

CLACKAMAS

CTE

Professional Technical Education Consortium



2025 CTE Showcase at Clackamas Community College

2025-26 Handbook

Clackamas Education Service District
13455 SE 97th Avenue

Clackamas, OR 97015

Consortium Chair

Armetta Burney

*Dean of Technology, Applied Science & Public Services
Clackamas Community College*

Consortium Contact

Bill Blevins

Regional Coordinator

Clackamas Education Service District

13455 SE 97th Avenue

Clackamas, Oregon 97015

503-675-4017

*An electronic copy of this handbook, with functioning hyperlinks,
can be found on the C-TEC website at <https://www.clackamascareers.com/home>*

C-TEC is a consortium of schools and partners in Clackamas County committed to creating high quality pathways from education to the workforce. The consortium prioritizes partnership, collaboration, innovation and leveraged resources to provide high quality programs and efficient use of public resources. C-TEC supports Career and Technical Education programs, Advanced College Credit, School to Careers activities, and the Workforce Investment Act Youth Program (C-TEC Youth Services).

CTE Partners:

Clackamas Technical Education Consortium (C-TEC) Perkins Plan 2025-26

Over the past year, school districts and CTE consortiums have actively engaged in a robust Integrated Guidance initiative. The primary objective was to streamline multiple investments into a unified application, while also striving to incorporate the Perkins Grant into this integrated approach. For the consortium, this involved conducting thorough analyses of participation and performance data spanning several years, along with a comprehensive labor market assessment. The goal was to identify opportunities for specialized study programs that offer students in our region high-wage, high-demand, and skill-intensive prospects. The insights derived from these efforts were then shared with your respective districts.

Consortium Priorities for 2025-27

Grounded in the data and aligned with both state and regional workforce needs, the Perkins plan focuses on four key outcomes:

1. Work-Based Learning (WBL)

- Expand equitable access to internships, pre-apprenticeships, job shadows, and industry tours.
- Strengthen partnerships with employers and workforce boards to ensure every student has career-connected learning opportunities.

2. Industry Connections

- Enhance advisory committee engagement across all programs of study.
- Build sustainable partnerships with local and regional employers, leveraging the Northwest Connect Career Hub to match schools with industry partners.

3. Equipment Updates

- Continue addressing gaps in lab, shop, and classroom equipment to ensure students learn on industry-standard tools.
- Prioritize upgrades in high-demand sectors such as advanced manufacturing, health sciences, and construction trades.

4. Retention and Equity

- Focus on improving student retention from participants to concentrators, with particular attention to focal groups identified in performance data.
- Support teacher professional development, mentoring, and recruitment to reduce turnover and increase program quality.

Looking Ahead

The 2025-27 plan reflects a commitment to equity, access, and alignment with regional labor needs. By investing in work-based learning, industry partnerships, equipment modernization, and retention strategies, the consortium is advancing its mission of preparing every student for success in college, career, and life.

Our C-TEC Integrated Application can be found in Appendix A of this handbook.

Bill Blevins, CTE Regional Coordinator

Contents

C-TEC is a consortium of schools and partners in Clackamas County committed to creating high quality pathways from education to the workforce. The consortium prioritizes partnership, collaboration, innovation and leveraged resources to provide high quality programs and efficient use of public resources. C-TEC supports Career and Technical Education programs, Advanced College Credit, School to Careers activities, and the Workforce Investment Act Youth Program (C-TEC Youth Services).

	1
Individual Programs of Study.....	6
Important Dates.....	10
Overview.....	11
Vision for Career and Technical Education.....	11
Clackamas Career Technical Education Consortium.....	11
Operational Agreement.....	11
1. Membership.....	11
2. Purpose of this Agreement.....	13
3. Purpose of the Consortium.....	13
4. Roles and Responsibilities.....	14
5. Conflict Resolution.....	16
Program Quality.....	17
Strategic Plan 2025-2027.....	17
Indicators of a Quality Program of Study.....	18
1. Access & Equity.....	18
2. Standards & Content.....	18
3. Alignment & Articulation.....	18
4. Accountability & Assessment.....	18
5. Student Support Services.....	19
6. Professional Development.....	19
Renewal of Programs of Study.....	19
Teacher Licensure.....	21
Perkins Grants.....	22
Overview.....	22
Funding.....	23
Consortiums and Fiscal Agents.....	23
C-TEC Fiscal Planning Process.....	25
Local Investment Plans.....	25
Mini-Grants and Special Project Grants Sunset Decision.....	25

Renewal Program and New Program Support.....	25
Reserve Grant.....	25
Monitoring Process.....	27
Civil Rights.....	28
Fiscal Guidance.....	29
Overview.....	29
Allowable Costs.....	29
Supplement not Supplant.....	29
Administrative Cost.....	29
Local Investment Planning Guidance.....	30
Allowable Costs/Activities.....	30
Unallowable Costs and Activities.....	30
C-TEC Consortium Equipment Purchasing & Management Guidelines.....	31
Made in U.S.A.....	32
Purchasing Procedures.....	32
Conflicts of Interest.....	32
Competitive Bids for Goods and Services.....	32
Reimbursement.....	32
Changes to Approved Budget.....	32
Inventory Requirements for Perkins Purchases.....	33
Budget Narrative Function Codes and Object Codes:.....	33
C-TEC Professional Development Guide.....	35
Teacher Stipend Rate Policy.....	36
Required Reporting & Performance Measures.....	36
CTE Program Update—October.....	36
CTE Spring Data Collections—June.....	37
CTE Student Data.....	37
CTE Course Enrollment (Perkins).....	37
Postsecondary Data.....	37
Program Closure.....	38
Perkins Eligible Recipient.....	38
Perkins Eligible Investments.....	38
Notification.....	38
Notification of Partners.....	38

Notification of CTE Regional Coordinator	38
Notification of Oregon Department of Education (ODE)	39
Distribution of Assets.....	39
Definition of Asset	39
Use of Asset and Distribution	39
Management of Assets.....	40
Data Submission.....	40
Selected Definitions & Resources.....	40
Appendix A C-TEC Integrated Program Application for 2025-27.....	43
F. Perkins Regional Reserve Grant.....	59
Appendix B 2025-26 Signed Consortium Agreement.....	67
.....	68



Individual Programs of Study

School	Program Name	Teacher Contact	
Alliance Charter Academy	Music	Tracey Edson	CCC – Music Performance & Technology
Canby High School	Accounting	Tonya Boustead	CCC - Accounting
Canby High School	Agriculture	Paige Kapelski	State
Canby High School	Computer Science DORMANT as of 2024-25	Debbie Snodgrass	CCC
Canby High School	Construction Technology	Evan Berry	PCC
Canby High School	Digital Arts / Multimedia Production	Ian Eilert, Jennifer Czerkies	CCC
Canby High School	Early Childhood Education	Erika Shearer, Brandi Madeira	CCC
Canby High School	Manufacturing	Peter D'Aboy	CCC
Canby High School	Marketing	Tonya Boustead	CCC
Canby High School	Restaurants, Food & Beverage Services / Culinary Arts	Emily Ross, Jennifer Czerkies	LBCC
Clackamas Academy of Industrial Sciences	Agriculture	Chloe Corless	State
Clackamas Academy of Industrial Sciences	Automotive	Bo Smith	CCC
Clackamas Academy of Industrial Sciences	Engineering [In Development]	Michael Busse	CCC
Clackamas Academy of Industrial Sciences	Film & Video (Start-up)	Tim Zagone	CCC
Clackamas Academy of Industrial Sciences	Manufacturing	Bo Smith / Julie English	CCC
Colton High School	Agriculture	Brian Gilmore	State
Estacada High School	Agriculture Science and Technology (SW) [In Development]	Mackenzie Wille	State
Estacada High School	Automotive Service Technology	Chris Carrier	CCC
Estacada High School	Manufacturing	James Burcham	CCC
Estacada High School	Electrical Systems	Eric Schneider	CCC
Gladstone High School	Business, Management & Admin.	Jacob Ellingson	CCC
Gladstone High School	Digital Arts	Jacob Ellingson	CCC
Gladstone High School	Engineering Technology	Kevin Zerzan, Dusty Long	CCC
Gladstone High School	Health Sciences	Paige O'Dell	CCC – Medical Asst.
Gladstone High School	Information & Communication Tech	Dustin Long	CCC
Lake Oswego Senior High School	Engineering Technology	Owen Griffiths	CCC
Lake Oswego Senior High School	Health Sciences	Dominic Lee	CCC – Healthcare Careers
Lake Oswego Senior High School	Marketing, General (Start-up)	Christopher Hill	CCC

Lake Oswego Senior High School	Programming and Software Development	Robyn Rose,	CCC
Lake Oswego Senior High School	Restaurants, Food and Beverage Services (Start-up)	Tristan Blash	Chem
Lakeridge High School	Biotechnology (Start-Up)	Matthew Briggs	PCC
Lakeridge High School	Computer Programming/Coding	John Sperry	CCC
Lakeridge High School	Restaurants, Food, and Beverage Services (Start-up)	Jennifer Jillions	Chem
Molalla High School	Agriculture	Danell Blair-Ocheskey, Mackenzie Behrle, Megan Dilson	State
Molalla High School	Business, Management & Administration	Jeremy Joseph	CCC
Molalla High School	Digital Arts, General / Media Arts	James Anderson	CCC
Molalla High School	Construction	Joe Billington	PCC
Oregon City Senior High School	Accounting/Financial Systems	Brent Leong	CCC
Oregon City Senior High School	Architecture & Construction, General / Construction Technology	Tom Wirtz	PCC
Oregon City Senior High School	Business, Management & Administration	Brent Leong	CCC
Oregon City Senior High School	Health Sciences, General	Dana Katrena	CCC
Oregon City Senior High School	Marketing	Rhea Ledda	CCC
Oregon City Senior High School	Restaurants, Food & Beverage Services	Rene Allen	LBCC
Oregon City Service Learning Academy	Education & Training	Sarah Tolstrup	CCC
Riverside High School	Architecture & Construction, General	Jason Holt	PCC
Riverside High School	Business, Management and Administration	Mike Mitchell	CCC
Riverside High School	Health Sciences	Tyler Wheelan	CCC
Sabin-Schellenberg Prof.-Technical Center	Agriculture	Kathy Mayfield, Gerald Hosler	State
Sabin-Schellenberg Prof.-Technical Center	ARCHITECTURE & DESIGN	Robert Parker	PCC
Sabin-Schellenberg Prof.-Technical Center	AUTOMOTIVE SERVICE TECHNOLOGY	Davis Weyant, Greg Allen, Chris Hampton	CCC
Sabin-Schellenberg Prof.-Technical Center	Building Construction	Angela Wright	PCC

Sabin-Schellenberg Prof.-Technical Center	Digital Arts, General / DIGITAL DESIGN	Rochelle Harper, Lisa Mundorff	CCC
Sabin-Schellenberg Prof.-Technical Center	Education	Kendall Palmer, Anna Scarpino, Jennifer Estevez	CCC ECE & Elem EDU MTM
Sabin-Schellenberg Prof.-Technical Center	Electrical Systems/ Electronics	Jack Krewson	CCC
Sabin-Schellenberg Prof.-Technical Center	Emergency & Fire Management Services / FIRE SCIENCE	Eric Green	PCC
Sabin-Schellenberg Prof.-Technical Center	Forestry & Forest Products / Natural Resource/ Forestry	Seth Stoddard	State
Sabin-Schellenberg Prof.-Technical Center	Health Sciences, General / HEALTH SERVICES	Lyn Gray, Patrick Iaboni, Jeanie Wilson, Tiffany Fillmore	CCC
Sabin-Schellenberg Prof.-Technical Center	Journalism & Broadcasting / BROADCASTING & SOCIAL MEDIA	Jeffrey Martin	CCC
Sabin-Schellenberg Prof.-Technical Center	Law, Public Safety & Security, General / LAW ENFORCEMENT	Noah Harding	CCC
Sabin-Schellenberg Prof.-Technical Center	Manufacturing, General, MANUFACTURING ENGINEERING	Jason McCammon, Marlana Tizo	CCC
Sabin-Schellenberg Prof.-Technical Center	Marketing, General / Marketing	Charles Nott, Grace Saad, Troy Runsten	CCC
Sabin-Schellenberg Prof.-Technical Center	Marketing, General / SPORTS & ENTERTAINMENT MARKETING	Altessia Endencia	CCC
Sabin-Schellenberg Prof.-Technical Center	Personal Care Services / COSMETOLOGY	Jeri Davis Paletta, Lisa Hall, Dylan Cruz	KCC
Sabin-Schellenberg Prof.-Technical Center	PROGRAMMING & CODING	Kevin Stafford	CCC
Sabin-Schellenberg Prof.-Technical Center	Restaurants, Food & Beverage Services / CULINARY ARTS	Bill Karsten, Todd Koebke, Rodney Woodley, Tera Fukuhara, Shadow Cdebaca	LCC
Sandy High School	Agriculture	Trisha Smith	State
Sandy High School	AUTOMOTIVE TECHNOLOGY	Ryan Nystrom	CCC
Sandy High School	Business, Management & Administration, General / Business & Management	Nicholas Mato	MHCC
Sandy High School	Computer Programming/Coding / Computer Science	Robert McGlothlin	MHCC
Sandy High School	Digital Arts, General / Art Production	Maryn Wright	MHCC
Sandy High School	Digital Arts, General / Integrated Media		MHCC
Sandy High School	ENGINEERING	Zach Duell, Kevin Frank	CCC

