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| 2018-2020 |
| InterMountain CTE Consortium Handbook |
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| InterMountain Education Service District2001 SW Nye Ave.,Pendleton, OR 97801 |
| Logo, Intermountain Education Service District |

CTE (Career Technical Education) is learning that works for Oregon. CTE is helping our nation meet the very real and immediate challenges of economic development, student achievement, and global competitiveness. CTE is developing our most valuable resource - our people; helping them gain the skills, technical knowledge, academic foundation, and real-world experience, they need to prepare for high-skill, high-demand, high-wage careers- and keep America working - in every sense of the word. CTE is organized by a national framework called Career Clusters ™, which presents a complete range of related career options to students of all ages, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career. CTE is leading change, transforming expectations and making the difference for students, for high schools and colleges, for business and industry, for Oregon and for America. Learn more about the national CTE initiative at [www.careertech.org](http://www.careertech.org).

InterMountain Educational Service District assures that no person shall on the grounds of race, color, national origin, sex, sexual orientation, religion, age, disability or income as provided by Title IX of the Civil Rights Act of 1964 and related authorities, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any InterMountain ESD sponsored program of activity.

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Section 1: CTE in Oregon

# Overview

## Our Priorities

Since Perkins IV was first enacted, Oregon has significantly increased its’ commitment to and investment in college and career readiness--from former Governor John Kitzhaber’s 40-40-20 vision to two biennia of increased CTE & STEM legislative initiatives and the Oregon voters who supported Measure 98-High School Graduation and College and Career Readiness Act of 2016. Career & Technical Education (CTE) programs support this vision of success for all students, including:

* Teacher Quality: CTE provides licensure support, mentoring, teacher preparation and professional learning that complement the Educator Effectiveness system.
* Post-secondary Partnerships: CTE Programs of Study align academic and technical content allowing students to accelerate their college credit.
* Rigorous standards: CTE programs assess the application of challenging academic and technical content which align with the Common Core Standards and assessments.
* Business & Industry Connections: Advisory committees and student leadership organizations engage students with the workforce skills that prepare them for employment and citizenship. Oregon’s commitments to STEM education support and expand CTE into lower grade levels and across subjects.
* Data-driven: In order to insure students are prepared for their next steps, CTE has long-used Perkins performance measurements, benchmark goals, dual credit enrollment and other data to drive planned activities and build corresponding budgets.

## Perkins in Oregon

At the state level, the Oregon Department of Education (ODE) and the Office of Community Colleges and Workforce Development (CCWD) within in the Higher Education Coordinating Commission (HECC) collaborate to provide leadership and technical assistance to support Career and Technical Education. As the state eligible agency for secondary and postsecondary funds, ODE provides Perkins funds through a formula calculation to regional consortia, direct recipient secondary school districts, and direct recipient community colleges. All Perkins local plans submitted by the eligible recipients are tied directly to the Perkins performance indicators and the goals in the Oregon State Plan. The Reserve Grants are used to support regional consortia activities and state efforts. Each December, the state’s efforts to improve Career and Technical Education through its state plan are reported through the Consolidated Annual Report.

In 2011-12, Oregon met 12 of its 14 performance measurements at the 90% level. Additionally, eligible recipients set and reported on individual goals as part of their 5-year plans to meet benchmarks set in the Oregon State Plan. Beginning in 2013-2014, without a federal Perkins reauthorization to provide additional guidance, the Annual Update to the Application was revised to align with a newly organized set of indicators that will guide CTE Programs of Study to continuous improvement through data analysis, goal-setting, outcomes and deliverables.

The Oregon Department of Education also oversees and administers state-funded initiatives that support partnerships, activities and grant opportunities that reflect the work and spirit of helping students achieve success through CTE and STEM. These initiatives include CTE Revitalization, FIRST Robotics, Measure 98, Secondary Career Pathway Funding and STEM Education Grants.

## CTE & Perkins in Region 12

As 2017 begins the Consortium finds itself in a cycle of renewal and development. All of the regional programs slated for transition to program of study at the beginning of Perkins IV have completed their work and are now on their second renewal. As part of this approval cycle, each pathway area loops back to strengthen those elements that need revisited or improved as part of a continuous improvement process and supports developing programs of study.

Districts across the region continue to add CTE programs as the state increases its’ investments and in recognition of CTE as a strategy for increasing graduation rates. The InterMountain CTE Consortium will continue to provide support to these and other efforts that encourage our youth to transition from secondary to postsecondary and to the workforce.

Our consortium member and partner BMCC supports high schools in their efforts to articulate diverse affordable college credits through their Early College Credit program. The IMESD CTE Consortium supports its’ programs of study delivery of rigorous academic and technical skills and alignment of those standards to postsecondary options.

The IMESD provides two staff to support regional secondary schools and BMCC with a focus on CTE. We serve the Consortium by:

* Collaborating with district representatives (CTE Directors) who make up the consortium to support regional CTE instructors and develop annual plans for investing (regional) Perkins and (local) Secondary Career Pathway funds
* Guiding Program of Study development and implementation by content area and supporting the 9th-14th grade regional Pathway groups
* Recommending eligible programs of study applications to ODE for approval
* Providing regional professional development and implementing the annual plan of work
* Assisting schools with program updates and data collection
* Representing the Consortium at local, regional and state meetings
* Facilitating CTE Licensure and renewal
* Applying and reporting annually for the Perkins Basic and Reserve Grants
* Managing Perkins funds, purchasing equipment and maintaining inventories for the regional high schools & BMCC
* Assisting districts with other CTE & STEM-related investments
* Other duties as assigned! Call us—if we can help, we will.

# Leadership

## About Consortia in General

In Oregon a variety of consortium arrangements exist, including those with and without community colleges. Each consortium uses its own decision-making structure, but most operate with a group of member representatives who work with the Regional Coordinator and fiscal agent to efficiently, effectively and appropriately expend Perkins dollars for the purpose of improving Career and Technical Education across their regions. Community colleges and Education Service Districts serve as fiscal agents and employers of Regional Coordinators in Oregon.

Consortiums provide an opportunity for: small school access to Perkins funds; stronger partnerships between secondary and postsecondary members; shared common work and professional learning for CTE instructors; less risk for not meeting performance measurements; and efficiencies gained in the administrative work associated with Career and Technical Education.

