

**Oregon Department of Education**

Office of Teaching and Learning

Secondary-Postsecondary Transitions Team

**Carl D. Perkins  
Career & Technical Education Act of 2006**

**2016-2017 Perkins Reserve Grant**

**Application**

**And**

**Annual Report**

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|  | It is a policy of the State Board of Education and a priority of the Oregon Department of Education (ODE) that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction n at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; Phone: 503-947-5740; or Fax: 503-378-4772 |

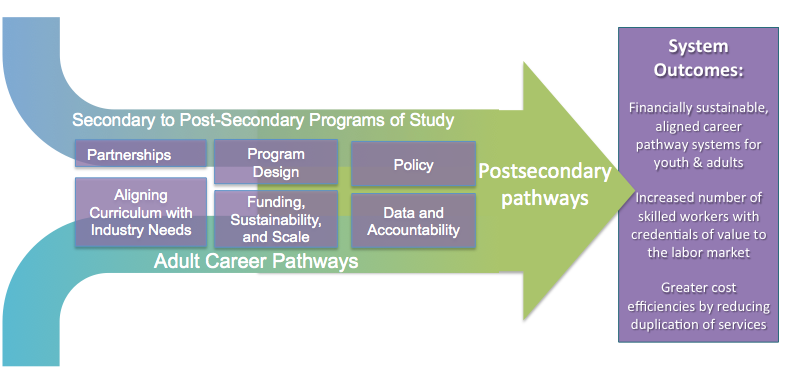
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**Introduction**

This introduction is a general overview of the 2016-2017 Perkins Reserve Grant Application. For the purposes of this document, the 2016-2017 Perkins Reserve Grant Application will be referred to by the short title of **Reserve Grant Application**. Please note that the 2016-2017 Perkins Reserve Grant Annual Report is included in this document. The Perkins Reserve Grant provides funds for targeted or specialized projects.

**The focus for the 2016-2017 Perkins Reserve Grant is for secondary and postsecondary institutions to strengthen all aspects of CTE Program of Study pathways with special attention to advancing the overall 9-14 transition agenda.**

Oregon continues to participate in the “Advancing Career and Technical Education in State and Local Career Pathways Systems” technical assistance project by the Office of Career Technical and Adult Education (OCTAE). This project is designed to bring together two career preparation initiatives that have been growing in tandem for the last several years.



Oregon is one of five founding partner states that have been working on the community college-focused Career Pathways Initiative for over a decade and has also been working on the Perkins IV-inspired secondary driven Programs of Study Initiative for the last 7 years. Though the two initiatives were meant to be inclusive of secondary and postsecondary institutions, the work has gone forth in a parallel fashion, rather than in a synchronized manner.

The framework for the Advancing CTE Pathways project was shared with the CTE Network in February 2013 and has been used to focus the Reserve Grant Application since. The Reserve grant projects this year will build on the good work done and take each region to the next level of an integrated Career Pathways System.

Information and guidance is provided in *Advancing Career and Technical Education in State and Local Career Pathways Systems Readiness Assessment Tool* (Jobs for the Future, March 2013). This self-assessment is not required but should be used at the local level not only to assess the progress toward developing a comprehensive Career Pathways System, but also to determine the priority of action. A copy of the self-assessment and guidance is located [here](https://learnwork.workforce3one.org/view/2001134059610984712/info).

In March 2014, the leadership for the project met to further refine the focus of the statewide project. This information can also be used to inform local work.

**Revised Project Elements:**

1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment.

* Expand options for individuals to earn dual credit or proficiency-based credit that may be applied toward a postsecondary certificate or degree.
* Promote the development of stackable credentials that enable students to gain industry-recognized credentials, certificates, and degrees that will help them to move along a career pathway.
* Inform development of Oregon Education Investment Board (OEIB) Achievement Compacts and 9-14 models.
* Align state and local career pathways systems to the U.S. Department of Education’s proposed Blueprint for the reauthorization of the *Carl D. Perkins Career and Technical Education Act of 2006* and the Alliance for Quality Career Pathways Framework criteria and indicators.
* Contribute to the development of a comprehensive state longitudinal data system that can be used to evaluate the outcomes and improve the performance of state and local career pathways systems.

1. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals’ academic knowledge and technical skills acquisition, and the attainment of employment.

* Increase individuals’ access to information on career pathways education and training options and benefits.
* Expand professional development for educators, workforce trainers, and key partners.
* Engage students, families, employers, schools, colleges and communities in culturally appropriate ways to ensure students have access to next steps information and attainment of career pathways.
* Expand competency based and work based learning opportunities; coordinate with groups such as ASPIRE for mentorships and internships.

For your Perkins Reserve Grant project this year, please review your progress toward meeting the above elements. Use the self-assessment tool provided above or a local assessment to identify strengths and needs. Using input from your regional stakeholders, select one or both of these goals around which you will build your local plan goals, activities, measures of success and outcomes.