Sandy High School	HEALTH SCIENCES	Sandra Carter, Joe Givens	MHCC
Sandy High School	MANUFACTURING	Bill Goldsberry	CCC
West Linn High School	Computer Programming/Coding / Computer Science	Brandon Smith	CCC
West Linn High School	Engineering Technology [In Development]	Tim Manes	CCC
West Linn High School	Forestry & Forest Products / Natural Resource/Forestry (SW)	Jim Hartman	State
West Linn High School	Journalism & Broadcasting / JOURNALISM	Glenn Krake	CCC
West Linn High School	Technical Theatre	Steven Beckingham	MHCC
West Linn High School	Web & Digital Communications / WEB DESIGN	Wind Lothamer	CCC
Wilsonville High School	Computer Programming/Coding / Programming – DORMANCY 2025-26	Sujatha Bhaskar	CCC
Wilsonville High School	Digital Arts, General / GRAPHIC DESIGN	Brooke Lords	CCC
Wilsonville High School	Education & Training	Jennifer Bruce, Tracie Bonica	CCC Elem Edu MTM
Wilsonville High School	Engineering	Chris Koll	CCC – Renewable Energy
Wilsonville High School	Journalism & Broadcasting / Broadcast Journalism [In Development]	John Fitzgerald	CCC

Important Dates

2025-26 Perkins Planning Calendar		
Due Date	Title/Task	Documents or Task
5/29/2025	CTE Student Collection opens	
7/1/2025	CTE Student and Course Collection Closes	
7/1/2025	Perkins Funds	20% of Perkins Funds Available for Approved Items
8/28/2025	CTE Program Yearly Update opens	
9/30/2025	Final report due for years 1 and 2 of the 2023 - 2025 Biennium for Secondary Career Pathways Grant	
10/1/2025	Perkins Funds	Remaining 80% of Perkins Funds Available for Approved Items
10/9/2025	Clackamas Technical Education Consortium Monthly Meeting In-Person	What's new for 2025-26
10/31/2025	CTE Yearly Update due for Schools	
10/31/2025	Submit Final 2024-25 Perkins Claim to Regional Coordinator	
11/30/2025	2024 - 2025 IG Quarterly Report--Quarter 4	Section 6: Meaningful Reporting, Monitoring, and Evaluation Processes
12/1/2025	Perkins Funds	All Perkins-funded equipment and software should be procured
12/5/2025	CTE Program Yearly Update due for CTE Regional Coordinators	
1/13/2026	Career Pathway Application	
1/15/2026	2025 – 2027 Career Pathway Funds Available in EGMS	
5/21/2026	CTE Student /CTE Course Collections (25-26 SY)	
7/24/2025	CTE Student /CTE Course Collections (25-26 SY)	

Section I: CTE in Oregon and Clackamas County

Overview

Vision for Career and Technical Education

"Oregon will reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy."

In 2006 Oregon began its implementation of a new, research-based systemic model for high-quality CTE programs in compliance with Perkins IV. The most recent iteration of this federal law, the *Strengthening Career and Technical Education for the 21st Century Act of 2018* known as Perkins V, maintains that commitment to the Program of Study model with some updated emphases. Since then Oregon's legislature has begun recognizing the power of CTE by supporting competitive grants (CTE Revitalization), formula-driven funding (Secondary Career Pathways) and targeted investments (High School Success). Oregon's approach to supporting student success through career-connected learning is detailed in [Oregon's CTE State Plan](#) and will continue to evolve through annual updates of the [Oregon CTE Policy Guidebook](#).

Clackamas Career Technical Education Consortium

The Clackamas Career Technical Education Consortium (C-TEC) is committed to supporting Oregon's vision through a regional, collaborative approach to shared decision making and professional learning focused on providing opportunities for *all* Clackamas County students to build successful futures. Consortia 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 CTE.

C-TEC includes the ten regional school districts and Clackamas Community College, with the Clackamas ESD serving as the fiscal agent. We are governed by an operational agreement and represented by a steering committee made up of one person per school to represent and vote for them on the C-TEC Steering Committee.

Operational Agreement

1. Membership

The partners in the C-TEC, hereafter called MEMBER (S), will be:

- Canby School District, Canby High School
- Clackamas Community College

- Clackamas Education Service District (ESD)
- Colton School District, Colton High School
- Estacada School District, Estacada High School
- Gladstone School District, Gladstone High School
- Lake Oswego School District, Lake Oswego High School and Lakeridge High School
- Molalla River School District, Molalla High School
- North Clackamas School District, Sabin-Schellenberg Professional Technical Center
- Oregon City School District, Oregon City High School, Clackamas Academy of Industrial Sciences
- Oregon Trail School District, Sandy High School
- West Linn-Wilsonville School District, Riverside High School, West Linn High School, and Wilsonville High School

Membership in this Consortium is voluntary. Members may withdraw from the Consortium by submitting a written request to the Fiscal Agent prior to November 30th for the following academic year providing the individual Member follows all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with the Oregon Department of Education, Office of Educational Innovation & Improvement.

- a. **Consortium Membership:** Any and all representatives from the member schools are encouraged to attend Consortium meetings and provide input when appropriate. Voting only occurs at Steering Committee meetings.
- b. **Steering Committee (Voting) Membership:** Member schools will appoint one person per school (administrator, teacher, or staff member) to represent and vote for them on the C-TEC Steering Committee (herein after referred to as “Steering Committee Member”). Clackamas Community College is allowed two voting members. Member schools are allowed to vote when they have an approved CTE Program of Study. Other school and interested parties may attend steering committee meetings. 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.
- c. **Consortium Chairperson:** Clackamas Community College’s Dean of Technology, Applied Science & Public Services will be the ex-officio head of the Consortium
- d. **Consortium Coordinator (Manager):** Clackamas ESD’s Regional Coordinator or his/her representative will establish a meeting schedule and provide a venue for sharing information
- e. **Quorum:** In order to have a quorum necessary to make decisions, at least 50% of the Consortium’s voting members must be present.
- f. **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.
- g. **Removal/Changes in Governance:** Any planned removal of a Member for failure to follow Perkins assurances 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 Steering Committee 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 Steering Committee Members at least one week 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.

- h. **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), the Oregon Department of Education and/or state and federal laws.
- i. **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.
- j. **Renewal:** This document must be reviewed and renewed by each member annually.
- k. **New Members:** Any secondary school within a school district that resides within Clackamas County that establishes and receives state approval for a full CTE Program of Study will automatically become a member of the consortium. Membership is recognized upon approval of the program of study and does not require a separate vote of the Steering Committee.
- l. **Administrative Costs and Services:** C-TEC manages the Perkins resources that are received by the eligible institutions within the consortium at the direction of the C-TEC Steering Committee. There are no additional membership fees or costs
- m. **Access to Data** – Consortium Member schools grant the fiscal agent access to confidential and personally identifiable student data relating to the implementation of career and technical education programs

2. Purpose of this Agreement

The purpose of the Consortium Agreement is to:

- a. Provide a legal structure to the Clackamas Career and Technical Education Consortium (C-TEC).
- b. Confirm each Members' willingness to continue the Consortium model of Carl Perkins funding using this document as a structural, governance guideline.
- c. Communicate structure, roles and responsibilities to member schools

3. Purpose of the Consortium

The Consortium is formed to:

- a. Provide professional development, curriculum, licensure support and researched-based program improvement for CTE teachers and CTE Programs of Study

- b. Leverage resources and knowledge of the collective whole to best improve Career and Technical Education for Member schools
- c. Provide a collective voice of schools to:
 - 1) Advocate for Career and Technical Education
 - 2) Represent the education community to business and industry
 - 3) Pursue additional funding and resources that support Consortium goals
- d. Consolidate the administration of funds and annual reports by having Clackamas Education Service District act as the fiscal agent and working together to establish and approve a yearly Consortium budget
- e. Provide a forum where all Members can have access to the latest change(s) in program guidelines and/or requirements from the State and Federal levels
- f. Use data driven decision making and to evaluate and consider student performance data when establishing consortium goals, strategies and activities.
- g. To work together to establish and approve the annual Perkins Action Plan and associated yearly Consortium budget using the combined funds of the Members to best meet the biannual Needs Assessment results, which may include the priorities of individual Members, and other stakeholders.
- h. To provide CTE instructors with licensure support and communication with ODE and TSPC.
- i. To provide for Instructor Appraisal and Program of Study (POS) approval through the Regional CTE Coordinator.

4. Roles and Responsibilities

A. Fiscal Agent

The Fiscal Agent for C-TEC is identified as the Clackamas Education Service District (ESD)

- 1. Develop and submit all Perkins required planning and reporting documents to Oregon Department of Education on behalf of C-TEC schools
- 2. Develop Consortium budget at the direction of the C-TEC Steering Committee
- 3. Maintain inventory of Consortium equipment
- 4. Provide leadership to connect systems and strategies that align CTE programs with the Oregon Department of Education requirements and best practices in instruction
- 5. Assist in development and approval of Programs of Study by aligning secondary and postsecondary instruction, curriculum, and assessment
- 6. Provide leadership for the Instructor Appraisal Committee process to obtain CTE licensure or endorsements for teachers
- 7. Research and communicate program performance based on the student performance data from Perkins Performance measures both at the aggregated consortium and individual school levels.
- 8. Maintain and safeguard confidentiality of personally identifiable student data relating to the implementation of career and technical education programs; and follow federal record retention and disposal requirements as applicable to the Carl D Perkins Career & Technical Education Act of 2006
- 9. Provide technical assistance to CTE programs and teachers
- 10. Support teachers in development and improvement of CTE Programs of Study
- 11. Create and sustain ongoing relationships to support CTE Programs of Study

12. Plan and conduct professional and curriculum development events that improve CTE instruction and delivery
13. Pursue additional resources and projects as directed by the C-TEC Steering Committee
14. Ensure that Clackamas ESD does not exceed the 5% administrative or indirect cap allowed for Perkins funding

B. School Administrators

1. Serve as the Steering Committee Member or designate representative in your building/district to perform that function.
2. Oversee the professional development of CTE Instructors in your building and ensure that they are meeting the requirements of the Act before expending funds on the programs.
3. Work with your designated Steering Committee Member to approve Perkins Requests. Ensure that funds are being allocated strategically according to your local Perkins plan and within the guidelines provided in the Act.
4. Comply with the federal, state and local assurances.
5. Assure that all CTE concentrators have an opportunity to participate in work-based learning
6. Submit an annual Certificate of Assurances by June 1 & indicate who will represent their school/district.

C. Steering Committee Members

1. Serve as the primary point of contact for your school in the Consortium.
2. Attend Steering Committee Meetings and other pertinent meetings related to CTE programs.
3. Communicate information received at Consortium and Steering Committee meetings to administrative and CTE staff.
4. Provide guidance to CTE teachers in your schools that will help them understand what is developing within our region and around the state.
5. Coordinate and administer the appropriate expenditure of Carl Perkins funds and the tracking of equipment purchased with such funds, including
 - a. Prepare Perkins Plan updates for local Perkins dollars
 - b. Submit Annual Perkins Expenditure Report
 - c. Review Requests for Purchase Orders and Professional Development to insure they comply with Perkins requirements
 - d. Ensure a Carl Perkins equipment inventory is maintained
6. Complete and submit CTE required reports in a timely and accurate manner, including:
 - a. Complete CTE Program Update
 - b. Collect and submit year-end CTE data or assist designated staff person at your school.
7. Promote CTE regional activities to students and teachers in your schools, including dual credit, professional development and student events.
8. Assist with CTE Program Approval and CTE Teacher Certification issues within your school.