School districts and community colleges that generate more than $15,000 via the federal funding formula may also request permission from ODE to serve as their own fiscal agents and become direct grant recipients instead of consortium members. Direct grant recipients will still require the services of their CTE Regional Coordinator regarding teacher licensure and Program of Study or State Approved Program recommendations for approval and may also choose to purchase additional services. Direct grant recipients are responsible for their own grant applications, reports and other Perkins requirements. Any changes in fiscal agent or consortium participation requires written notification to ODE by February 1.

| Consortium StaffEmail: firstname.lastname@imesd.k12.or.us |
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| Jennifer Pambrun | Regional Coordinator | 541.966.3234 |
| Jen Thul | Program Support | 541.966.4604 |

## InterMountain CTE Consortium Agreement

(For the 12 Umatilla and Morrow Districts, BMCC, and IMESD)

Original: November 25, 2002 / Revised, October 4, 2017

#### Membership

The partners in the Umatilla-Morrow CTE Consortium, hereafter called MEMBER (S), will be:

* Athena-Weston School District, Weston-McEwen High School
* Blue Mountain Community College
* Echo School District, Echo High School
* Helix School District, Griswold High School
* Ione School District, Ione High School
* La Grande School District, La Grande High School
* Milton-Freewater School District, McLoughlin High School
* Morrow County School District: Heppner, Irrigon & Riverside High Schools
* Pendleton School District, Pendleton High School
* Pilot Rock School District, Pilot Rock High School
* InterMountain ESD, Riverbend High School
* Stanfield School District, Stanfield High School
* Ukiah School District, Ukiah High School
* Umatilla School District, Umatilla High School
* InterMountain ESD Regional Coordinator (ex-officio)

Membership in this Consortium is voluntary. If a member wishes to withdraw they must notify the Regional Coordinator and request permission from Laura Foley at ODE by February 1st. The individual Member must follow all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with the Oregon Department of Education, Office of Educational Innovation & Improvement.

1. Voting Membership: Member districts are allowed to vote when they have an approved CTE program. Enrollment numbers are based on the most recently published Fall membership data.
	* Voting members with a 9th – 12th grade enrollment of 1 to 350 students (Athena-Weston, Echo, Helix, Heppner, Ione, Pilot Rock, RiverBend, Stanfield, and Ukiah.) will appoint one person per school (administrator, teacher, or staff member) to represent and vote for them at meetings and on committees.
	* Members with 351 to 800 students (La Grande, Milton-Freewater, and Umatilla) will each be allowed to have two representatives or votes.
	* Morrow County and Pendleton will be allowed to have three representatives or votes each.
	* BMCC may have four representatives or votes.
	* Each representative has voting rights. The principal or president of each member school will identify one person to serve as the Career & Technical Education Director (see roles and responsibilities). Non-voting participants from Member districts are encouraged to attend the meeting and provide input when appropriate; however, when a vote is necessary, the Members will be limited to the number of votes allocated to them. Votes will be limited to those present.
2. Chairperson: InterMountain ESD’s Regional Coordinator or his/her representative will be the ex-officio head of the CTE Directors, will set meeting agendas, will chair all meetings, and will call special meetings when needed.
3. Change in Size: Should any school’s enrollment change from one category to another, the number of voting memberships will automatically change.
4. Quorum: In order to have a quorum necessary to make decisions, at least 50% of the Consortium voting members or their temporary representative must be present.
5. Majority Vote: Decisions will be based on finding a mutually acceptable solution/group consensus whenever possible; however, it is agreed that if an issue must be determined by a division of the house, a simple majority of the votes possible for the number of members/proxies present will be binding on all parties.
6. Removal/Changes in Governance: Any planned removal of a Member for failure to follow the assurances which are contained in this document and/or any planned change in the rules of governance of this Consortium must be presented in writing for a first reading and discussion at a regular meeting or a special one called in compliance with the procedure outlined in this document. The Regional Coordinator will present the written copy of this plan/change to all CTE Directors and the Member superintendents/president at least two weeks before the next meeting, at which time action may be taken on the measure. A simple majority of members/proxies of the quorum will be required to pass a removal or change in governance.
7. Assurances Requirement: All decisions must be in conformance with the assurances, standards, and or/mandated guidelines set forth by the Federal Government pertaining to Carl D. Perkins Career & Technical Education Act of 2006, Every Student Succeeds Act (ESSA) of 2015, the Oregon Department of Education, Oregon Revised Statues and Oregon Administrative Rules.
8. Meeting Dates: Meeting dates will be prescheduled and Members will be reminded of the meeting by e-mail at least one week prior to the date. Should an emergency situation arise, a special meeting may be called by the Regional Coordinator.
9. Renewal: This document must be reviewed and renewed by each member annually.
10. New Members: New Members will be added to this Consortium only when the CTE Directors reach an agreement to allow another school/district to become a Member.

#### 2. Purpose of the Consortium

1. Give an updated, legal structure to the InterMountain CTE Consortium.
2. The InterMountain CTE Consortium applied for Carl Perkins funding under the Five-Year Plan for “The Carl D. Perkins Career and Technical Education Act of 2006,” and each school and BMCC agreed to release 100% of their funds to the consortium. This agreement is a confirmation of the Members’ willingness to continue the Carl Perkins funding using this document/consortium as a structural, governance guideline.
3. Enable the members to more economically handle the administration of funds and yearly reports by selecting one member to be the fiscal agent for all and to ensure the budget and all monies spent by the Consortium conform to Perkins Section 135 “Allowable Fund Uses” and “State and Federal Assurances” from the Carl D. Perkins Career and Technical Education Act of 2006, Transition Plan and subsequent updates to the 5-Year Plan and applicable fiscal requirements.
4. To work together to establish and approve a yearly Consortium budget using the combined funds of the Members to best meet individual Member’s needs, meet educational needs of local business and industry, and meet innovative program needs, as the Consortium members deem appropriate.
5. Determine what to do with remaining funds if any funds are not expended in a calendar year.
6. To provide a forum for collaboration and community of practice where Members can access best practice information and be apprised of guidelines and/or requirements of State and Federal overseers, so that Consortium Members can establish and work toward meeting required goals and objectives.
7. Provide Consortium Members an annual staffing report.
8. Ensure the Region 12 (Umatilla-Morrow Counties) data is collected as a region and that schools have some safety by using the collective data of the group versus the danger of a school being out of compliance because of one or two year’s poor performance on the performance measures evaluated by the Oregon Department of Education and, thereby, risking losing its funding.
9. To collaborate in an effort to best meet the regional needs of CTE teachers and POS that are endeavoring to provide quality and meaningful instruction, relevant and rigorous content, a safe and engaging environment, and qualified staff.
10. To provide CTE instructors with licensure support and communication with ODE and TSPC.
11. To provide strength, efficiency, relationship and capacity through collaboration and association.
12. To provide centralized/non-duplicative efforts toward compliance and document completion.
13. To provide for instructor appraisal and Program of Study (POS) approval through the Regional CTE Coordinator.

| **Roles & Responsibilities**  |
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| **Secondary Administrators & Community College CTE Deans** | Support CTE programs in their schools by:* Complying with federal, state and if applicable local assurances and fiscal requirements.
* Overseeing the professional development of CTE instructors and ensure they are meeting requirements before expending funds.
* Providing ODE all requested data regarding CTE students and programs.
* Assuring that all CTE completers are assessed using their approved technical skills assessment.

