the following:**

* + Relevant, rigorous standards-based content aligned with challenging academic standards.
	+ Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets, or other industry-based standards which are validated through national and/or state business and industry input.
	+ Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards.
	+ Assure secondary and postsecondary students are prepared for high-demand and high- wage careers and occupations that are responsive to regional, state or global employment trends.

**Alignment and Articulation is a Core Element of Perkins-Eligible CTE Programs of Study and includes the following:**

* + An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction, and assessment.
	+ A unified, cohesive sequence of content among secondary and postsecondary partners; a non-duplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
	+ Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (Oregon’s credit for proficiency, dual credit).
	+ Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

**Accountability and Evaluation is a Core Element of Perkins-Eligible CTE Programs of Study and requires the following:**

* + Each eligible recipient’s CTE student and program performance will be measured against the set of Perkins-required performance measures.
	+ ODE collects data and reports student and program performance using the measurement definitions described in Perkins IV Measurement Definitions.

**Student Support Services is a Core Element for Perkins-Eligible CTE Programs of Study and includes the following:**

* + All CTE students will have informational career guidance, academic advising, and instructional support to assist them in progressing through a CTE Program of Study in a non- duplicative manner (Career Pathway Roadmaps & CTE POS Templates, Education Plan & Profile, accommodations, ELL services).

**Professional Development intent and design require activities that enhance the teachers’ ability to do the following:**

* + Promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
	+ Be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards.
	+ Encourage applied learning that contributes to the academic and CTE knowledge of the student.
	+ Provide the knowledge and skills needed to work with and improve instruction for special populations.
	+ Assist in accessing and utilizing CTE accountability data, student achievement data, and assessment data.

.

#### Indicators by Core Element

###### Standards and Content

|  |  |
| --- | --- |
| Indicator | Source |
| SC1 CTE Programs of Study align with Oregon Skill Sets or other industry-based standards. | Goal 1a |
| SC2 Coherent and rigorous content aligned with challenging academic standards is integrated with relevant CTE programs. | Sections 34(b)(3)(B),135(b)(1) |
| SC3 CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all students. | Section 134(b)(3)(D) |
| SC4 CTE students are provided with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. | Section 135(b)(4)(B) |
| SC5 CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment. | Goal 1b |

**Alignment and Articulation**

|  |  |
| --- | --- |
| Indicator | Source |
| AA1 CTE is linked at the secondary and postsecondary levels. | Section 135(b)(2) |
| AA2 CTE Programs of Study operate with signed alignment agreements. | Goal 2a |
| AA3 CTE Programs of Study operate with signed articulation agreements. | Goal 2b |
| AA4 CTE Programs of Study lead to an industry-recognized, postsecondary certificate or degree in a high-wage, high-demand occupation based on regional or state labor market information. | Goal 2c |

**Accountability and Evaluation**

|  |  |
| --- | --- |
| Indicator | Source |
| AE1 Evaluations of the CTE programs carried out with funds under Perkins IV are developed and implemented, including an assessment of how the needs of special populations are being met. | Section 135(b)(6) |
| AE2 Stakeholders are involved in the development, implementation, and evaluation of CTE programs. | Section 134(b)(5) |
| AE3 Stakeholders are informed about, and assisted in understanding, the Perkins law and CTE Programs of Study. | Section 134(b)(5) |
| AE4 CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards. | Goal 3a |
| AE5 Secondary CTE concentrators who complete the secondary component of their Program of Study do not require remediation at postsecondary entry. | Goal 3b |
| AE6 CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance. | Goal 3c |

**Student Support Services**

It is a requirement to choose between SS1-SS7 in addition to another indicator of your choice.

|  |  |
| --- | --- |
| Indicator | Source |
| SS1 CTE programs are reviewed, and strategies are identified and adopted to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. | Section 134(b)(8)(A) |
| SS2 CTE Programs of Study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high-wage, high-demand careers that lead to self-sufficiency. | Goal 4b |
| SS3 Individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations. | Section 134(b)(9) |
| SS4 Special populations, including single parents and displaced homemakers, are prepared for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. | Sections 134(b)(8)(C),135(b)(9) |
| SS5 Programs are designed to enable the special populations to meet the local adjusted levels of performance. | Section 134(b)(8)(B) |
| SS6 CTE Programs of Study provide students with access to educational opportunities for careers that are nontraditional for a student’s gender. | Goal 4a |
| SS7 Preparation for non-traditional fields is promoted. | Section 134(b)(10) |
| SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities. | Section 134(b)(11) |
| SS9 Secondary CTE students are encouraged to enroll in rigorous and challenging courses in core academic subjects. | Section 134(b)(3)(E) |
| SS10 CTE Programs of Study provide students with relevant career-related learning experiences. | Goal 4a |
| SS11 CTE Programs of Study provide postsecondary students with cooperative work experience. | Goal 4a |
| SS12 The use of technology in CTE – which may include encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students – is being developed, improved, or expanded. | Section 135(b)(4)(C) |
| SS13 Students are provided with strong experience in, and understanding of, all aspects of an industry. | Sections 134(b)(3)(C),135(b)(3) |
| SS14 CTE Programs of Study provide secondary students with student leadership opportunities. | Goal 4a |