9. Provide the C-TEC Consortium with ideas that will improve CTE opportunities throughout the region.

D. CTE Instructors

1. Familiarize yourself with Perkins requirements and the changes in the Carl D. Perkins Career and Technical Education Act
2. Follow Perkins Fiscal Guidelines when requesting purchases or professional development funding
3. Participate in the professional development offered by the Consortium or otherwise beneficial to improving your program
4. Seek Perkins Eligible CTE Program of Study Approval for your program
5. Meet the Program of Study requirements and work toward continuous improvement
6. Pay attention to your licensure requirements
7. Ask for help! Perkins requirements can be confusing. Steering Committee Members and the Regional Coordinator are available to assist.
8. Pursue opportunities for your students that will help them achieve their next steps: Dual Credit, Student Leadership Organizations, Career Pathways, Career-Related Learning, and the offering of Proficiency Based Teaching and Learning or Applied Academics in your program's coursework
9. Participate in yearly articulation meetings with secondary and post-secondary instructors
10. Attend other professional development related to the Consortium's Strategic Goals and Annual Action Plans

E. CTE Regional Coordinator

1. Communicate information & guidance received at Consortium meetings to appropriate staff, including administrators, fiscal, data submitters, counselors/advisors, work-based learning & instructors
2. Coordinate the appropriate expenditure of Carl Perkins funds, including collaborating with building stakeholders to prepare an annual investment plan that complies with regional goals & Perkins V and maintaining Carl Perkins equipment inventory.
3. Ensure CTE required reports are submitted in a timely and accurate manner and other deadlines are met.
4. Actively promote activities and opportunities that support the Consortium's Strategic Plan Goals, Annual Action Plans & High Quality Programs of Study.
5. Assist with CTE Program Approval and CTE Licensure issues within member schools.
6. Representing their region at state meetings and collaborating with CTE colleagues around the state

F. School Data Coordinators

1. Secure the on-time delivery of the required CTE data collections, including:
 - i. Annual Program Update (secondary)

- ii. CTE Student and Course Collections (secondary)
 - iii. OCCURS (postsecondary)
- 2. Provide Perkins and other types of data that will assist educators in making decisions that will improve CTE

G. Advisory Committees

Each approved program of study is required to have an advisory committee made up of volunteers with industry experience that advise, assist, and advocate for the CTE program by:

- 1. Reviewing outcomes and matching them to industry/workforce requirements
- 2. Providing expert opinions on facilities, equipment, and program direction.
- 3. Providing alternative viewpoints on policies
- 4. Evaluating student skills and career readiness
- 5. Building and helping to maintain strong relationships among CTE educators, industry partners, and the community
- 6. Meet at least twice a year

5. Conflict Resolution

From time to time, differences of opinion or conflicts may arise within our consortium. We are committed to addressing these situations in a constructive and professional manner that maintains positive working relationships and keeps our focus on serving students.

When conflicts occur:

- 1. **Direct Communication** – Individuals are encouraged to first address concerns directly with the person or group involved, using respectful and solution-oriented communication.
- 2. **Collaborative Problem-Solving** – If the issue is not resolved, the matter should be brought forward to the appropriate supervisor, administrator, or consortium coordinator for facilitated discussion.
- 3. **Consensus-Building** – Whenever possible, solutions will be developed collaboratively, with the goal of reaching agreement that supports students, schools, and industry partners.
- 4. **Decision-Making** – If consensus cannot be reached, the consortium coordinator, in consultation with the consortium chair, will make the final decision. If the consortium chair has a conflict of interest, the coordinator will consult with district administrators. The decision will be guided by state and federal requirements, consortium policies, and the best interests of students.
- 5. **Documentation and Follow-Up** – Key agreements and action steps will be documented, and follow-up will occur to ensure the conflict has been resolved effectively.

Our consortium values **professionalism, transparency, and respect**. By addressing conflicts early, collaborating toward solutions, and providing a clear decision-making process, we maintain trust, strengthen partnerships, and keep our shared mission at the center of our work.

Program Quality

Strategic Plan 2025-2027

The Goals for the consortium were based on the Local Needs Assessment conducted by the consortium in 2025.

Goals

- Explore and advance work-based learning
- Develop messaging to students and families about CTE pathways
- Increase the Retention Rate of Participants (0.5cr or more) to Concentrators (2cr) from 36% to 46% in Four Years
- Reduce teacher turnover
- Schools, Programs, and Teachers Develop Meaningful Connections between secondary and post-secondary and with Industry Partners

Indicators of a Quality Program of Study

Oregon adopted a [CTE Program of Study Quality Rubric](#) built around the following five core elements and aligned them to the national Association for Career and Technical Education's (ACTE) High Quality CTE Program of Study framework as well as the Oregon Equity Lens. This rubric is a tool to help local programs evaluate the health of their CTE Programs. The rubric should be used during program renewal to create goals for program improvement and could be used more regularly for continuous improvement.

1. Access & Equity

Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions. A Program of Study has identified potential access and equity barriers and is designed for all students to succeed and is representative of students in the school or district.

2. 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 [CTE Oregon Skill Sets](#) and [Academic Content Standards](#).

3. 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 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.

4. 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](#). 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.

5. 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](#) 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](#) 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.

6. 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. Consortia 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](#) efforts.

Oregon adopted a [CTE Program of Study Quality Rubric](#) built around these five core elements and aligned them to the national Association for Career and Technical Education's (ACTE) High Quality CTE Program of Study framework. This rubric is a tool to help local programs evaluate the health of their CTE Programs. The rubric should be used during program renewal to create goals for program improvement and could be used more regularly for continuous improvement.

Renewal of Programs of Study

CTE Programs of Study (POS) are designed by secondary and postsecondary partners to be a series of complete, yet non-duplicative, career focused courses. Programs of Study emphasize technical, academic, and career knowledge and skills acquired in applied career contexts. Programs of Study will be subjected to renewals every four years according to a statewide schedule and submit renewal applications using the new online application process:

Career Clusters 2025-26 School Year	Expiration Date	CTE Program Development Process	Application Due	Begin Newly Approved CTE Program of Study
• Architecture & Construction • Business, Management & Administration • Information & Communications • Manufacturing	June 2026	2025-2026	June 2026	Fall 2022

Career Clusters 2026-27 School Year	Expiration Date	CTE Program Development Process	Application Due	Begin Newly Approved CTE Program of Study
• Automotive & Heavy Equipment - Possible Transportation, Aviation & Aeronautics • Education • Law, Public Safety & Security • Natural Resource Systems	June 2027	2026-2027	June 2027	Fall 2027
Career Clusters 2027-28 School Year	Expiration Date	CTE Program Development Process	Application Due	Begin Newly Approved CTE

				Program of Study
• Hospitality, Tourism & Culinary • Arts, A/V & Communications • Marketing • Engineering Technology	June 2028	2027-2028	June 2028	Fall 2028

Career Clusters 2028-29 School Year	Expiration Date	CTE Program Development Process	Application Due	Begin Newly Approved CTE Program of Study
• Human Services • Government & Public Administration • Finance • Health & Biomedical Sciences • Agriculture & Food Systems	June 2029	2028-2029	June 2029	Fall 2029

The regional coordinator will notify schools in advance that they have a program of study that is up for renewal.

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 License in the approved program career area upon the recommendation of an Instructor Appraisal Committee (IAC). The IAC is comprised of at least two employees/employers from industry, two secondary or postsecondary instructors or administrators in a Career and Technical Education program, a local district administrator, and the Regional Coordinator. The sponsoring district will be responsible for determining the members of the committee. The IAC will develop a professional development plan which must be completed in order for the instructor to be eligible for the CTE Preliminary 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 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:

<https://www.oregon.gov/ode/learning-options/CTE/TLCresources/Pages/CTE-Teacher-Licensure.aspx>

Clackamas Community College offers CTE a licensure prep program that is approved by the Teacher Standards and Practices Commission. These low-cost, online courses can meet the professional development requirements of the restricted license.

<https://www.clackamas.edu/academics/skills-development-training/cte-licensure-courses>

Section II: Operations

Perkins Grants

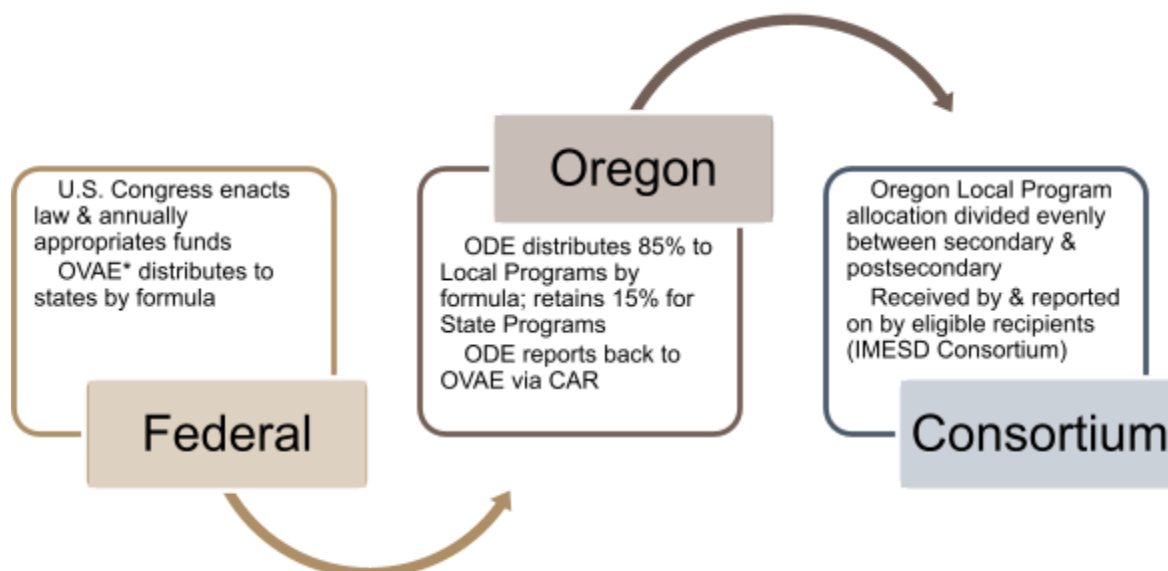
Overview

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 2018). 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 ensure 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.

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.

Postsecondary awards are based on Pell Grant recipient and BIA (Bureau of Indian Affairs) assistance recipient student counts. 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 benefiting 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.

C-TEC Fiscal Planning Process

Local Investment Plans

In order to fully comply with Perkins, and more importantly continuously improve programs, C-TEC utilizes a strategic planning process that guides the implementation of the annual Update to the Local Basic Plan. In early spring, the CTE Regional Coordinator begins the planning process by utilizing the statewide network of Community of Practice workshops, the Steering Committee and regional Pathway Groups. This includes developing a template for members to use for their own Local Investment Plan, which are submitted to and approved by the Consortium's steering committee and then by ODE. 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. 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

Mini-Grants and Special Project Grants Sunset Decision

In 2023, the consortium unanimously voted to end the Mini-Grants and Special Project Grants that had been administered for several years. Over time, the same schools and programs of study were the beneficiary of this program. A more equitable process of determining of determining funds for regional needs was created.

Renewal Program and New Program Support

Starting in 2025-26, C-TEC will make a portion of its budget available to support new programs of study as well as those programs that are going through their renewal process. This would give us a rotation of programs to support through the purchase of equipment, to help support alignment or regional professional development for specific programs as decided by those teachers/admin. For those teachers that are participating in renewal professional learning communities with other teachers in the region as well as college instructors, this would give them the opportunity to plan professional development together as well as purchase equipment that creates alignment in the region.

Reserve Grant

Perkins V allows states to set aside up to 15% of the local funds as a Reserve to foster innovation through identification and promotion of promising and proven career and technical education programs, practices, and strategies; and/or to promote the development, implementation and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand industries. C-TEC will develop a strategic plan to address consortium-wide goals for the Perkins Reserve Fund based on an assessment of local needs as determined by all stakeholders

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.