*Note that administrators who receive direct Perkins grants have additional duties related to the annual Perkins grant application, reporting and fiscal processes.* |
| **InterMountain CTE Directors (primary contact)** | * Communicate information & guidance received at Consortium meetings to administrative and CTE staff.
* Coordinate and administer the appropriate expenditure of Carl Perkins funds, including collaborate with building stakeholders to prepare annual investment plan that complies with regional goals & Perkins 135 and maintaining Carl Perkins equipment inventory.
* Complete and submit CTE required reports in a timely and accurate manner, including the Fall Program Update and CTE Student and Course Collections in the Spring.
* Promote CTE regional activities to students and teachers in your schools, including dual credit, professional development and student events.
* Assist with CTE Program Approval and CTE Teacher Certification issues within your school.
* Provide the IMESD Instructional Services Division and Consortium subcommittees with ideas that will improve CTE opportunities throughout the region.
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| **Secondary & Postsecondary CTE Instructors** | Support students in their CTE programs by:* Providing rigorous instruction and assessment aligned to the appropriate academic and technical skills that students need in order to be prepared for high wage, high demand occupations in their field.
* Complying with federal, state and if applicable local assurances and fiscal requirements.
* Working with CTE colleagues to strengthen secondary-postsecondary partnerships.
* Maintaining licensure requirements and keeping license current.
* Pursuing opportunities for students that will contribute to their college and career readiness (i.e. dual credit, CTSOs, career-related learning and applied academics)
* Participating in professional development focused on improving CTE programs and/or Perkins performance measurements.
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| **Career & Technical Student Organizations (CTSOs)** | State & National organizations provide leadership and support to local chapters by:* Developing events and providing venues for CTE students to compete in order to showcase their technical skills
* Building relationships with business & industry to provide real-world credibility and judging for CTSO events
* Providing professional development and advisor-support for CTE instructors
 |
| **Advisory Committees** | BMCC CTE Departments host Regional Advisory Committees to serve programs of study in Region 12. Community members volunteer their time:* Ensuring that CTE programs are assessing the academic and technical skills that will prepare students for high wage, high demand occupations
* Providing assistance such as fundraising, serving on CTE hiring committees, mentoring instructors or students, or providing career-related learning experiences.

Note that individual programs or schools are encouraged to maintain their own formal or informal business and industry advisors.  |
| **Data Coordinators &** **Institutional Researchers** | Collaborate with CTE instructors and administrators to: * Secure the on-time delivery of the required CTE data collections, including:

-Annual Program Update (secondary)-CTE Student and Course Collections (secondary)-OCCURS (postsecondary)* Provide Perkins and other types of data that will assist educators in making decisions that will improve CTE.
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| **Dual Credit Coordinators** | Support CTE programs and students by:* Facilitating articulation agreements between the secondary and postsecondary institutions.
* Supporting the alignment and assessment of standards within the program of study.
* Providing technical support to administrators, instructors, students and parents related to earning college credit while in high school.
 |
| **Regional Coordinators** | Support CTE programs and students by:* Providing technical assistance with all CTE licensure and program of study needs or requirements.
* Coordinating meetings between secondary and post-secondary partners to facilitate alignment and articulation.
* Guiding and supporting the Program of Study application process.
* Representing their region at state meetings and collaborating with CTE colleagues around the state.

*Note that Regional Coordinators who manage regional consortia have additional duties related to the annual Perkins grant application, reporting and fiscal processes.* |
| **State Staff** | Support CTE programs and students by providing leadership and technical support to the eligible recipients. ODE coordinates the fiscal management of the grant.  |

## Communication in Oregon

ODE and CCWD recognize that communication between all stakeholders in career and technical education is key for its successful implementation. A primary vehicle for information on the implementation of Perkins IV, CTE and STEM initiatives and related topics is the ODE Career and Technical Education website at http://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx

ODE has a decades-long record of working closely and meeting regularly with CTE Regional Coordinators as a primary stakeholder and leadership group. Although at one time ODE employees, the CTE Regional Coordinators are now employed by education service districts (ESDs) or community colleges. The CTE Regional Coordinators function as the main communication conduit from the state to the local schools, community colleges, and local grant recipients concerning CTE and Perkins topics. They are also usually the Perkins grant managers.

Over the years, ODE and CCWD have also maintained regular connections with Dual Credit Coordinators, community college CTE administrators, and other important groups involved with school/college programs and activities supportive of CTE students. Consequently, a larger constituent group has evolved called the CTE Network. ODE/CCWD regularly meets and communicates with the CTE Network, which includes the CTE Regional Coordinators.

Additionally, the Association of Career and Technical Education is supporting Oregon’s efforts to reconstitute Oregon ACTE, including hosting a summer professional development event July 30-31, 2018. For more information about this conference and the association, please visit <http://www.acteonline.org/portland/#.WdVKeWhSyUl>

# Program Quality

The Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (CCWD) jointly provide high quality technical assistance to each school district/public two-year/consortium (Eligible Recipient) regarding the implementation of Perkins and Career & Technical Education. In turn each Eligible Recipient provides similar levels of support to school and classroom-level programs of study, creating a chain of assistance for strengthening CTE in Oregon.

## Continuous Improvement

## Types of Programs

#### CTE Program of Study-State Approved

Also known as Perkins-eligible, a state approved Career and Technical Education Program of Study is a program that is approved by the Oregon Department of Education and the Oregon Department of Community Colleges and Workforce Development, and that meets the definition of career and technical education contained in the Carl D. Perkins Career and Technical Education Improvement Act of 2012 (P.L. 109-270 Perkins IV) and the Oregon State Plan for Career and Technical Education 2008-2013. State Approved CTE Programs of Study are eligible for Perkins funds.

## Quality Assurance

In addition to the 4 Core Elements and Professional Development described below, all CTE Programs of Study must demonstrate the following foundational requirements that ensure they meet the intent of the federal Perkins legislation:

* A CTE Program of Study is comprised of a secondary component and a post-secondary component leading to a post-secondary certificate of completion (45+ quarter hours), a degree, or an industry-recognized credential.
* CTE Programs of Study must lead to occupations in high demand, high wage career areas.
* The secondary component and post-secondary component may be approved separately or jointly. Separate approval must explicitly show the alignment of standards across the two educational levels.
* Courses within a CTE Program of Study must be based on, and aligned with, industry-validated technical and academic standards. A minimum of 2 credits is required for the secondary portion of the program.
* CTE Program of Study content standards and assessment strategies must be validated by local or regional employers or industry groups.

Program quality is verified through the application process, which documents the required elements during the original point of application and every four years when the renewal is due. ODE allows for collaborative Perkins-eligible programs, including statewide and regional. Additionally, state-recognized programs can transition to Perkins-eligible programs of study. New programs of study must complete an application requesting to start-up a new program of study that demonstrates sustainability and workforce need. The Program of Study Decision Chart is a database that keeps track of all approved and pending programs of study in Oregon. All applications can be found at: <http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Application_Resources.aspx>

### Standards & Content

Standards and Content are the foundational elements for designing Perkins-eligible Programs of Study. They include the application of rigorous and relevant technical and academic skills in a systemic and systematic program of sufficient size, scope and sequence. Technical and academic standards are contained in the [Oregon Skill Sets](http://www.ode.state.or.us/search/results/?id=271) and [Academic Content Standards](http://www.oregon.gov/ode/educator-resources/standards/Pages/default.aspx). Additionally, Oregon allows students to earn academic credit through their application in CTE courses by demonstrating proficiency of the standards. (OAR 581-022-1131) See ODE’s web resources on [Credit for Proficiency](http://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/Credit-for-Proficiency.aspx) for more information.