**Professional Development**

|  |  |
| --- | --- |
| Indicator | Source |
| PD1 Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). | Section 134(b)(4);Goal 5a |
| PD2 Professional development programs that are consistent with section 122 are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable. | Section 135(b)(5)(A)(i) |
| PD3 In-service and pre-service training is provided on effective teaching skills, based on research that includes promising practices. | Section 135(b)(5)(A)(ii) |
| PD4 In-service and pre-service training is provided on effective practices to improve parental and community involvement. | Section 135(b)(5)(A)(iii) |
| PD5 In-service and pre-service training is provided on effective use of scientifically based research and data to improve instruction. | Section 135(b)(5)(A)(iv) |
| PD6 Education programs are supported for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. | Section 135(b)(5)(B) |
| PD Professional development programs are provided, including internship programs that provide relevant business experience. | Section 135(b)(5)(C) |
| PD8 Programs are provided to train teachers specifically in the effective use and application of technology to improve instruction. | Section 135(b)(5)(D) |
| PD9 The use of technology in CTE – which may include training of CTE teachers, faculty, and administrators to use technology (which may include distance learning) – is being developed, improved, or expanded. | Section 135(b)(4)(A) |
| PD10 Secondary CTE teachers follow a formal, professional development plan focused on instruction. | Goal 5b.1 |
| PD11 Postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction. | Goal 5b.2 |

1. **Plan Update Peer Review Form**

Review of Perkins IV Basic Grant Application

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) Program Year 2019

Recipient:

Reviewer: Date:

COMPLETE THIS SECTION LAST!

**Summary Evaluation of Application** *(Check all that apply.)*

|  |  |  |  |
| --- | --- | --- | --- |
| Needs further action or review |  | Some sections are exemplary |  |
| Missing Improvement Plan |  | Some or all sections meet expectations |  |
| Justification or Comments: *(Please provide a summary paragraph about the application as a whole.)* |
|  |

###### Program Design Performance

**Overview to the Local Plan Update** *(Check only if complete information is included.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **O.1**. Brief overview was provided to show how the Plan Update will support learning strategies and partnership building that improves student performance. |  | **O.3**. Table completed that shows the work of the school, district, or consortium in developing, implementing, and maintaining CTE Programs of Study. |  |
|  | **O.2**. Demonstrates how opportunities will be leveraged and challenges addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

###### Local Improvement Planning Process

*(Check only if complete information is included.)*

|  |  |  |  |
| --- | --- | --- | --- |
| P.1 Improvement Planning Team members and their roles and responsibilities in the planning process are listed. | Check Box | P.3 The process that will be used to evaluate and continuously improve the performance of applicant is described.\* |  |
| P.2 Description of different people/groups consulted for the Local Plan Update includes how applicant worked with them. |  | P.4 Description of data tools and processes used for analysis is clear and concise. |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

*\*****The following items should be addressed:***

* 1. ***Evaluating Indicator status.***
	2. ***Identifying priority Indicators.***
	3. ***Developing SMART Goals.***
	4. ***Identifying strategies and activities.***
	5. ***Developing Planned Activities.***

*6.* ***Developing monitoring and evaluation plans.***

###### Core Element 1: Standards and Content

|  |  |
| --- | --- |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **1.1** One or more Indicator is identified and current status is clearly described. |  | **1.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **1.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence |  | **1.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **1.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **1.3A** The selected activities will directly influence achievement of the goal. | Select |
| **1.4** There is a plan for maintenance or continuous improvement in for each Indicator addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

**Core Element 2: Alignment and Articulation**

|  |  |
| --- | --- |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **2.1** One or more Indicator is identified and status is clearly described. |  | **2.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **2.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence. |  | **2.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **2.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **2.3A** The selected activities will directly influence achievement of the goal. | Select |
| **2.4** There is a plan for maintenance or continuous improvement in 2016-2017 for each Indicator addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

**Core Element 3: Accountability and Evaluation**

|  |  |
| --- | --- |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **3.1** One or more Indicator is identified and status is clearly described. |  | **3.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **3.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence |  | **3.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **3.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **3.3A** The selected activities will directly influence achievement of the goal. | Select |
| **3.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

**Perkins Performance Measures**

|  |
| --- |
| *According to the stoplight documents the following Improvement Plans are* ***required:*** |
| **Secondary:** None 1S11S21S32S13S14S15S16S16S2 | **Postsecondary:**None 1P11P22P13P14P15P15P2 |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **PPM1** Each Performance Measure that did not meet the 90% threshold is addressed and Current Performance includes factors that may be influencing performance. |  | **PPM1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **PPM2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence |  | **PPM2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **PPM3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **PPM3A** The selected activities will directly influence achievement of the goal. | Select |
| **PPM4** There is a plan for maintenance or continuous improvement for each Performance Measure addressed. |  |  |
| Justification or Comments: *(Please list which required performance indicators – if any – are not addressed. Then provide 4-10 sentences to affirm or question EACH improvement plan included.)* |
|  |

**Core Element 4: Student Support Services**

|  |  |
| --- | --- |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **4.1** One or more Indicator is identified and status is clearly described. |  | **4.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **4.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence |  | **4.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **4.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **4.3A** The selected activities will directly influence achievement of the goal. | Select |
| **4.4** There is a plan for maintenance or continuous improvement in 2016-2017 for each Indicator addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |

**Core Element 5: Professional Development**

|  |  |
| --- | --- |
| *Check if true, leave blank if not* | *Rank on a scale of 1 to 3: 3 – exemplary response**2– response meets expectations 1– response is below expectations NA – Did not respond* |
| **5.1** One or more Indicator is identified and status is clearly described. |  | **5.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. | Select |
| **5.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound, one sentence |  | **5.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. | Select |
| **5.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **5.3A** The selected activities will directly influence achievement of the goal. | Select |
| **5.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* |
|  |