Secondary Performance Measures	Postsecondary Performance Measures	Examples of Other Data
1S1 Four-Year Graduation Rate 1S2 Extended Graduation Rate 2S1 Academic Proficiency in Reading Language Arts 2S2 Academic Proficiency in Mathematics 2S3 Academic Proficiency in Science 3S1 Postsecondary Placement 4S1 Non-Traditional Program Enrollment 5S3 Program Quality – Participated in Work-Based Learning	1P1 Postsecondary Retention and Placement 2P1 Earned Recognized Postsecondary Credential 3P1 Non-Traditional Program Enrollment	● Enrollment trends ● Dual Credit ● Internships ● Advisory Committee ● Survey results ● Prior year Annual Report ● Demographics ● Workforce trends ● All-school completion rates and academic performance ● 9th grade on-track

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

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

To address this issue, [Appendix M](#) of the Integrated Guidance Update 2025-27 provides information to facilitate your integrated planning process and enhance communication with the Regional Coordinator.

Step 5: 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 at <https://www.clackamascareers.com/>

Monitoring Process

The Oregon Department of Education is responsible for monitoring all eligible recipients to determine compliance with Perkins V requirements. Although C-ESD 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 4-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: recipients seeking a new approved Program of Study must submit applications demonstrating that they meet all the requirements by May 31st so it can be approved for the following school year. All existing program must follow the statewide approval cycle for programs of study which occur every four years.

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>

Fiscal Guidance

Overview

Perkins V 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, as well as the Oregon Lens of Access & Equity. C-TEC sets regional priorities and then provides opportunities for members to submit Local Investment Plans that address regional and/or local needs. Secondly, Perkins V details the **Required Activities for Use of Funds** which describes how funds must be used to support Programs of Study. 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

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 Clackamas 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.

Administrative Cost

Each local recipient receiving funds shall not use more than 5 percent of such funds for costs associated with the administration of activities related to the Perkins Grant.

Local Investment Planning Guidance

In addition to increased program quality accountability, Perkins V 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. The regional coordinator will consult with a specialist at the Oregon Department of Education for any requested item that falls outside the scope of current identified parameters.

Allowable Costs/Activities	Unallowable Costs and Activities
- Costs associated with expansion of CTE POS into work-based learning (non-supplanting in nature) - CTE Interest, Aptitude, and Ability Inventories (with state approval) - CTE-related software (with state approval) - CTSO expenditures for newly chartered CTSS programs, 0-3 years - CTSO expenditures for re-birth of CTSS programs or a new teacher to a CTSS program, 0-2 years - Curriculum development/ curriculum modification within POS (curriculum to be shared) - Curriculum expansion or supplemental resources, 0-3 years' investment, unless upgrades per industry standards warrant investment beyond 3 years - Equipment and upgrade to meet industry standards - Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5 through 8 (must be connected to a CTE POS at the secondary level) - Industry-specific safety or storage equipment - Marketing and outreach activities related to specific CTE POS (brochures, videos, flyers, web design), not school- or college-wide promotion - Meetings and conferences (registration fees, travel costs) related to CTE POS - Membership dues/fees to a professional, service, or brotherhood organization that is connected to an explicit conference or professional development deliverable (seek ODE input) - Professional development costs for CTE personnel - Professional development related to CTE for non-CTE teachers/faculty/ counselors (involved in CTE initiatives such as advising,	- Administration costs above the 5% cap - Alcoholic beverages - Alumni activities - Basic classroom/CTE furniture, supplies, safety equipment, storage, and textbooks. The local educational agency has the base obligation for offering a program. - Building maintenance and repairs - Bus or Metro Transport pass - Childcare - College credit (tuition cost) to an individual learner or teacher/instructor - Commencement and convocation costs - Computer labs, other generic spaces that are funded for CTE programs of study in general, rather than aligning with a specific program of study. (Approved labs could be open to participants in approved programs of study, after the primary purpose is accomplished.) Open availability to the community and any students is not allowed. - Construction, renovation, and/or remodeling of facilities - Consumable supplies - Contributions and donations (cash, property, services) - CTSO competitions - CTSO expenditures to programs that are fully established - CTSO uniforms - Custodial service - Direct assistance for student expenses - Entertainment, activities, devices, and/or toys - Equipment, personnel, curriculum development, or professional development events previously funded by local funds - Expenditures for career education unrelated to approved CTE POS (Career Education) - Expenditures for non-approved CTE POS - Expenditures that supplant - Expenditures that generate income (such as food cart, coffee cart, student store set-up costs, coffee machine, ice cream machine, vending machine, and others). See Section 13.7.1 for the exception. - Fines and penalties - Food, beverages, snacks, meals for CTE meetings - Fundraising - Gifts/gift cards

Allowable Costs/Activities	Unallowable Costs and Activities
academic technical integration, career awareness activities, and school administration) • Professional service costs (consultants) • Repair of industry specific equipment (with ODE approval) if the cost of the repair is of greater benefit than upgrading to new industry grade equipment • Industry-based software or resources • Substitute pay for teachers, activities, and staff development related to CTE • Supplemental Support Services for Perkins special populations/focal students • Transportation costs incurred through professional development activities associated with approved CTE POS, workshops (administrators, counselors/advisors, CTE instructors, Perkins staff) • Working lunch at CTE meeting with high burden of proof (seek guidance from ODE)	• Goods or services for personal use (laptop, phone, tablets, etc.) • Individual awards, recognition, trophies, plaques, or gifts • Individual membership dues/fees for a professional, service, or brotherhood organization • International travel • Items for young children to play with, manipulate, read, be entertained by, or eat, or sleeping items associated with an early childhood education POS. The POS responsibility is items for the secondary and postsecondary age learners and not facilitating a day care facility. • Items retained by learners (supplies, computer equipment, thumb drives, tools, calculators, swag) • Keyboarding/typing instruction cost • Landscaping • Learner stipends • Learner transportation • Licensure and/or exam fees for individual (learner or teacher) certificate or licensure • Monetary awards • "PLACEHOLDERS" in the budget narrative • Political activities (Any/All) • Promotional give-away materials (Any/All) • Remedial (developmental) courses at both secondary and postsecondary levels • Routine operating expenses • Scholarships • Security systems and/or devices • Subscriptions to periodicals, journals, and newspapers • Teacher/instructor salaries • Tuition that is awarding college credits

C-TEC Consortium Equipment Purchasing & 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.

Made in U.S.A.

Made in USA "To the greatest extent practicable" must provide a preference for the purchase of goods and materials produced in the U.S. Must include this section in all sub-awards, contracts and purchase orders

Purchasing Procedures

Only equipment approved in your Local Investment Plan and subsequently approved in the regional Perkins Basic Grant Application will be purchased. Purchasing of items from the Local Investment Plan will be the responsibility of each district. Before purchasing computer hardware, the district's technology department should be consulted to ensure compatibility with that district's network.

Conflicts of Interest

No C-TEC member employee will use his/her position to obtain personal financial benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for relatives, household members or for any business with which the employee, household member or relative is associated.

This prohibition does not apply to any part of an official compensation package or honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in C-TEC.

Competitive Bids for Goods and Services

In alignment with Federal Perkins V law, acquisition of goods and services over \$3,500 require the solicitation of at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the contracting agency shall make a written record of the effort the contracting agency makes to obtain the quotes or proposals.

If the district purchases from one of the proposals, the district shall award the contract to the offeror whose quote or proposal will best serve the interests of the contracting agency, taking into account price as well as considerations including, but not limited to, experience, expertise, product functionality, suitability for a particular purpose and contractor.

Reimbursement

Each district that has made purchases for their Local Investment Plan is expected to invoice the Clackamas ESD on a quarterly basis for reimbursement. The reimbursement should include an invoice along with general ledger that provides proof of purchase. Each district is required to keep original vendor invoices, receipts and/or packing slips for auditing purposes.

Changes to Approved Budget

Any changes to the approved Perkins budget for a district must be made in writing to the Regional Coordinator and the change must first be approved by ODE before the purchase of any equipment, materials, or professional development expenses can be made. Moving funds from professional development to the purchase of equipment/supplies will not be allowed after December 1st of the grant year.

Inventory Requirements for Perkins Purchases

1. All Object 460* items over \$200 **or with a lifespan of over one year**, and Object 541* purchases **must** be added to your Carl Perkins Inventory and marked with a C-TEC Inventory sticker. 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). Contact the regional coordinator if you need more inventory tags or to gain access to your district's inventory log.
2. Perkins recipients 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.
3. **Inventory must be kept for equipment that is still in use.**
4. Once the items expire from the Carl Perkins Inventory list, those items may be used or discarded according to local district policy and wishes. Perkins recipients are expected to offer unwanted CTE equipment to other members of the Carl Perkins Consortium.
5. If inventoried items are no longer needed in an "approved" CTE program before they expire from the inventory list, those items **must** be offered to the consortium. If no other member can use the item for an "approved" CTE program and the Carl Perkins budget committee approves, the item can be expired from the Carl Perkins inventory and can be used or discarded according to local district policy and wishes.
6. Clackamas ESD will provide a draft inventory annually; however, it is the district's responsibility to confirm and maintain the official inventory.
7. **If theft of equipment is suspected, report lost inventory and document inventory changes to regional coordinator, file a timely police report, keep all documentation, and provide outcome of investigation. The police report will be attached to your yearly inventory submission to ODE.**

Budget Narrative Function Codes and Object Codes:

Below is a list of function and object codes that should be used when developing a Perkins budget, along with a description or examples of each code.

Function Code	Description
Curriculum – Standards, Content, Alignment and Articulation Function Code 2210	Industry-based content standards and supportive academic standards that support CTE Programs of Study and career pathways for students transitioning between secondary, postsecondary, and career options.

Curriculum – Student Support Services, Work-Based Learning and Career Exploration Activities Function Code 2100	Provide students with relevant career-related learning experiences, access to educational opportunities for careers that are nontraditional for a student's gender, and access to CTE learning environments for high-skill, high-wage, in-demand careers that lead to self-sufficiency. Support of Work-Based Learning opportunities and experiences of student, including Career Exploration Activities.
CTE Professional/Personnel Development Function Code 2240	CTE Professional/Personnel Development
Scientifically Based Research Function Code 262X	Scientifically Based Research Study and Analysis – Publishable peer review products
Indirect - Support Services - Central Activities Function Code 2600	INDIRECT - Support Services - Central Activities - Administrative – 5% limit

Object Code	Description
111 Licensed Salaries	111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit
112 Classified Salaries	112 Classified Salaries for work performed by "Classified Employees"
11X Support Staff Salaries	11X Salaries associated with "Support Staff and Support Personnel"
11X Program Coordinator Salaries	11X Salaries associated with "Program Coordinators/Regional Coordinators"
2XX Licensed Benefits	2XX Benefits associated with "Licensed Employees" not included in the gross salary
2XX Classified/Support Staff Benefits	2XX Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary
2XX Program Coordinators Benefits	2XX Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary
12X Substitute Salaries	12X Substitute Salaries for employees who are hired on a temporary or substitute basis
31X Local Instructional Services	3XX Local CTE Instructional Services (Purchased)
31X Regional Instructional Services	3XX Regional CTE Instructional Services (Purchased)

Object Code	Description
34X Travel	34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)
410 Consumable Supplies and Materials	410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.
460 Non-consumable Equipment Items	460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins.
470 Computer Software	470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.
480 Computer Hardware	480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.
541 Initial/Additional Equipment - Depreciable *Requires ODE Approval*	541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and improve CTE Programs of Study
690 Grant Indirect Charges	690 Grant Indirect Charges

C-TEC 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 15 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.

C-TEC, in conjunction with the Clackamas ESD, will continue to plan and provide regional professional development that meets the needs of Perkins V. 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 Clackamas ESD 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. The local school district's travel expense reimbursement policy should be used by individuals when traveling out of the region. Travel

meal expenses are reimbursed at the standard rate of the State of Oregon. Lodging is reimbursed at the higher of the GSA rate, or the conference rate. Click [here](https://www.gsa.gov/travel/plan-book/per-diem-rates) for GSA rates:



<https://www.gsa.gov/travel/plan-book/per-diem-rates>

Teacher Stipend Rate Policy

Teachers that participate in professional development activities that are outside the normal school day may be paid a stipend. That stipend will be the low end of the non-instruction rate for Clackamas Community College. For 2024-25 that rate is \$35.59 per hour. Teachers will not be given a stipend for attending conferences or for making progress on their individual Restrictive Licensed Professional Development Plan or License for Conditional Assignment Professional Development Plan.