### Alignment & Articulation

Through Alignment and Articulation, Program of Study partners work together to build career pathways for CTE students. Each year secondary instructors recommit to awarding college credit based on proficiency of the aligned standards and other instructional objectives contained in the college course. Annual articulation agreements--signed by the instructor, high school principal and community college administrator--formalize the collaboration. Oregon’s twenty-plus years providing [dual credit](http://www.ode.state.or.us/search/results/?id=222) to students in both academic (OAR 589-007-0200) and CTE (OAR 581-044) courses have provided a solid foundation for expanding college credit opportunities through alternative models and supporting the state’s 40-40-20 Goal.

### Accountability & Assessment

Accountability and Evaluation provide data illustrating the value of CTE to students’ future plans. Both Programs of Study and State-Approved CTE programs submit data. Perkins IV increased the accountability of CTE programs by requiring technical skills assessments, but Oregon has provided flexibility in the evaluations that can be used to demonstrate [technical skill attainment](http://www.ode.state.or.us/search/page/?id=1656). The purpose and expectation are that data from the technical skills attainment and other performance measures will be used by eligible recipients to effectively utilize Perkins funds to improve programs and by instructors to inform instruction. Required Reporting and Performance Measures will be discussed in more detail in Section II of this document.

### Student Support Services

Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE Career Pathway that is the focus of the Program of Study. In addition to Oregon’s 40-40-20 Goal, there are a number of other initiatives that dovetail with CTE to support college and career readiness. Career-Related Learning is required for an Oregon diploma. Oregon’s [Comprehensive Guidance & Counseling](http://www.oregon.gov/ode/educator-resources/standards/guidance_counseling/Pages/default.aspx) Program specifically calls on schools to provide college and career advising, underscoring the important role that counselors play in promoting CTE through scheduling and advising. Likewise, attention to Student Support Services is necessary for encouraging the completion of high school diplomas and community college certificates and degrees—a key measure in Oregon’s secondary and postsecondary Achievement Compacts.

Critical to preparing students for their next steps is offering a sneak preview into the career pathways they choose. At the secondary level, [Career and Technical Student Leadership Organizations](http://www.ode.state.or.us/search/page/?=3505) provide this peek through the opportunity to apply what they learn, develop practical skills, compete, socialize and become leaders. Similarly, at the community college internships and work experience are integral parts of the culminating certificate or degree students aspire to through the program of study and ensure adequate preparation for the realities of the workplace.

### Professional Development

CTE instructors participate in Professional Development Plans designed to address the needs identified by data and focused on the continuous improvement of student opportunities within their programs of study. At least ten percent of Perkins funds must be expended on professional development for these purposes. Consortiums provide much of these opportunities tailored to the regional needs, but there are other state and national conferences including the Oregon Association of Career and Technical Education’s annual conference and various workshops sponsored by content-specific teacher groups (ie Oregon Vocational Agriculture Teachers Association, Oregon Business Educators Association, etc.) Relatively, CTE has provided some of the strongest and most consistent professional development in the state for both CTE instructors and their academic, advising and administrative partners. This tradition, as well as the mentoring that has long been part of CTE licensure, coincides with the goals of Oregon’s new [Educator Effectiveness](http://www.oregon.gov/ode/educator-resources/educator_effectiveness/Pages/default.aspx) efforts.

# Teacher Licensure

To teach in an-approved Program of Study, secondary instructors must have the appropriate CTE licensure/endorsement specific to the program career area. Instructors who hold a non-restricted license (basic, standard, initial, continuing, preliminary or professional) and have the appropriate work experience may add a CTE endorsement to their existing license. Instructors who lack the appropriate education or work experience can jointly apply with their employing school district for a Restricted CTE (formerly CTE I) license in the approved program career area upon the recommendation of an Instructor Appraisal Committee. The committee will also develop a professional development plan which must be completed in order for the instructor to be eligible for the CTE Preliminary (formerly CTE II license or CTE endorsement.

The alternative path to licensure that CTE provides requires the guidance of others to determine the suitability and ensure the success of the instructor and ultimately the program’s students. First among these is the Instructor Appraisal Committee, described above. Regional Coordinators facilitate the committee and also advise the instructor and district. Often, Regional Coordinators also serve as formal or informal mentors. ODE Specialists review the CTE licensure applications and recommend, or not, the applicant for licensure to the Teacher Standards and Practices Commission (TSPC). TSPC receives the Online Licensing Application and fee, grants the license and manages the renewal process. Once received, CTE instructors are responsible for completing the requirements for maintaining their licenses. Administrators monitor professional development plans and evaluate instructor effectiveness.

Please contact your Regional Coordinator if you have questions about licensure or know of a teacher in your building who is interested in adding a CTE endorsement. Also, if you anticipate an opening be sure to keep your Regional Coordinator in the loop as soon as possible. ODE provides extensive guidance on CTE licensure as part of their web resources, which can be found here: <http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx>

The InterMountain ESD has partnered with the School of Education at Eastern Oregon University to provide low-cost, flexible, on-line courses that will meet the professional development requirements of the restricted CTE license. For more information about these courses, please visit: <https://www.eou.edu/cobe/ed/cte/>

Section II: Perkins

# Perkins Grants

## Overview

Each Spring the eligible recipients begin a continuous improvement planning process for updating their 5-Year Perkins Local Plan. The purpose of the Local Plan Update, otherwise known as the Basic Grant, is to design activities that will advance the implementation of CTE Programs of Study and improve student performance on secondary and postsecondary Perkins Performance Measures during the upcoming program year. Additionally, the plan is designed to provide a convenient format for the Annual Report and fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 134). Each year ODE also has the option to set aside funds for targeted or specialized projects. This title, known as the Reserve Grant, provides consortia-level funding to support overall POS implementation, address common weaknesses, and/or incentivize successful practices. Both the Basic & Reserve Grants require the following sections:

* Application includes Introduction & Overview, 5 Core Elements (including selected indicators, SMART Goals & Planned Activities for pursuing those indicators), Description of the Planning Process & Stakeholder Participation.
* Budget Narrative describes in detail how the annual allocation will be invested in approved CTE Programs of Study and will be analyzed to insure that local spending complies with the Perkins statute, EDGAR regulation and aligns with the activities described in the application.
* Spending Workbook is the official sub-grant accounting document and is used by ODE’s fiscal staff to monitor the spending.

## **Funding**

Perkins funding follows a 15-month grant period from July 1-September 30. Each spring federal, state and local entities gear up to distribute Perkins funds for planned activities that improve programs. As each fiscal year grant cycle comes to a close the state collects annual reports from local eligible recipients. These reports serve as the official record of accountability for the appropriate use of Perkins funds and provide the basis for Oregon’s Consolidated Annual Report (CAR) to the federal Office of Vocational and Adult Education (OVAE). Consistent inability to address weak performance may interrupt the flow of funds to local programs. Formula Calculations

All Perkins allocations—from the federal level to the states and from the states to their local entities—are driven by funding formulas within the law, although states are given some latitude regarding how funds are shared. In Oregon, the Perkins allocation is divided evenly between secondary and postsecondary before the federal funding formulas are run for eligible recipients to use for local program improvement. Allotments to states are census-based, with 50% of the formula coming from the percent of population aged 15 to 19 inclusive; poverty is not a factor in the state level formula (Perkins Section 111(a)(2)).

Secondary awards are based on student populations from the US Census Department.  Seventy percent of the formula is based on the population of students ages 5-17 at or below the poverty guidelines within the district; 30% is based on total district census data (Perkins Section 131 (a)(1-31)).