**Program Leadership:**

In addition to the identified focus area, grant recipients may *continue* to use Perkins Reserve Grant funds for the salary of a regional coordinator in order to provide CTE leadership.

**Travel Differential:**

Grant recipients over 70 miles from Salem have also received a supplement in their allocation to support travel to the CTE Network meetings for a secondary and a postsecondary representative from each grant region. Strategies to ensure these funds are used will be discussed in the overview section.

This is a one year grant. There is no guarantee for any future Perkins Reserve Grant funds.

**Statement of Assurances**:

All eligible recipient fiscal agents must submit a [Perkins Statement of Assurances](http://www.ode.state.or.us/teachlearn/pte/perkins-annual-assurance-5-21-13-rev.doc) 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 Perkins Basic Grant and Annual Report.

**Special Notes**

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| Please list all planned expenditure of funds in the Budget Narrative and Spending Workbook. **Once approved, any changes of 10% or more (by function or by object) must be approved in advance by ODE staff**. **Any changes to the Reserve Grant application must be approved in advance by ODE staff**. (For more information, contact Donna Brant, 503-947-5622, [donna.brant@state.or.us](mailto:donna.brant@state.or.us))  **FAILURE TO RECEIVE ADVANCE APPROVAL FOR CHANGES MAY RESULT IN LOSS OR REPAYMENT OF FUNDS** |

**Publication Information:**

The Oregon Department of Education (ODE) may publish your Reserve Grant Application, in complete or in part, on ODE’s Web site or through other means available to us.

**SUBMISSION INSTRUCTIONS**

**FINAL DUE DATE: June 17, 2016**

**Completed Reserve Grant Applications** shall be submitted no later than close of business (5:00 pm PST) on **Friday, June 17, 2016.** The Reserve Grant Application, including cover page, is to be submitted electronically as an attachment to an e‐mail. A hard copy original of Page 1 should be mailed to the submission address below.

Electronic Submission Address [**Perkins.Submit@state.or.us**](mailto:Perkins.Submit@state.or.us)

Hard Copy Submission Address **Lauren Dressen**

**Office of Teaching and Learning**

**Oregon Department of Education**

**255 Capitol Street NE**

**Salem, OR 97310-0203**

**503-947-5636**

**Completed CIP Budget Narrative Reserve Grant** shall be submitted no later than close of business (5:00 pm PST) on **Friday, June 17, 2016.**

[**https://district.ode.state.or.us**](https://district.ode.state.or.us)

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| --- | --- |
| **Donna Brant** | **Barb O’Neill** |
| [Donna.brant@state.or.us](mailto:Donna.brant@state.or.us) | [Lauren.Dressen@state.or.us](mailto:Lauren.Dressen@state.or.us) |
| 503-947-5622 | 503-947-5636 |

**For Assistance:**

Cover Page

Carl D. Perkins Career and Technical Education Act of 2006 **2016-2017 Perkins Reserve Grant Application and Annual Report**

Agency Name, Address and Authorizing Signature of Eligible Recipient:

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| --- | --- |
|  | |
| **Eligible Recipient Agency Name** | |
|  | |
| **Mailing Address, City & ZIP** | |
|  | |
| **Authorizing Signature (Chief Administrator)** | **Date** |

Person at, or representing, the eligible agency responsible for answering questions about this plan:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AUTHORIZED REPRESENTATIVE | | | FISCAL AGENT | | |
| Name: |  | | Name: |  | |
| Position: |  | | Position: |  | |
| Telephone: | | (  ) | Telephone: | | (  ) |
| Email: |  | | Email: |  | |

**Reserve Grant Plan**

**Overview to the Reserve Grant Application**

Identify major opportunities and challenges that are addressed in this plan

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| Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued:  Challenges that will be addressed: |

Describe the current status of your region’s steps toward creating an innovative and flexible pathway for students in grades 9-14 through CTE programs and services.

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Describe the peer review process utilized prior to submission of the grant application. Be specific.

**For regions receiving a travel differential for one secondary and one postsecondary representative to attend CTE Network Meetings ONLY**

Describe opportunities and challenges created by this travel differential.

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Describe what strategies you will employ to ensure 100% of the funds allocated are used for this endeavor.

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**If you invest funds in the Regional Coordinator Salary, please indicate the percentage of FTE funded. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Required - Choose at least one goal that you will address through the activities below. You may choose more than one indicator to address with Perkins funds but include a separate table for each indicator addressed.