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 in 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 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.

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.

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.

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, follow the order of steps:

1. Transfer asset to another Approved CTE Program of Study within the same school or institution in which it was acquired. If no other CTE Program of Study at the school or institution can utilize the asset;
2. Transfer asset to another Approved CTE Program of Study within another school or institution in the consortium and notify Consortium Fiscal Agent of the transfer. If no other school or institution can utilize the asset;
3. Notify the Consortium Fiscal Agent who will work with the school or institution to a) transfer the asset to another federally funded program (e.g. 21st Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients) or b) sell or dispose of the asset
4. Any financial revenue resulting from the sale of the asset will be re-invested in the original CTE Program of Study in which the asset was acquired or other CTE Programs of Study within the consortium

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.

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.

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

Career and Technical Education (CTE)

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

- 1) Offer a sequence of courses that
 - a. 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;
 - b. Provides technical skill proficiency, and industry-recognized credential, a certificate, or an associate degree, and
 - c. 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 occupation in the workforce. Under Perkins V, 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: <https://cte.ed.gov/accountability/linking-data>

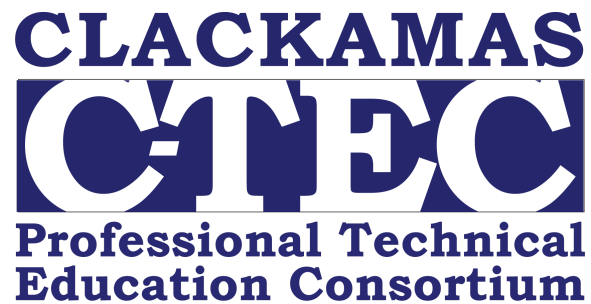
Sufficient Size, Scope and Quality

- *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.

Appendix A

C-TEC Integrated Program Application for 2025-27



25-27 Perkin Consortium Application Evaluation Criteria

A. Needs Assessment Summary (500 or fewer words, total)

A1. Process: Please offer a description of the needs assessment summary process you engaged in.

The district's responses to the CTE questions from the Integrated Guidance (Programs) application were separated and organized into a consolidated matrix, incorporating data from all partnering districts. This matrix provided a comprehensive view of the trends emerging from each question, highlighting any noteworthy deviations or outliers observed at the individual school or district level.

Additionally, regional surveys were conducted to gather opinions from Industry partners and CTE teachers in the region. In addition, data from the 90% report and Stoplight report were used in the needs assessment.

A2. Results: Describe the summary results of that needs assessment.

Needs assessments across districts consistently highlighted several areas requiring improvement. Early literacy and math proficiency, particularly among focal student groups, remain pressing concerns. There is also a significant need for expanded behavioral and social-emotional learning supports. Gaps were identified in individualized student support and in the communication between

schools and families regarding student progress. Recruitment and retention of qualified staff continues to be a challenge.

In the area of Career and Technical Education, participation data showed disproportionately low enrollment among certain student groups. This indicates a need to expand access, improve recruitment strategies, and diversify program offerings. Gender disparities persist in some pathways, which suggests a need for more targeted outreach and opportunities for students to explore nontraditional career options.

Feedback from families and community members emphasized the importance of smaller class sizes and lower caseloads as a way to improve student engagement and outcomes.

Academic performance, as measured by state assessments, remains below acceptable levels. However, the high number of test opt-outs raises concerns about whether these scores accurately reflect student learning across the board.

There has also been a noticeable decline in the postsecondary placement rate. This raises questions about how that number is calculated and how accurate it is. In addition, there is a lack of longitudinal data showing how many CTE concentrators go on to complete industry certifications, enroll in apprenticeships, or transition into related employment or postsecondary education. Strengthening data-sharing agreements with colleges, training providers, and workforce agencies will be essential to better understand and support students' outcomes after graduation.

A3. Sources: Indicate from where the data were sourced.

Data collection drew from both state and local sources to provide a comprehensive view of student outcomes and program effectiveness. State-level data included assessment results, graduation and on-track rates, and attendance records. Locally, districts gathered input through a variety of methods, including surveys, focus groups, listening sessions, and interviews with a diverse range of stakeholders such as students, families, staff, and community members.

Additional data sources included interim assessments, CTE enrollment and performance metrics, and discipline and referral records. Exit interviews and ESD Equity Briefs also informed the analysis. All data was consistently disaggregated by focal student groups to identify equity gaps and target areas for improvement.

To support ongoing CTE planning, a dedicated survey was conducted to gather CTE teachers' perspectives on current priorities and strategies. An additional employer survey captured industry input on attitudes toward career-connected learning and workforce readiness.

A4. Trends: Please name the trends noticed through the data review.

The needs assessment revealed consistent trends across the region, including persistent achievement gaps for focal student groups in English Language Arts and Math, as well as a need for stronger behavioral and social-emotional supports. Data also showed disproportionately low CTE participation among certain student populations and highlighted ongoing challenges in staff recruitment and retention. Community feedback emphasized the importance of smaller class sizes and caseloads, and analysis pointed to continued disparities in attendance and discipline for focal groups.

Survey results from CTE teachers identified both strengths and areas for growth. Most respondents reported that work-based learning implementation has been only somewhat successful or neutral, indicating a need for more formalized and expanded opportunities. Awareness of CTE pathways among students and families was also seen as limited, suggesting that enhanced outreach and communication are needed to improve participation and engagement.

When asked about factors that influence whether a student continues in a CTE program to become a concentrator, teachers most often cited student interest, scheduling conflicts, and awareness of career opportunities. Less frequently mentioned were course rigor and teacher relationships.

Teacher support systems received mixed ratings. Structured onboarding earned an average rating of 3.8 out of 5, while mentoring and coaching support was higher at 4.2. Access to CTE-specific professional development was rated lower at 3.4. However, satisfaction was high regarding equipment, supplies, and curriculum (4.8), and collaboration with industry and postsecondary partners received a positive rating of 4.2.

When asked about the region's current consortium goals, teachers were generally supportive. Goals such as expanding work-based learning, improving messaging about CTE pathways, increasing concentrator rates, and strengthening connections with industry and postsecondary partners all received average ratings above 4.2.

A separate survey of career-connected learning partners highlighted strong cross-sector relationships, particularly between K-12 schools, colleges, and workforce organizations. Events such as Manufacturing Day, Educator Externships, and the CTE Showcase were identified as successful engagement strategies. Still, partners noted challenges related to communication, time constraints, and limited awareness of opportunities among students and families. Equity gaps—especially in access to nontraditional programs—remain a concern.

To address these issues, partners recommended improving coordination, clarifying roles, expanding educator externships and PD, and continuing to invest in tools like Clackamas Connect to strengthen school-industry connections and improve equitable access to high-quality CTE opportunities.

A5. Planning: Explain how the needs assessment and data analysis have informed specific decisions for this plan and budget.

The comprehensive needs assessment and data analysis identified several key priorities that directly influenced our Perkins plan and budget. In particular, the data showed gaps in student participation in work-based learning (WBL), disparities in access to industry-aligned equipment and experiences, low retention from participants to concentrators, and a need for stronger industry engagement. These findings guided our investment in the following targeted strategies:

1. Increase Work-Based Learning Opportunities and Participation

- **Data Insight:** Participation in WBL experiences remains below state targets, especially among historically underserved student groups.
- **Budget Impact:** Perkins funds will be used to:
 - Support staff time and transportation for internships, simulated work environments, and community service projects.
 - Launch a school-based enterprise aligned with program outcomes.
 - Cover costs associated with developing BOLI-approved Pre-Apprenticeship programs.
 - Provide professional development in WBL best practices.
 - Pilot and implement a WBL tracking database in collaboration with counselors and the WBL Systems Navigator.

2. Strengthen Industry Partnerships and Alignment

- **Data Insight:** Teachers reported a lack of time and resources to build and maintain meaningful industry connections; advisory participation is inconsistent.
- **Budget Impact:** Perkins funds will support:
 - Teacher and administrator participation in industry events (e.g., conferences, trade shows).
 - Outreach activities with local businesses to explore partnership opportunities.
 - Bringing industry professionals into classrooms to speak with students.
 - Industry training for educators (e.g., job shadowing, externships).

- Hosting local advisory committee meetings and participating in regional advisory groups.

3. Upgrade Equipment and Software to Meet Industry Standards

- **Data Insight:** Program reviews highlighted outdated equipment and gaps in students' ability to earn industry-recognized credentials.
- **Budget Impact:** Perkins funds will be used to:
 - Purchase modern equipment aligned with the local IG plan and industry needs.
 - Ensure alignment between secondary programs and regional postsecondary pathways.
 - Acquire software that supports skill development and credential attainment.

4. Improve Participant-to-Concentrator Retention

- **Data Insight:** Current retention from participants (0.5 credits) to concentrators (2 credits) is at 36%, below the state target.
- **Budget Impact:** Perkins funding will support:
 - Creation of multilingual marketing materials showing program pathways and benefits.
 - Academic and mentoring supports to keep students engaged in CTE programs.
 - Data systems and professional development to support equitable instruction and project-based learning.
 - Purchase of digital curriculum and software aligned with statewide framework standards.
 - Family engagement and outreach to support awareness and recruitment into CTE pathways.

These budget decisions are directly aligned to the gaps, barriers, and opportunities identified in the needs assessment, and are designed to support measurable progress on performance targets and equitable student outcomes.

B. Equity Advanced (250 words or fewer per question)

**Note from the [ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE UPDATE 2025-27](#), pages 85-87:*

Focal Student Groups include

- *Students of color*
 - *Multiracial students*
 - *Students with disabilities*
 - *Emerging bilingual students*
 - *Student navigating poverty, houselessness, and foster care*
 - *Other students who have historically experienced disparities in our schools*
 - *Migratory students*
 - *Students recently arrived*
-
- *Justice involved youth*
 - *Students who identify as LGBTQ2SIA+*
 - *Individuals preparing for non-traditional fields*
 - *English learners*
 - *Individuals who have aged out of the foster care system*
 - *Individuals who are on active duty status in the armed forces*
 - *Other*

Engagement of focal student groups presents a unique opportunity and vital resource for collecting high impact community data to inform the practices that impact those same populations. Focal student groups and their families must be engaged in planning under this guidance and there must be demonstrated evidence and artifacts for how engagement strategies/activities impacted your chosen outcomes, priorities, strategies, and activities.

Focal student groups are defined within the Student Success Act as “students of color; students with disabilities; emerging bilingual students; and students navigating poverty, houselessness, and foster care; and other students who have historically experienced disparities in our schools”. This list has been expanded in rule to include migratory students⁸⁰, students recently arrived, justice involved youth⁸¹, and students who identify as LGBTQ2SIA+.

Throughout the Integrated Guidance, “focal students” will be used to replace the Federal Perkins V (CTE) term, “special populations.”

Laws and rules under this guidance describe students of color as including but not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, and any other racial or ethnic group identified by the school district as having historically experienced academic disparities.

Racial identity and the term "students of color" are both imperfect ways of describing complex, multifaceted, and diverse experiences. Some students may more closely identify with some terms/identities over others. What is important is to listen to how they wish to be acknowledged while being clear about the data, trends, and patterns we have about different racial and ethnic groups. The term is intended to be used intentionally and inclusively while honoring many different lived experiences and realities.

B1. What activities do you organize or lead that promote the removal of barriers and ensure nondiscrimination associated with student access to and success in CTE courses, programs, and work-based learning opportunities, particularly students from focal groups? The RC also supplies schools and districts with participation data for their individual programs of study.

The regional coordinator supports equitable access to CTE by providing schools and districts with disaggregated participation data for individual programs of study. This data helps identify gaps in enrollment and informs local strategies to increase access for students from focal groups.

Schools implement intentional recruitment and promotion strategies that target these focal groups, starting in middle school. Outreach materials and events feature diverse representation to ensure inclusivity. Common barriers are addressed by removing course fees, resolving master schedule conflicts, and eliminating unnecessary prerequisites. Physical accessibility of classrooms, labs, and equipment is also prioritized.