Postsecondary awards are based on Pell Grant recipient and BIA (Bureau of Indian Affairs) assistance recipient student counts (Perkins Section 132 (a)(2)). The total allocation available to postsecondary is divided by this count to obtain a per student amount.

### Consortiums and Fiscal Agents

Local education agencies that do not generate the minimum formula amount defined in the Perkins law ---$15,000 for secondary and $50,000 for postsecondary—are required to join or form a consortium for fiscal management and coordination. Local consortium agreements describe how they will operate to utilize local funds, but Perkins law is very clear regarding how funds are to be used, namely that all allotting of funds must be done at the consortium level subsection 131(f)(2). “Granting back” or “flowing through” funds can cause the consortium’s entire amount to be reclaimed by the US Department of Education. It is crucial that consortiums, therefore, are very careful to comply with section 131 including:

* Funds must be used only for purposes and programs that are mutually beneficial to all member of the consortium;
* Funds can only be used for programs authorized under the Perkins title;
* Funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium;
* Consortium members must have input on the allocation of funds;
* Any equipment or instructional materials purchased remain the property of the consortium and must be clearly identified as such;
* Annual reports, budget narratives and spending workbooks serve as the official record ensuring Perkins funds are distributed in accordance with this section.

Although these requirements may seem onerous, in fact many districts or community colleges that are eligible for direct funding still elect to join a consortium in order to gain the efficiencies and partnerships available through this model. Additionally, the consortium as fiscal agent assumes the exposure to federal compliance that all Perkins grantees fall under, which does require a level of expertise and knowledge of the law.

All requested changes to consortiums must be made in writing to ODE by February 1.

InterMountain CTE Consortium Fiscal Planning Process

In order to fully comply with Perkins, and more importantly continuously improve programs, the InterMountain CTE Consortium utilizes a strategic planning process that guides the implementation of the annual Update to the Local Basic Plan. In early spring, the CTE Directors begin regional planning utilizing their own Community of Practice workshops, the Steering Subcommittee (formerly known as Planning & Budget Subcommittee) and Pathway Groups. This includes developing a template for members to use for their own Local Investment Plans and/or content groups, which are submitted to and approved by the Consortium’s budget committee. The Consortium’s Basic and Reserve Grant applications are a direct reflection of the regional and local planning.

Planning with integrity does not happen over the course of one meeting or by parting out pieces of the application or as a solitary activity. Planning should be a team process with adequate time built-in for reflection, research, stakeholder involvement and input, and drafting/revising. The following steps are modeled through the Regional Planning Process and should be repeated by each member to develop their own Local Investment Plan.

Step 1: Use Data to Drive Planning. Identify and collect information about the strengths and weaknesses of programs of study. Secondary and Postsecondary Perkins Performance Measurements must be addressed, but other data should also be considered. Notes from various conversations and/or facilitated conversations at stakeholder meetings throughout the year are also important data points that help to identify local or regional needs. All data should be considered in terms of subgroups whenever possible. For the most accurate picture, data should be considered over a period of time versus just a single snapshot.

Step 2: Stakeholder Planning. The next step uses the information provided by the data to set goals for improvement and develop planned activities for achieving those goals. Stakeholder involvement through the CTE Directors Community of Practice helps ensure that the plans are reasonable and relevant and build buy-in to contribute to their success. All plans must first and foremost address any performance measurements that do not meet 90% of the benchmark goal. Perkins Required Elements and other identified local or regional needs should also be addressed in the planning process. Recent applications have allowed the consortium to focus on one or more indicator per element.

Step 3: Aligning Plans to Available Resources. Although not all planned activities require funds, most will require an investment of some kind. Consistent and Perkins-knowledgeable stakeholder input is invaluable for prioritizing how funds will be invested from year-to-year to fairly support the needs of all local or regional programs of study. Inherent in the wide variety of programs of study and regions across the state is the notion that fair does not always mean equal. Local investments of Perkins dollars are recorded in the budget narrative and spending workbook submitted each spring. Any changes to the approved spending plans must be requested from ODE.

Step 4: Monitor and Adjust. Throughout the year as planned activities are implemented, they should be evaluated for effectiveness. Reflecting on the activities as they are occurring—both challenges and successes—will help ensure that the goals they support continue to be the focus. It is also helpful to collect the relevant data throughout the year, rather than waiting until writing the annual report. Although the details may change, the continuous improvement of programs through data analysis, stakeholder input and goal-setting will continue and inform planning for the next cycle.

Approved Perkins grants will be posted on the Consortium’s website.

Monitoring Process

The Oregon Department of Education is responsible for monitoring all eligible recipients to determine compliance with Perkins IV requirements. Although the InterMountain ESD Consortium is the eligible recipient and therefore subject to monitoring, consortium members also have responsibilities for ensuring compliance. In addition to the annual Basic and Reserve grants submitted by the Consortium, ODE reviews the following documents submitted by member districts each year as follows:

* Spring: Annual Update to the 5-year plans (both Basic and Reserve), detailed budget narrative(s), and planned spending workbooks
* Fall: Program Updates and Annual Reports summarizing completed activities, progress on improving performance, and actual expenditures.
* Programs of Study applications: After Perkins IV was enacted, all eligible recipients in Oregon submitted a timeline for transitioning programs supported by Perkins to Programs of Study. Each year since then all recipients seeking an approved Program of Study—both in accordance with the timeline and new programs--submit applications demonstrating that they meet all the requirements.

ODE’s Education Specialists review the submitted documentation listed above and use it as a component of a risk analysis which also takes into account size of award, type of recipient and other progress markers. Recipients deemed “high risk” are consequently scheduled for an on-site monitoring visit. Technical assistance and professional development planning is based on the deficiencies seen through the document reviews, performance data, and recipient input.

The Oregon Department of Education may contract with an independent certified public accounting firm to conduct financial and data reviews. Accounting firm staff will spend one to three days at each school district/public two-year college/consortium.

### Civil Rights

A primary responsibility of the Office of Educational Improvement and Innovation at ODE is the review of career and technical education programs for compliance with federal nondiscrimination regulations. Each year approximately three high schools and two community colleges, with at least one CTE program each, are targeted for an onsite review. The comprehensive review permits the office to prevent discrimination, ensure equal access to programs and courses for each Oregon student, and provide technical assistance. For more information, please visit ODE’s CTE Civil Rights page at: <http://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/CTECivilRights.aspx>

The InterMountain CTE Consortium provides posters for all CTE classrooms welcoming all students. For assistance, please contact your Regional Coordinator.