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| **Advancing CTE in Local Career Pathway Systems** |
| 1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment. |
| 1. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals’ academic knowledge and technical skills acquisition, and the attainment of employment. |

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

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| --- | --- |
| **Element** |  |
| Current Status of Element |  |
| **Perkins Reserve Grant Plan for Element** | |
| SMART Goal for Element |  |
| Evidence That Will Show Achievement of Goal |  |
| **Due November 16, 2017 – Restate SMART Goal with Results** | |
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| **Planned Activity #1** | |
| Description of Planned Activity to Achieve SMART Goal |  |
| Evidence That Will Show Success of Activity |  |
| Person Responsible for Evidence |  |

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| **Planned Activity #2** | |
| Description of Planned Activity to Achieve SMART Goal |  |
| Evidence That Will Show Success of Activity |  |
| Person Responsible for Evidence |  |

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| **Planned Activity #3** | |
| Description of Planned Activity to Achieve SMART Goal |  |
| Evidence That Will Show Success of Activity |  |
| Person Responsible for Evidence |  |
| **Due November 16, 2017 – Describe how activities above supported the SMART Goal results.** | |
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Copy and Paste as Many Action Plans As Necessary.

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| **Advancing CTE in Local Career Pathway Systems** |
| 1. Align secondary and postsecondary CTE programs to enable youth and adults to make seamless transitions across education levels and into gainful employment. |
| 1. Strengthen the integration of student services and career guidance offerings within state and local career pathways to improve individuals’ academic knowledge and technical skills acquisition, and the attainment of employment. |

Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator.

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| --- | --- |
| **Element** |  |
| Current Status of Element |  |
| **Perkins Reserve Grant Plan for Element** | |
| SMART Goal for Element |  |
| Evidence That Will Show Achievement of Goal |  |
| **Due November 16, 2017 – Restate SMART Goal with Results** | |
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| **Planned Activity #1** | |
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| Description of Planned Activity to Achieve SMART Goal |  |
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| Person Responsible for Evidence |  |

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| **Planned Activity #3** | |
| Description of Planned Activity to Achieve SMART Goal |  |
| Evidence That Will Show Success of Activity |  |
| Person Responsible for Evidence |  |
| **Due November 16, 2017 – Describe how activities above supported the SMART Goal results.** | |
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**Summary Report of 2016-2017 CTE Strategies and Accomplishments**

**Overview of the Reserve Grant Annual Report**

**For regions receiving a travel differential for one secondary and one postsecondary representative to attend CTE Network Meetings ONLY**

Describe opportunities and challenges created by this travel differential.

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Describe specifically how these funds were used and how it did or did not make a difference in achieving the overall focus of the Perkins Reserve Grant.

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**2016-2017 Perkins Reserve Grant Budget Spending Report**

**By Function Codes**

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| **Perkins Fiscal Agent:** | | | | | **2016-2017 Perkins Reserve Grant Budget Spending Report** |
| Function Code Totals | $$ Planned | $$ Spent | % Change | Changes >10% approved  Yes - No | Justification for % change *(What changed in your plan?)* |
| Standards & Content **2210** |  |  |  |  |  |
| Alignment & Articulation **2210** |  |  |  |  |  |
| Accountability & Assessment  **2230** *including Technical Skills Assessment* |  |  |  |  |  |
| Student Support Services  **2100** |  |  |  |  |  |
| Professional / Personnel Development  **2240** |  |  |  |  |  |
| Support Services - Central Activities –  **2600** |  |  |  |  |  |
| Research "Scientifically Based Research"  **262X** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

**By Object Codes**

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| **Perkins Fiscal Agent:** | | | | | **2016-2017 Perkins Reserve Grant Budget Spending Report** |
| Object Code Totals | $$ Planned | $$ Spent | % Change | Changes >10% approved  Yes - No | Justification for % change  *(What in your plan changed; did you have authorization for those changes?)* |
| 111 Licensed Salaries |  |  |  |  |  |
| 112 Classified Salaries |  |  |  |  |  |
| 11X Support Staff Salaries |  |  |  |  |  |
| 11X Program Coordinator Salaries |  |  |  |  |  |
| 2XX Licensed Benefits |  |  |  |  |  |
| 2XXClassified/Support Staff Benefits |  |  |  |  |  |
| 2XX Program Coordinators Benefits |  |  |  |  |  |
| 12X Substitute Salaries |  |  |  |  |  |
| 31X Local Instructional Services |  |  |  |  |  |
| 31X Regional Instructional Services |  |  |  |  |  |
| 34X Travel |  |  |  |  |  |
| 410 Consumable Supplies and Materials. |  |  |  |  |  |
| 460 Non-consumable Equipment Items |  |  |  |  |  |
| 470 Computer Software |  |  |  |  |  |
| 480 Computer Hardware |  |  |  |  |  |
| 541 Initial /Additional Equipment - Depreciable |  |  |  |  |  |
| 690 Grant Indirect Charges (5% maximum) |  |  |  |  |  |
| **Total** |  |  |  |  |  |

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| **2016-2017 Perkins IV Reserve Grant Equipment & Non-Consumable Supply Inventory** | | | | |
| ***[Include all 2016-2017 Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of $200 or more]*** | | | | |
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| **Perkins Fiscal Agent:** |  |  |  |  |
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| **Item Purchased** | **ID or Serial #** | **Acquisition Date** | **Physical Location of Item** | **Unit Cost** |
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*(Add lines/pages as needed)*