Equity efforts extend to classroom practices, where culturally responsive instruction is used and staff receive professional development on identifying and interrupting bias. Work-based learning opportunities are expanded with intentional inclusion of underrepresented students, supported through transportation assistance and accommodations for students with disabilities.

School counselors play a vital role in helping students identify interests and align them with CTE pathways, while also working to eliminate bias in college and career planning. Students are offered opportunities to earn college credit through CTE programs. Data on enrollment and outcomes is regularly reviewed by focal group to guide improvement. Diverse representation is also ensured on CTE advisory councils to reflect the communities served.

Efforts are made to ensure students are not excluded from CTE courses due to pull-out classes or scheduling barriers, reinforcing a commitment to inclusive participation.

According to industry partners, there is a clear need to continue expanding the effectiveness of the Clackamas Connect Career Hub, which serves as a central platform for connecting schools with industry partners. The database launched in schools last March, and moving forward, we will focus on increasing industry partner participation and exploring opportunities to expand the platform's reach beyond Clackamas County.

B2. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male- or female-dominated.

Districts use career exploration and work-based learning opportunities to expose students to diverse fields and role models. Career fairs feature professionals from underrepresented groups to challenge traditional stereotypes. Students are connected with role models and mentors who have pursued non-traditional careers. Oregon City displays materials from trade schools and apprenticeship programs alongside universities.

While enrollment gaps for focal groups, including in non-traditional fields, remain an area for improvement for some districts, analysis of enrollment data is used to identify these disparities. Industry Advisory Councils for CTE programs are carefully selected to include professionals with diverse backgrounds, including gender.

C. Well-Rounded Education (250 words or fewer per question)

C1. How do you ensure the full body of knowledge and skill statements, aligned with industry standards, are included in all CTE programs and Programs of Study?

A regional coordinator ensures CTE programs and Programs of Study (POS) fully incorporate knowledge and skill statements aligned with industry standards through structured support and review processes. A key strategy is facilitating POS renewal meetings, where educators complete a **Knowledge and Skills Matrix** to map how required competencies are taught across courses. This process helps identify and address any gaps or redundancies in instruction.

Regional coordinators also provide tools, guidance, and professional development to help teachers align curriculum with state frameworks and industry expectations. Collaboration with advisory committees and postsecondary partners ensures that course content reflects real-world workforce needs and supports college credit opportunities where applicable.

To maintain alignment, coordinators review program applications and renewals, validate the inclusion of all required standards, and offer targeted support when revisions are needed. They also promote the use of industry-recognized credentials and authentic assessments that reinforce mastery of technical and employability skills.

Clackamas Community College (CCC) has implemented a comprehensive approach to removing barriers and supporting student success in Career and Technical Education (CTE) programs. Guided by the **Guided Pathways** framework, the college provides **dedicated academic advisors** aligned with Educational Focus Areas to help students navigate their career and academic goals.

By coordinating these efforts, regional coordinators ensure high-quality, standards-based CTE programs that prepare students for success in both postsecondary education and the workforce.

C2. What academic and technical supports are offered through your grant that support teachers to help students who are not meeting performance levels?

As regional coordinators, when we identify a gap or area of need, we allocate grant funds to provide targeted professional development that helps upskill CTE teachers. We also pair new CTE educators with experienced, CTE-specific mentors to support their growth into highly effective classroom instructors.

Teachers will participate in local, regional, and national professional development opportunities focused on strategies to support students who are not meeting performance standards. In addition, program instructors will collaborate as a consortium to examine instructional alignment and share effective practices across classroom, lab, and shop settings.

The consortium will continue to sponsor Professional Learning Communities (PLCs), facilitated by college instructors in specific career learning areas. These PLCs will focus on collaboratively addressing self-identified instructional challenges to improve student outcomes through shared expertise and continuous improvement.

C3. If your districts or colleges plan to develop a new CTE Program of Study, please name the intended program(s) to be started, the timeline, and the steps taken or to be taken.

Programs to Be Submitted by June 30, 2025:

- **Agriculture:** Clackamas Academy of Industrial Sciences (CAIS)
- **Automotive:** Clackamas Academy of Industrial Sciences (CAIS)
- **Education:** Oregon City Service Learning Academy
- **Electrical Systems:** Estacada High School
- **Performing Arts:** Alliance Charter Academy
- **Clackamas Community College - Music Performance & Technology** becomes Perkins Grant eligible as it aligns with Alliance Charter Academy through a formal agreement.

Qualified teachers have been identified for all proposed programs with one exception. All positions have been filled, with one individual currently focused on program planning and scheduled to begin teaching in fall 2025.

Most of the teachers are in the process of obtaining appropriate licensure. Instructor Appraisal Committee (IAC) meetings have been scheduled prior to the end of the school year to support the licensure process, and the majority of candidates have already initiated the required paperwork.

C4. Describe the efforts you are making regionally, through partnerships and system design, to expand work-based learning opportunities.

Regionally, we are expanding work-based learning (WBL) through coordinated system design and strong partnerships, including with our Career-Connected Learning Systems Navigator and STEM hub. A key initiative is the **Clackamas Connect Career Hub**, a centralized database linking schools with industry partners offering job shadows, internships, guest speaking, company tours, and advisory involvement. This tool helps educators find, request, and track career-connected learning opportunities aligned with CTE programs.

We work closely with the Clackamas Workforce Partnership, industry associations such as Cascadia Manufacturing Network, Clackamas Community College, and Clackamas Workforce Partnership to recruit business partners and align WBL with high-demand regional industries.

We are also in the process of launching pre-apprenticeship programs in manufacturing, designed to give students hands-on experience that leads to registered apprenticeships and long-term employment. We will have four programs with pre-apprenticeship agreements that

have been approved by BOLI: CAIS Manufacturing, Riverside Health Sciences, West Linn Engineering, Wilsonville Engineering.

Additional efforts include hosting regional networking events to connect educators with employers (Manufacturing Day and Taste of Trades, CTE Showcase), supporting educator externships, and offering professional development on implementing high-quality, equitable WBL. Special attention is given to ensuring access for underrepresented student groups by offering flexible models—such as virtual job shadows and group-based tours—and providing accommodations as needed.

Through shared infrastructure, clear communication tools, and ongoing collaboration, we are building a regional WBL system that expands student access, strengthens school-industry connections, and prepares students for success in high-skill, high-wage careers.

C5. Describe the regional efforts to expand accelerated college credit opportunities for CTE students.

Regionally, we are expanding accelerated college credit opportunities for CTE students through strategic partnerships with community colleges, school districts, and CTE leaders. Our focus is on aligning high school coursework with college-level expectations to ensure students can earn dual credit in approved Programs of Study.

We work closely with **Clackamas Community College (CCC)** and other postsecondary partners to develop and maintain **Advanced College Credit (ACC)** agreements in technical areas such as manufacturing, health sciences, business, and digital media. To support alignment, the grant sponsors **professional learning communities (PLCs)** led by college instructors. These sessions help CTE teachers align content, understand grading expectations, and strengthen articulation agreements.

We also provide technical assistance to teachers and administrators navigating college faculty approval processes and help identify curriculum adjustments needed for articulation.

The program renewal process gives the consortium the opportunity to take a deep dive into what dual credit programs are currently offering and what opportunities exist working with our community college partner. This past year, the alignment process allowed us to find opportunities for new articulation agreements for the 2025-26 school year.

D. Engaged Community (250 words or fewer per question)

D1. Looking at your Community Engagement process holistically, what did you learn from the community and staff?

Looking at our community engagement process holistically, we learned that both community members and staff deeply value CTE and see it as a critical pathway for student success. From the **community and industry partners**, we heard strong support for expanding work-based learning, increasing early career exposure, and ensuring CTE programs align with regional labor market needs. Partners expressed a willingness to engage more actively through advisory committees, guest speaking, and internships, but asked for clearer systems and communication from schools.

Overall, the holistic community and staff engagement process revealed consistent themes across districts related to the importance of safety and wellbeing, enhancing instructional support and professional development, improving communication, addressing the specific needs of focal student groups, and a strong desire for expanding diverse learning opportunities, particularly in Career Technical Education. This input directly guided the prioritization of strategies and allocation of resources in their integrated plans.

Registration fees for CTE-related conferences (e.g., ACTE, Oregon CTE Conference, specialized content-area PD).

Stipends or substitute pay for teachers attending PD during or outside contract time.

Bringing in trainers/consultants to lead workshops on:

- Culturally responsive teaching
- Work-based learning implementation
- Project-based learning
- Industry-aligned instructional strategies

Teacher externships with industry partners (can cover coordination, stipends, or travel).

Travel costs (mileage, lodging, meals) for PD events, site visits, and in-person statewide PLCs.

Curriculum development days—paying teachers to align curriculum with state knowledge and skill statements or dual credit expectations.

D2. Explain how you applied the input to inform your planning.

Across all stakeholder groups, there is a shared desire for **better alignment, consistent communication, and equity-focused practices**. This feedback is directly shaping our regional priorities, particularly in expanding pre-apprenticeship pathways, improving access to dual credit, and developing professional development opportunities. These efforts are designed not only for CTE teachers but also for counselors, administrators, and core subject-area educators, equipping them with a deeper understanding of CTE and how it effectively engages students in planning for their future education and careers.

With that said, funds for professional development will be integrated into the plan, as well as time and effort by the RC to develop processes and systems (such as Clackamas Connect Career Hub) to help ease the work of our CTE teachers.

D3. Charter Schools—whether virtual, hybrid or brick and mortar—are public schools. All charter schools sponsored by school districts in your region are to be afforded equitable participation (treated as other schools in that district) in Perkins funds. If there is a charter school in your region, explain how they are equitably represented in your consortium.

In 2020, charter schools in the region had no approved CTE programs of study and received no Perkins funding. Over the past five years, intentional efforts have been made to increase their inclusion and expand access to high-quality CTE and career-connected learning opportunities.

Charter schools are now regularly invited to participate in Perkins-supported events. Their students attend the annual CTE Summer Camp hosted by Clackamas Community College, as well as Manufacturing Day and the CTE Showcase. Teachers from charter schools have also taken part in the Educator Externship program over the past two years, gaining valuable industry experience to bring back to the classroom.

Clackamas Academy of Industrial Sciences (CAIS) has developed four full CTE programs of study. Most recently, in partnership with the school principal, the CTE Regional Coordinator, and the Career-Connected Learning Systems Navigator, CAIS launched a BOLI-approved manufacturing pre-apprenticeship aligned with Plumbers Local 29.

Oregon City Service Learning Academy actively participates in the Education & Training PLC, supported by Perkins funds. This year, the school submitted an application for a full Education & Training program of study. Alliance Charter Academy is also in the process of submitting an application to establish a Performing Arts program aligned with CCC's Music Performance and Technology pathway.

Charter schools are additionally engaged through the Clackamas Connect Career Hub, a secure online platform that links educators with regional employers. This tool helps build strong school-industry connections and supports the continued growth of CTE across the region.

LONG VERSION - DO NOT USE

In 2020, charter schools in the region had no representation in approved CTE programs of study and did not receive any Perkins funding. Over the past five years, however, intentional efforts have been made to increase their involvement and ensure that charter school students have access to high-quality career-connected learning experiences.

All charter schools have been regularly invited to participate in events supported by Perkins funds. Their students now take part in the annual CTE Summer Camp hosted by Clackamas Community College, as well as regional career-connected learning events such as Manufacturing Day and the CTE Showcase.

Significant progress has also been made in developing approved CTE programs of study within charter schools. Clackamas Academy of Industrial Sciences (CAIS) now offers four full CTE programs. In partnership with the school principal, the CTE Regional Coordinator, and the Career-Connected Learning Systems Navigator, CAIS launched a BOLI-approved pre-apprenticeship program in manufacturing, aligned with Plumbers Local 29.

Oregon City Service Learning Academy has been an active participant in the Education & Training PLC, which is supported through Perkins funding. This year, an application for a full Education & Training program of study was completed and submitted for approval.

Currently, an application is in progress for Alliance Charter Academy to establish a Performing Arts program of study aligned with Clackamas Community College's Music Performance and Technology program. The application is on track to be submitted by the June 30 deadline.

Charter school teachers have also engaged in the Educator Externship program, now in its second year. This professional development opportunity connects educators directly with local industries, helping them better understand workforce expectations and bring real-world relevance back to their classrooms.