# Fiscal Guidance

## Overview

Perkins IV updates and strengthens the accountability for the expenditure of federal funds through the Oregon State Plan and eligible recipients. First, all funds must be expended strategically in pursuit of one or more of the following **Five Oregon Perkins Goals**: Standards & Content, Alignment & Articulation, Accountability & Evaluation, Professional Development, and Student Support Services. The IMESD CTE Consortium sets regional priorities and then provides opportunities for members to submit Investment Plans that address regional and/or local needs. Secondly, Perkins IV details the **Required Activities for Use of Funds** which describes how funds must be used to support 9-14 Programs of Study (Section 135). Last, expenditure of funds must also meet the Education Department General Administrative Regulations (EDGAR), Uniform Grant Guidance and guidance provided by the relevant Office of Management & Budget Circulars (especially OMB Circular A87 and A21). Key points are summarized below:

### Allowable Costs (from OMB Circular A87)

Costs must meet the following criteria:

* Be reasonable and necessary. Reasonable costs:
	+ Do not exceed that which would be incurred by a prudent company
	+ Are ordinary and necessary for the operation of a program
	+ Represent sound practices and arms-length bargaining.
* Be allocable, meaning costs must provide a benefit in proportion to the amount of the expenditure:
	+ Costs are allocated over the period of the grant. Equipment is purchased by December 1st.
	+ Goods may be charged to the program in accordance with the relative benefit received.
* Be authorized or not prohibited under state or local laws or federal grant guidelines.

### Supplement not Supplant

Perkins funds should augment programs to an extent not possible without federal dollars. Specifically, Perkins funds should not be used to free up state or local dollars for other purposes. If audited, the InterMountain ESD and consortium districts must be able to demonstrate that federal funds are added to the amount of state and local funds that would, in the absence of federal funds, support activities specified in the Perkins plan.

Supplanting is using federal funds to provide:

* A required program or service
* A program that was provided by non-federal funds in the prior year
* Services to some students while using local sources to provide the same services to other students.

Note that the Uniform Guidance, referred to as 2 CFR Part 200, is an effort to create the same accounting rules for all federal education grants, emphasize internal controls and require written policies and procedures for cash management, allowability, conflicts of interest, procurement and travel policy. As fiscal agent, the InterMountain ESD fiscal policies and procedures will be reviewed regularly to ensure compliance with 2 CFR Part 200. Perkins rules and expectations are still in effect.

## Local Investment Planning Guidance

In addition to increased program quality accountability, Perkins IV has also tightened up how funds can be used to support CTE. Essentially, the focus of Perkins is to improve, enhance, expand, modernize, elevate or align the program to current industry standards. Although current law does allow for consortium leadership to make some local decisions, there are some that are outside of the local process. Further complicating matters, interpretation of federal law and budget guidelines can be fluid; ODE serves as the link between evolving federal guidance and eligible recipients. Likewise, ODE depends on the consortium to spend Perkins funds responsibly, avoiding the gray areas as much as possible.

Although a “yes” or “no” chart for Perkins spending does not exist, see below for guidance on expenditures to avoid requesting in your Local Investment Plans:

| Funds that Supplant | **Direct Benefit** **to Teacher or Student** | **Other Budget No-Nos** |
| --- | --- | --- |
| * Activities or Services provided with other funds in the prior year
* Services that are provided for some students with other funds
* All the state and local funds needed to operate in the absence of federal funds

-routine operating expenses -building maintenance and repairs-landscaping -custodial service-basic teacher and student equipment -supplies* Capital Improvement

-Furnishing of the facility with furniture, operating equipment, teacher computer, etc.-Electrical, plumbing, structural work, heating & cooling | * Admission

-Sports event, OMSI, Wildlife Park, Movie, Broadway theater, and etc.* Tuition, Fees, Books associated with college / university credit.
* Membership Dues
* Promotional Items
* Promotional Advertising
* Any portable technology device that is for personal or administrative use:

-Technology devices to be used for instructional (student focused) and curriculum purposes are okay -The devices should not be checked out to the student for an extended period of time – personal use. -Vigilant inventory procedures necessary to safeguard this investment. | * Vehicles
* Text Books
* Percentage Formulas
* Membership Dues
* Student Leadership (competitions)
* Perkins III Elements (School to Work)
* Articulation Agreements.
* Non-Program of Study expenditures
* Program Closure
* State Recognized Program (SRP)
* Administration beyond 5%
* Annual subscriptions: If vital, it should be local obligation.
* Misc. or General Supplies, i.e. bits, toner, knives
* Activities for Elementary or Middle School students
* Safety Items, i.e. safety glasses, lab coats, welding helmets
* Replacement equipment that is not an upgrade
 |

## IMESD CTE Consortium Equipment Management Guidelines

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

* Equipment purchases must be necessary for effective instruction in the program area.
* The Local Investment Plan and/or regional activity must show how the equipment will address a regionally or locally determined-need.
* Equipment purchased with Perkins funds must not result in any direct financial benefit to any purchasing entity or to its employees.
* Equipment purchased under this grant must be used for Perkins Act activities. However, when not being used to carry out the provisions of the Act, the equipment may be used for other instructional purposes if:
	+ The acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this title; and
	+ It is used after regular school hours or on weekends.

### Purchasing Procedures

Only equipment approved in your Local Investment Plan (LIP) and subsequently approved in the regional Perkins Basic Grant Application will be purchased. Except in pre-approved circumstances all purchasing will be completed by the InterMountain ESD Cooperative Warehouse, Information Technology or Instructional Services Departments to insure that all federal purchasing and inventory procedures are met and that technology purchases are compatible with a school’s networking and service agreements. CTE instructors will be responsible for requesting quotes from the IMESD purchasing agent and providing all relevant information in order for equipment and technology to be considered for inclusion in the Perkins grant.

### Inventory Requirements

1. All Object 460\* items over $200 and Object 541\* purchases **must** be added to your Carl Perkins Inventory and marked with an InterMountain Carl Perkins Inventory sticker. Send original packing slips to CTE Program Assistant at IMESD and keep copies of packing slips and/or receipts with your inventory list. The Inventory list must include: purchase date and cost; model, serial number &/or other identifying information; location in building (i.e. program use); and disposition (condition).
2. Districts are responsible for the maintenance and liability of all items listed on their Carl Perkins inventory. Please ensure that all high-theft items (i.e. cameras, ipads, etc.) are stored in a locking cabinet and accounted for regularly. If possible, engrave “sheriff’s information” on each piece of equipment. For example, Pendleton School District’s information would be **16-30-OR.** 16 for the school district #, 30 for Umatilla County (the 30th alphabetically), and OR for Oregon.
3. Once the items expire from the district Carl Perkins Inventory list, those items may be used or discarded according to local district policy and wishes. Districts are expected to offer unwanted CTE equipment to other members of the Carl Perkins Consortium.
4. If inventoried items are no longer needed in an “approved” CTE program within the district before they expire from the inventory list, those items **must** be offered to the consortium. If no other member district can use the item for an “approved” CTE program and the Carl Perkins budget committee approves, the item can be expired from the district Carl Perkins inventory and can be used or discarded according to local district policy and wishes.
5. The IMESD will provide a draft inventory biannually; however, it is the district’s responsibility to confirm and maintain the official inventory.
6. Be prepared for unannounced inventory spot checks, which is a fiduciary responsibility of the IMESD as fiscal agent.

### Object 460 Equipment:

* Object 460 items are “equipment-like” non-consumables with a current value of less than $5,000. These are items that 1) have an anticipated useful life of more than 1 year; 2) retain their original shape and appearance with use; 3) are nonexpendable: that is, if the articles are damaged or some of their parts are lost or worn out, it is usually more feasible to repair them than to replace them with an entirely new unit; or 4) they do not lose their identity through incorporation into a different or more complex unit or substance.
* Object 460 Equipment—Technology (i.e. digital cameras, projectors, etc.) must be kept on your Carl Perkins Inventory for 3 years. Note that IMESD also uses Object 470 for software purchases.
* Object 460 Equipment—Non-Technology (i.e. drill press, commercial cookware, etc.) must be kept on your Carl Perkins Inventory for 5 years.

### Object 480 Computer Hardware:

* Must be kept on your Carl Perkins Inventory for 3 years. Object 480 Computer Hardware purchases must also be marked and kept on the Carl Perkins inventory recording their model, serial number and location in the building (i.e. program use).

### Object 541 Capital Outlay:

* Must be kept on your Carl Perkins Inventory for 7 years.

IMESD CTE Professional Development Guide

As Perkins has evolved, the role of professional development has gained importance in supporting the program of study elements. Currently, at least ten percent of Perkins funds must be dedicated for professional development focused on instruction although most eligible recipients invest significantly more.

Funded professional development should be long-term, sustained, and focused on student engagement or program improvement. Perkins requires that all secondary and postsecondary POS instructors participate annually in formal, program-related professional development focused on instruction and following the Consortium’s plan. Conferences are allowable as long as they are tied to the deliverables of the professional development plans. In order to expend Perkins funds, consortium member instructors are expected to participate in appropriate regional professional development (motion passed 8/18/2009).

The InterMountain CTE Consortium, in conjunction with the IMESD & BMCC, will continue to plan and provide regional 9-14 professional development that meets the needs of Perkins IV. Regional activities will be planned throughout the year to constitute a series of workshops and trainings based on Perkins requirements, program approval, emerging diploma & degree requirements, alignment and other needs identified through the regional planning process. These regional series of events will be supplemented by state and local initiatives that dovetail and complement the Perkins Required Uses of Funds. See below for examples of activities that meet these requirements.

Although there may be times when IMESD staff provide support, as a general rule CTE instructors are responsible for working within their school’s procedures to arrange conference travel and related expenses. Reimbursement will be granted to districts and/or teachers for pre-approved professional development.

# Required Reporting & Performance Measures

The State of Oregon is accountable to the federal Department of Education for its use of Perkins funds. This return on investment is measured through the reporting of data on course enrollment, student performance and other information that demonstrates whether or not programs of study are preparing students for college and careers. Perkins reporting represents just part of the data collected as part of the state’s Consolidated Collections.

The Oregon State Plan provides the blueprint for how eligible recipients will implement programs of study and the benchmarks that will monitor progress. Therefore, accurate and timely data reporting is critical because it points directly back to the commitments Oregon made through the State Plan. *In fact, failure to report will disqualify an eligible recipient for funds.*

A primary output of the CTE data collection is the performance measurement reports. Although only Perkins-approved Program of Study data is included the reports, all approved programs must provide data as described below.

## CTE Program Update—October

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

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

In order to facilitate the accuracy of the CTE Program Update, ODE may re-open the database in January with a written request to account for any unexpected changes to Spring courses.

## CTE Spring Data Collections—June

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

### CTE Student Data

The CTE Student Data collection provides essential demographic information. This collection provides data for Perkins reporting by sub-populations, comparison data between CTE student and non-CTE student populations, identification of participants and concentrators, CTE program improvement planning, and populating the webpages of CTE data posted online.

### CTE Course Enrollment (Perkins)

The CTE Course Enrollment collection is dependent on accurate, complete and on-time submission of the CTE Program Update the previous fall. The CTE Course Enrollment collection contains the students enrolled in CTE classes and programs. This collection is essential to provide data for Perkins reporting, CTE program improvement planning, and populating the webpages of CTE data posted online.

## Postsecondary Data

Community Colleges in Oregon also report enrollment and performance data on students who complete courses in state-approved career and technical education programs. The data is received by the state data collection system (OCCURS). It is compiled, analyzed and reported to the U.S. Department of Education to fulfill career and technical education federal grant funding requirements (Perkins funds). The information is also used for policy development as requested or required by the Oregon State Board of Education, the legislature, state and college personnel and for educational research.

# Program Closure

The nation is facing a teacher shortage crisis and many districts are still struggling with funding, which has forced some tough decisions. It is no different here in Oregon. There are decisions made across the state that will impact our Career and Technical Education programs and the ability of those programs to continue to access federal Carl D. Perkins funds. The staff at the Oregon Department of Education should be included as partners in discussions around CTE Program of Study closure as they may have ideas to assist with the decision making. The following guidance is provided in the event CTE Programs of Study are cut in your area.

## Perkins Eligible Recipient

Carl D. Perkins requires any eligible recipient to have at least one CTE Program of Study to receive any Perkins funding. If a school reduces their staffing and/or program offerings to the point where it no longer meets the definition of an Oregon approved CTE Program of Study, the institution is no longer eligible to receive any Perkins allocation. (Perkins Act Section 134)

## Perkins Eligible Investments

In Oregon, the State Perkins Plan requires that Perkins funds may only be invested in an approved CTE Program of Study. By definition a CTE Program of Study involves a partnership between an Oregon public high school and Oregon public community college. If this partnership is dissolved due to one entity no longer offering the sequence of courses to complete the CTE Program of Study, then Perkins funds can no longer be used to fund any part of the program. (Perkins Act Sec 122(c); Oregon Perkins Plan Section(2))

Staffing and course offerings may still be under consideration into the early fall. Perkins grant activities and budgets should be planned with the best information available. As always if school opens and the scope of the program changes, the budget should be revised to reflect the actual activities and investments that will be made. (EDGAR 80.30)

## Notification

While there is no requirement in the Perkins Act or in the Oregon State Plan for immediate notification of a program closure, the following guidance should be used when a program is being eliminated and will no longer qualify as an approved CTE Program of Study.

### Notification of Partners

If a program is eliminated at the secondary or postsecondary level, the approved CTE Program of Study dissolves and is no longer eligible for Perkins funding. When this happens it is crucial to notify your partners in the CTE Program of Study immediately. As a courtesy, notification should take place when the reduction is being seriously considered and then immediately following the decision to eliminate the programs. This allows the partners to make alternative plans for staffing and course offerings as well.

### Notification of CTE Regional Coordinator

Please follow the guidance above to notify the CTE Regional Coordinator of impending program closure. Regional coordinators may be able to assist with advocacy issues as well.

### Notification of Oregon Department of Education (ODE)

As the state agency responsible for the Perkins grant and reporting it is also crucial to maintain contact with the Oregon Department of Education during this time. Please provide a written notification to ODE when a program is reduced and no longer qualifies as a Perkins Program of Study.

## Distribution of Assets

### Definition of Asset

Assets purchased with Carl D. Perkins funds are under the control and responsibility of the fiscal agent that purchased those assets and can be used only for the intents and purposes of the Act. In the case of a consortium acting as fiscal agent for a group of schools, the consortium fiscal agents have the management, decision making and property control responsibility for purchases made on behalf of any component school or institution.

For the purpose of this CTE Program of Study Closure Guidance the assets we are referring to is any item (equipment, supplies, inventory) purchased with Carl D. Perkins funds that has an initial usefulness of greater than a single year and an initial cost of more than $200.