Additionally, charter schools are included in the Clackamas Connect Career Hub—a secure online platform that connects educators with regional employers. This resource strengthens relationships between schools and industry partners and supports the continued growth and success of CTE programs across the region.

E. Strengthened Systems and Capacity (250 words or fewer per question)

E1. Describe any regional efforts, systems, or partnerships, including with higher education, being implemented to assist newly recruited CTE educators and leaders, including those who are representative of student focal groups.

The Clackamas region supports new CTE teachers through a dedicated CTE-specific mentor based at the Multnomah-Clackamas Regional Educator Network. The CTE Regional Coordinator facilitates connections between new teachers and this mentoring resource. By fully participating in the year-long mentorship program, mentees have the opportunity to earn college credit through Western Oregon University by enrolling in ED 638: *Improving Conditions for Learning & Instruction*. This course fulfills the Instructional Strategies requirement for new CTE teacher licensure.

In addition, we continue to offer Professional Learning Communities (PLCs) aligned to specific programs of study, when a college instructor is available to lead the group. These PLCs have proven to be valuable for teacher collaboration and program alignment. The Education & Training PLC, in particular, has been recognized for its high-quality, impactful work.

E2. How will the consortium partner with schools, local workforce boards, STEM Hubs, and other entities to provide career awareness, exploration, preparation, and training that supports student decision making and involvement in CTE and other career connected learning activities?

The Career Systems Learning Navigator from Clackamas Community College, the Director of Career-Connected Learning from the South Metro-Salem Partnership STEM Hub, the Senior Youth Program Manager from Clackamas Workforce Partnership, and the CTE Regional Coordinator meet biweekly to coordinate planning for the following regional initiatives:

- Manufacturing Day
- Industry-Connected Classroom Project
- Employer Speed Networking
- Educator Externship Program
- CTE Showcase

These partners also collaborate on marketing strategies and improvements to the **Clackamas Connect Career Hub**, a platform designed to link industry partners with schools to support career-connected learning.

Additionally, the Regional Coordinator and Career Systems Learning Navigator actively participate in the **Cascadia Manufacturing Network (CMN)** and serve on its Talent Subcommittee. CMN is a cross-state coalition aimed at strengthening the manufacturing sector in Oregon and Washington by uniting educators, industry leaders, workforce organizations, and community partners. Its work includes workforce development, B2B collaboration, and industry advocacy.

The team also participates in the **Advanced Manufacturing Regional Action Coalition**, which fosters partnerships between industry and education. As part of this effort, the SMSP STEM Hub contracted WBTO to conduct a regional needs assessment of manufacturing and welding programs. This assessment has informed strategic investments in new equipment, equipment repairs, and targeted professional development for instructors to ensure programs remain aligned with industry needs.

E3. Member districts have identified how they share information with schools, colleges, partners, students, and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to student education plans and profiles as well as employment opportunities in high-skill, high-wage or in-demand industries defined in the needs assessment. Describe any regional systems you have in place to share this information.

Regionally, we have several systems in place to ensure consistent communication and information sharing. The CTE consortium meets monthly, providing a forum for districts and schools to share updates, highlight opportunities for students at the local, regional, and state levels, and discuss relevant professional development offerings.

In addition, a monthly newsletter is distributed to administrators, teachers, and counselors. This communication includes timely information and resources that can be shared with students and families, ensuring broad awareness of upcoming events, programs, and career-connected learning opportunities.

School counselors also meet regularly with Clackamas Community College. These meetings include the Career Connected Systems Learning Navigator and the CTE Regional Coordinator, both of whom provide updates and promote opportunities that support students, educators, and families.

To promote early access to career-connected learning, districts incorporate career awareness activities at the elementary and middle school levels through CTE preview events (Each member high school holding its own event), summer programs, and engagement with industry

speakers and site visits. College and career coordinators, school counselors, and CTE instructors work collaboratively to guide students into appropriate courses that align with their academic and career goals.

The Northwest CTE Regional Coordinator group meets regularly throughout the year to plan collaboratively, share best practices, and align regional efforts. These meetings serve as a valuable platform for discussing emerging challenges, coordinating professional development opportunities, and identifying strategies to strengthen CTE programs across the region. The group also works together to ensure consistency in Perkins implementation, promote equity in access to CTE pathways, and support cross-regional initiatives such as work-based learning, advisory board engagement, and industry partnerships.

F. Perkins Regional Reserve Grant

Oregon provides Perkins Reserve funds to build regional support for CTE Program of Study implementation and partnership. The Perkins Reserve's priority focus is the development and implementation of Work-Based Learning (WBL), Career Connected Learning (CCL), and career technical education (CTE) within the context of CTE Programs of Study (POS), especially in small/rural/remote areas of Oregon.

F1. Reserve Grant 1: Outcomes/Strategies

Describe how the outcomes, strategies, and activities in your application support the needs identified in your region.

The Perkins Reserve Grant will have the following outcomes/strategies:

Increase enrollment and engagement of historically underserved student populations in high-skill, high-wage CTE pathways through targeted summer programming.

- **Partnering with community organizations and middle schools to recruit participants.**
- **Partner with the community college to offer CTE summer school that will provide students with college credit.**

Increase Work-Based Learning Opportunities and Participation for Students to Exceed Oregon Performance Targets

- **Expand Work-Based Learning Opportunities: Partner with local businesses, community organizations, and the community college to provide a range of experiences—including**

internships, simulated workplaces, school-based enterprises, and community service projects—that connect students to real-world applications.

- **Develop and Strengthen Structured Programs:** Establish a state-approved Pre-Apprenticeship program in collaboration with the Oregon State Apprenticeship and Training Council and align school-based enterprises with program outcomes to build career-readiness and entrepreneurial skills.
- **Enhance Systems and Professional Capacity:** Participate in professional development on effective work-based learning practices and collaborate with counselors and the WBL Systems Navigator to refine the WBL database and expand access to quality opportunities.

Strengthen school, program, and teacher engagement with regional industry partners to support student career readiness.

- **Strengthening Industry Connections:** Teachers and administrators build relationships with local businesses and organizations through outreach efforts such as meetings, site visits, trade shows, and networking events to explore workforce needs and partnership opportunities.
- **Enhancing Workforce-Aligned Instruction:** Teachers engage in professional learning experiences—including workshops, job shadowing, and internships—to stay current with industry trends and strengthen alignment between high school instruction, post-secondary pathways, and career opportunities.

These strategies will support the following activities:

The Perkins Reserve Grant will support a range of targeted activities across the Clackamas County region to strengthen CTE and Career-Connected Learning. Each activity is aligned with key outcomes and supported by intentional strategies:

1. CTE Summer Camp for Students

- *Outcome:* Increase participation of historically underserved students in high-skill, high-wage CTE pathways.
- *Strategy:* Partner with school districts, counselors, and community organizations to recruit focal students; offer transportation and meals; ensure camps are hands-on and connected to local industry sectors.

2. Alignment Meetings to Expand Advanced College Credit (ACC)

- *Outcome:* Increase the number of articulated dual credit opportunities for high school students in CTE programs of study.

- *Strategy:* Host structured meetings between secondary teachers and college faculty to review curriculum, update alignment, and ensure consistent expectations for credit-earning coursework.

3. Support for Program-Specific Professional Learning Communities (PLCs)

- *Outcome:* Improve instructional quality and cross-district collaboration among CTE educators.
- *Strategy:* Fund stipends and facilitation by postsecondary faculty for regional PLCs in key program areas (e.g., Education & Training, Manufacturing), with a focus on equity, curriculum improvement, and industry trends.

4. CTE Showcase at Clackamas Community College

- *Outcome:* Increase student and community awareness of regional CTE programs and career pathways.
- *Strategy:* Partner with CCC to coordinate a hands-on, interactive showcase for students, families, and industry partners; include outreach to focal population schools.

5. OACTE Conference Participation

- *Outcome:* Strengthen the capacity of CTE teachers to implement high-quality, standards-aligned instruction.
- *Strategy:* Provide registration support and travel stipends for teachers to attend the annual OACTE conference; promote sessions aligned to regional priorities such as equity, work-based learning, and program improvement.

6. Educator Externship Opportunities

- *Outcome:* Improve teacher understanding of industry expectations and workplace skills.
- *Strategy:* Coordinate summer externships with local employers in high-demand sectors; include structured reflection and integration into classroom instruction and counseling curriculum.

7. Support for the Agriculture Teachers Summer Conference

- *Outcome:* Ensure agriculture instructors remain current in technical skills and program standards.

- *Strategy:* Provide funding for participation in statewide training, curriculum updates, and industry engagement relevant to agricultural science pathways.

F2. Reserve Grant 2-- Regional Benefit

How will the CTE Regional Coordinator ensure that all community colleges, districts, charter schools, YCEP/JDEP, online/virtual, and alternative programs, regardless of consortia membership, benefit from these regional funds to support and expand CTE and CCL opportunities?

The CTE Regional Coordinator, in collaboration with key regional partners—including Clackamas ESD, the Career Systems Learning Navigator, Clackamas Community College, and the Director of Career-Connected Learning with the SMSP STEM Hub, will ensure that all educational entities in the region benefit from the regional Reserve Grant, regardless of consortia membership.

A coordinated outreach strategy will be implemented to engage districts, charter schools, online/virtual schools, and alternative education programs (C-TEC Youth Services). This includes ongoing communication with administrators, CTE teachers, counselors, and support staff to ensure awareness of available supports and opportunities.

Efforts will focus on promoting equitable access to:

- Professional development
- Work-based learning events
- Educator externships
- Career-connected learning activities
- Advisory board participation
- CTE Showcase events
- Regional initiatives such as Manufacturing Day and the Clackamas Connect Career Hub

Through intentional collaboration and regular engagement, the region will ensure that all stakeholders, including students, families, and industry partners, understand how they can participate in and benefit from these CTE and career-connected learning opportunities.

G. Plan Summary (500 words or fewer)

G1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE.

The Clackamas County Perkins Reserve Grant will support targeted initiatives that strengthen Career and Technical Education (CTE) and Career-Connected Learning (CCL) across the region. Grounded in equity and access, the plan prioritizes expanding opportunities for historically underserved students and aligning programs with regional workforce needs.

One of the primary investments is the CTE Summer Camp hosted by Clackamas Community College. Open to all 9–12th grade students in the region, the camp offers hands-on learning experiences tied to high-wage, high-demand industries. A weighted lottery prioritizes underserved students, including those from low-income backgrounds, students of color, students with disabilities, and those with limited access to accelerated learning programs.

To increase access to articulated dual credit, alignment meetings between high school CTE teachers and college faculty will continue. These meetings ensure curriculum consistency and help expand Advanced College Credit (ACC) opportunities that promote college and career readiness.

Program-specific Professional Learning Communities (PLCs), facilitated by college instructors, will be supported to enhance instructional quality and foster regional collaboration. These PLCs focus on curriculum alignment, equity, and industry relevance in areas such as Manufacturing and Education & Training. The CTE Showcase at Clackamas Community College will also be supported to increase awareness of CTE pathways through interactive demonstrations and engagement with families, students, and industry partners.

The grant will fund professional development for CTE educators, including support for at least one teacher per high school to attend the Oregon ACTE conference. Attendees will be expected to bring back insights and resources to share with colleagues. In addition, educator externships will be expanded to give teachers and counselors real-world experience with local employers, helping them integrate workplace expectations into classroom instruction. The program will also give insight into the trades for our non-CTE teachers. Agriculture teachers will also receive support to attend their annual summer conference to stay current with technical standards and instructional practices.

To ensure all educational entities benefit, regardless of consortia membership, the CTE Regional Coordinator will collaborate closely with Clackamas ESD, the Career Systems Learning Navigator, Clackamas Community College, and the Director of Career-Connected

Learning at the SMSP STEM Hub. Outreach will engage school districts, charter schools, online and virtual schools, alternative education programs, and C-TEC Youth Services.

The plan promotes equitable access to professional development, work-based learning experiences, educator externships, and advisory board engagement. It also supports regional events such as Manufacturing Day and Employer Speed Networking, and utilizes the Clackamas Connect Career Hub to link educators and students with industry partners.

Through intentional collaboration, streamlined communication, and a shared commitment to equity, this plan will ensure that students, educators, and community stakeholders across Clackamas County have access to high-quality CTE and career-connected learning opportunities.

H. Feedback (250 words or fewer)

H1. How can ODE support your continuous improvement process?