*According to the Oregon Accounting Manual, capital assets**are all tangible or intangible property used in an agency’s operations that have initial estimated useful lives beyond a single year and have an initial cost of at least $5,000. Non-capital assets**are all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of less than $5,000. (OAM 10.50.00PR)*

*Prior guidance from the Oregon Department of Education further defined assets to include all tangible and intangible property used in agency operations that have initial estimated useful lives beyond a single year and have an initial cost of more than $200.*

### Use of Asset and Distribution

Assets shall be used in the program for which it was acquired as long as needed, whether or not the program continues to be supported by Federal funds. When no longer needed for the original program, the asset may be used in other activities currently or previously supported by Carl D Perkins funds or other Federal funds. (EDGAR 80.32 (c)(1))

Direct Grant Recipients

What this means is that in a direct grant recipient scenario is that if the CTE Program of Study no longer meet the CTE Program of Study level but continued as a State Recognized or Elective program, the assets could remain in use by that program. If the program dissolves entirely, the assets could be relocated to another current or previously funded federal program for use. Examples may include: Other Perkins POS, 21st Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients.

Consortium

In a consortium, as mentioned above, the asset is under the control and responsibility of the consortium fiscal agent. Therefore, the consortium project manager must determine if those assets can be used in other approved CTE Programs of Study within the consortium. This means the asset may be relocated to another school or district. If no approved CTE Program of Study needs the asset, they may shift the use to other past or current federally funded programs. The consortium should have policy in place in their fiscal department to regulate this distribution process.

## Management of Assets

Regardless of the status of the CTE programs, there are requirements for managing assets purchased with any federal funds. The fiscal office of your institution should have these requirements in place and this will serve as a reminder. (Remember for Perkins, this is any item with an original cost of greater than $200. Other programs have a different threshold.)

At a minimum, until disposition takes place, a fiscal agent is required to meet the following requirements (EDGAR 80.32(d)):

* Maintain a property record including description, serial number, funding source, acquisition date, cost of asset, location, use and condition – and any ultimate disposition data include date and method of disposal.
* Maintain a physical inventory that is reconciled with the property record at least once every two years.
* Maintain a control system to ensure safeguards to prevent loss, damage, or theft. Any loss, damage or theft shall be investigated and records of investigation kept with property record.
* Maintain property in good condition.
* If the asset is sold, record of proper sales procedures must be maintained. Contact ODE staff for guidance.

## Recordkeeping

In any event, when working with federal grant programs there is a requirement to maintain all financial records, including inventory records for three years from the starting date specified in the grant award letter. (EDGAR 80.42(b)). Additionally the Department of Administrative Services requires financial records be kept for a minimum of seven years. Therefore it is our recommendation that you retain records for seven years from the initial award date.

## Data Submission

Data will need to be submitted for the final year of CTE Program of Study operation. Additionally, data submission is required if the program moves to State Recognized CTE status.

# Selected Definitions & Resources

**Academic and Technical Integration**

Applied Academics is instruction that helps students understand academic content such as mathematics, language arts, or science by linking that content to its application in careers. In Oregon, this often takes two forms:

* Academic Content with a Career Focus—In this approach, a teacher may teach the academic content in a course that has a specific career focus such as Construction Math or Agriculture Science.
* Infused Academic Content—Another approach is to infuse the academic content into CTE technical courses. Examples of this infused or contextualized approach are often the result of local development involving collaboration between CTE and academic teachers.

A summary of applied academics can be found at: <http://www.ode.state.or.us/search/page/?id=1626>

**All Aspects of an Industry**

**“All aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. This definition was expanded in Perkins IV to include information as described in Section 118 which is occupational and employment information. (Perkins Act [Section 3(2)].**

**Approved CTE Programs of Study will address All Aspects of an Industry, which would include knowledge and skills that reflect occupational safety and health, technical content, embedded academic content, employability, management and entrepreneurship and technology. These knowledge and skills must be taught to all participating students in all school districts and public two-year colleges that are associated with Perkins IV funds. This requirement includes support for career guidance and academic counseling programs designed to promote improved career and technical education decision-making by students.**

**Education Plan and Profile (secondary)**

**The education plan and profile is a planning tool and process that assists students in pursuing their personal, educational, and career interests and post-high school goals. The education plan serves as a “road map” to guide students’ learning throughout school and prepare them for their next steps after high school. The education profile serves as a “compass” that documents students’ progress and achievement toward their goals and helps them to stay on course.**

**The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7th grade and continue through 12th grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interests evolve along the way.**

**The education plan and profile is a key element in Oregon’s revised diploma requirements.** <http://www.ode.state.or.us/search/page/?id=2759>

**Career Pathways**

**Oregon’s Career Pathways initiative shares several common objectives with the Oregon Department of Education’s CTE Programs of Study initiative. However, Career Pathway projects may not be Perkins funded unless the efforts are clearly aligned to specific CTE Programs of Study as defined in the Oregon State Plan for Perkins-funded CTE.**

**Career and Technical Education (CTE)**

**CTE as defined by Perkins IV means organized educational activities that:**

1. **Offer a sequence of courses that**
	1. **Provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;**
	2. **Provides technical skill proficiency, and industry-recognized credential, a certificate, or an associate degree, and**
	3. **May include prerequisite courses other than a remedial course**
2. **Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. [Perkins IV, Section 3(5)]**

**Eligible Recipients**

**The term “eligible recipient” means:**

1. **A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, and educational service agency, or a consortium, eligible to receive assistance under section 131 of the Perkins Act of 2006 (secondary education programs); or**
2. **An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Perkins Act of 2006 (postsecondary education programs).**

**Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Disability in Career and Technical Education Programs – 34 CFR, Part 100, Appendix B (Guidelines). In Oregon, additional protected classes are marital status and sexual orientation.**

**These federal Guidelines are applicable to all career and technical programs in school districts, public community colleges and consortia that receive federal funds.**

**High Demand Occupations**

**Occupations having more than the medial number of total (growth plus replacement) openings statewide or for a particular region.**

**High Skill Occupations**

**Occupations with a minimum educational requirement of postsecondary training or higher; occupations with long-term on-the-job training or related work experience as minimum educational requirements; and occupations with the requirement of postsecondary training or above as a competitive educational requirement.**

**High Wage Occupations**

**Occupations paying more that the all-industry, all-ownership median wage statewide or for a particular region.**

**Nontraditional by Gender Career**

**The term nontraditional by gender career means a career for which individuals from one gender comprise less than 25 percent of the individuals employed in that occupationi n the workforce. Under Perkins IV, Oregon uses the lists of nontraditional career crosswalks produced by the National Alliance for Partnerships in Equity (NAPE) with a focus on nontraditional careers for boys/men in Nursing and Teaching K-3; for girls/women in Science, Technology, Engineering, Mathematics (STEM) and the Trades. For more information:** http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/CTE-Nontraditional.aspx

**Sufficient Size, Scope and Quality**

* Sufficient Size: **the activities and services are appropriate in duration in order to achieve intended outcomes and produce measurable results.**
* Sufficient Scope: **the activities and services are appropriate in depth and sequence in order to achieve intended outcomes and produce measurable results.**
* Sufficient Quality: **the activities and services are selected and designed using the results of research, data analysis and evaluation, which provide evidence that the activities and services will achieve intended outcomes and produce measurable results.**