The CTE leadership at the state level has been doing a great job supporting our work. Their clear communication, helpful guidance, and willingness to let regional coordinators do what we need to do have made a big difference. That support and trust have helped us focus on what matters most, helping teachers and students. If that continues, it will go a long way in helping us keep improving our programs and making a bigger impact across the region.

I would add that while Smartsheet is useful for tasks like submitting licensing forms and budgets, it is being overutilized in ways that make our jobs more difficult. As a tool for posting information and links, it's not user-friendly and lacks basic functionality, such as the ability to easily print contact lists. We've likely gone a bit too far in trying to use it as a one-size-fits-all solution, and it may be worth reconsidering where it's truly effective and where alternative platforms would better serve us all.

Finally, I've noticed that the decision-making process seems to be taking a bit longer than it has in the past. It would be helpful to see some improvement in the overall timeliness moving forward.

I. Attachments

I1. Perkins 2025–2027 Assurances for Consortia and Postsecondary Direct Recipients

You will upload a completed and signed assurances document. The assurance document is linked on each grantee's portal. (Artifacts must be kept in the grantee's possession, but may be required as evidence in the case of monitoring or an audit.) [2025-2027 Consortia and Direct Postsecondary Assurances](#)

<https://drive.google.com/file/d/1wEoUhejomPyoP5Tmc80j8NTa7SPr8wjh/view?usp=sharing>

I2. Perkins Improvement Plan (if applicable)

<https://drive.google.com/file/d/13K2dPX5npSIFoCGgsou7SzqtNkAWI56x/view?usp=sharing>

I3. Written Fiscal Policy

https://drive.google.com/file/d/1vE0hQbSflgATZBPEN8_LRWQN8HDbWLDT/view?usp=sharing

I4. Job Descriptions (if applicable)

<https://drive.google.com/file/d/1Ehemq4oUmeNK3j4bMui-2aMHMAo5tzlr/view?usp=sharing>

I5. Consortium Handbook for 2025 - 2027 - NOT REALLY DUE UNTIL NOVEMBER

I6. Signed Consortium Agreements (The signature page is sometimes included as part of the Consortium Handbook.)

Appendix B

2025-26 Signed Consortium Agreement

Consortium Chair
Armetta Burney
*Dean of Technology, Applied Science & Public Services
Clackamas Community College*



Consortium Contact
Bill Blevins
*Regional Coordinator
Clackamas Education Service District
13455 SE 97th Avenue
Clackamas, Oregon 97015
503-675-4017*

This document provides an overview, the full handbook can be found online: [C-TEC Handbook](#)

2025-2026 Consortium Agreement

Clackamas Career and Technical Education Consortium (C-TEC)

The Clackamas Career and Technical Education Consortium (C-TEC) works together to provide support for schools in the implementation and improvement of quality Career and Technical Education programs. This voluntary Consortium of 10 school districts in Clackamas County, Clackamas Education Service District and Clackamas Community College has been in place for over 30 years. Each school district Superintendent and Community College President elects to maintain membership in the Consortium through its annual Consolidated Improvement Plan, which requires each district to identify how supplemental federal funds will be spent to support the attainment of the districts improvement goals. This agreement outlines the goals and the working relationship of the consortium.

1. Membership

The partners in the C-TEC Consortium will be:

- Canby School District, Canby High School
- Clackamas Community College
- Clackamas Education Service District (ESD)
- Colton School District, Colton High School
- Estacada School District, Estacada High School
- Gladstone School District, Gladstone High School
- Lake Oswego School District, Lake Oswego High School and Lakeridge High School
- Molalla River School District, Molalla High School
- North Clackamas School District, Sabin-Schellenberg Professional Technical Center
- Oregon City School District, Oregon City High School and Clackamas Academy of Industrial Sciences, Oregon City Service Learning Academy
- Oregon Trail School District, Sandy High School
- West Linn-Wilsonville School District, West Linn High School, Wilsonville High School, and Riverside High School

Membership in this Consortium is voluntary. Members may withdraw from the Consortium by submitting a written request to the Fiscal Agent prior to February 1st for the following academic year providing the individual Member follows all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with the Oregon Department of Education, Office of Educational Innovation & Improvement.

- a. **Consortium Membership:** Any and all representatives from the member schools are encouraged to attend Consortium meetings and provide input when appropriate. Voting only occurs at Steering Committee meetings.

- b. **Steering Committee (Voting) Membership:** Member schools will appoint one person per school (administrator, teacher, or staff member) to represent and vote for them on the C-TEC Steering Committee (herein after referred to as "Steering Committee Member"). Clackamas Community College is allowed two voting members. Member schools are allowed to vote when they have an approved CTE Program of Study. Other schools and interested parties may attend steering committee meetings. 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.
- c. **Consortium Chairperson:** Clackamas Community College's Dean of Technology, Applied Science & Public Services will be the ex-officio head of the Consortium
- d. **Consortium Coordinator (Manager):** Clackamas ESD's Regional Coordinator or representative will establish a meeting schedule and provide a venue for sharing information
- e. **Quorum:** In order to have a quorum necessary to make decisions, at least 50% of the Consortium's voting members must be present.
- f. **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.
- g. **Removal/Changes in Governance:** Any planned removal of a Member for failure to follow Perkins assurances 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 Steering Committee 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 Steering Committee Members at least one week 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.
- h. **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), the Oregon Department of Education and/or state and federal laws.
- i. **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.
- j. **Renewal:** This document must be reviewed and renewed by each member annually.
- k. **New Members:** New Members will be added to this Consortium only when the Steering Committee reaches an agreement to allow another school/district to become a Member.
- l. **Administrative Costs and Services:** C-TEC manages the Perkins resources that are received by the eligible institutions within the consortium at the direction of the C-TEC Steering Committee. There are no additional membership fees or costs
- m. **Access to Data –** Consortium Member schools grant the fiscal agent access to confidential and personally identifiable student data relating to the implementation of career and technical education programs

2. Purpose of this Agreement

The purpose of the Consortium Agreement is to:

- a. Provide a legal structure to the Clackamas Career and Technical Education Consortium (C-TEC).
- b. Confirm each Members' willingness to continue the Consortium model of Carl Perkins funding using this document as a structural, governance guideline.
- c. Communicate structure, roles and responsibilities to member schools

3. Purpose of the Consortium

The Consortium is formed to:

- a. Provide professional development, curriculum, licensure support and researched-based program improvement for CTE teachers and CTE Programs of Study
- b. Leverage resources and knowledge of the collective whole to best improve Career and Technical Education for Member schools
- c. Provide a collective voice of schools to:
 - 1) Advocate for Career and Technical Education
 - 2) Represent the education community to business and industry
 - 3) Pursue additional funding and resources that support Consortium goals
- d. Consolidate the administration of funds and annual reports by having Clackamas Education Service District act as the fiscal agent and working together to establish and approve a yearly Consortium budget
- e. Provide a forum where all Members can have access to the latest change(s) in program guidelines and/or requirements from the State and Federal levels
- f. Use data driven decision making and to evaluate and consider student performance data when establishing consortium goals, strategies and activities.

4. Roles & Responsibilities

A. Fiscal Agent

The Fiscal Agent for 2024-2025 is identified as the Clackamas Education Service District (ESD)

1. Develop and submit all Perkins required planning and reporting documents to Oregon Department of Education on behalf of C-TEC schools
2. Develop Consortium budget at the direction of the C-TEC Steering Committee
3. Maintain inventory of Consortium equipment
4. Provide leadership to connect systems and strategies that align CTE programs with the Oregon Department of Education requirements and best practices in instruction
5. Assist in development and approval of Programs of Study by aligning secondary and postsecondary instruction, curriculum, and assessment
6. Provide leadership for the Instructor Appraisal Committee process to obtain CTE licensure or endorsements for teachers
7. Research and communicate program performance based on the student performance data from Perkins Performance measures both at the aggregated consortium and individual school levels.
8. Maintain and safeguard confidentiality of personally identifiable student data relating to the implementation of career and technical education programs; and follow federal record retention and disposal requirements as applicable to the Carl D Perkins Career & Technical Education Act of 2006
9. Provide technical assistance to CTE programs and teachers

10. Support teachers in development and improvement of CTE Programs of Study
11. Create and sustain ongoing relationships to support CTE Programs of Study
12. Plan and conduct professional and curriculum development events that improve CTE instruction and delivery
13. Pursue additional resources and projects as directed by the C-TEC Steering Committee
14. Ensure that Clackamas ESD does not exceed the 5% administrative or indirect cap allowed for Perkins funding

B. School Administrators

1. Serve as the Steering Committee Member or designate representative in your building/district to perform that function.
2. Oversee the professional development of CTE Instructors in your building and ensure that they are meeting the requirements of the Act before expending funds on the programs.
3. Work with your designated Steering Committee Member to approve Perkins Requests. Ensure that funds are being allocated strategically according to your local Perkins plan and within the guidelines provided in the Act.
4. Comply with the federal, state and local assurances.

C. Steering Committee Members

1. Serve as the primary point of contact for your school in the Consortium.
2. Attend Steering Committee Meetings and other pertinent meetings related to CTE programs.
3. Communicate information received at Consortium and Steering Committee meetings to administrative and CTE staff.
4. Provide guidance to CTE teachers in your schools that will help them understand what is developing within our region and around the state.
5. Coordinate and administer the appropriate expenditure of Carl Perkins funds and the tracking of equipment purchased with such funds, including
 - a. Prepare Perkins Plan updates for local Perkins dollars
 - b. Submit Annual Perkins Expenditure Report
 - c. Review Requests for Purchase Orders and Professional Development to insure they comply with Perkins requirements
 - d. Ensure a Carl Perkins equipment inventory is maintained
6. Complete and submit CTE required reports in a timely and accurate manner, including:
 - a. Complete CTE Program Update
 - b. Collect and submit year-end CTE data or assist designated staff person at your school.
7. Promote CTE regional activities to students and teachers in your schools, including dual credit, professional development and student events.
8. Assist with CTE Program Approval and CTE Teacher Certification issues within your school.
9. Provide the C-TEC Consortium with ideas that will improve CTE opportunities throughout the region.

D. CTE Instructors

1. Familiarize yourself with Perkins requirements and the changes in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Follow Perkins Fiscal Guidelines when requesting purchases or professional development funding
2. Participate in the professional development offered by the Consortium or otherwise beneficial to improving your program
3. Seek Perkins Eligible CTE Program of Study Approval for your program
4. Self-evaluate your program for the purpose of continuous improvement

5. Pay attention to your licensure requirements
6. Ask for help! Perkins requirements can be confusing. Steering Committee Members and the Regional Coordinator are available to assist.
7. Pursue opportunities for your students that will help them achieve their next steps: Dual Credit, Student Leadership Organizations, Career Pathways, Career-Related Learning, and the offering of Proficiency Based Teaching and Learning or Applied Academics in your program's coursework.

5. Asset Management

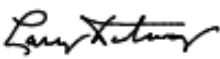
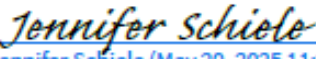
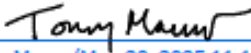
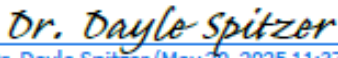
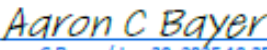
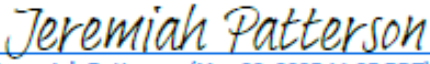
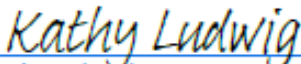
A. Fiscal Agent - The Consortium Fiscal Agent will:

1. Develop and follow an Asset Accounting Procedure for assets purchased with Carl D. Perkins funds
2. Maintain an inventory of current assets in compliance with the Carl D Perkins Act
3. Provide technical assistance in matters related to Asset Accounting

B. Consortium Members - Consortium members will:

1. Follow the Asset Accounting Procedure
2. Report inventory in accordance with Carl D Perkins requirements
3. Follow the order of steps when an asset is no longer needed for the program for which it was acquired:
 - i. Transfer asset to another Approved CTE Program of Study within the same school or institution in which it was acquired. If no other CTE Program of Study at the school or institution can utilize the asset;
 - ii. Transfer asset to another Approved CTE Program of Study within another school or institution in the consortium and notify Consortium Fiscal Agent of the transfer. If no other school or institution can utilize the asset;
 - iii. Notify the Consortium Fiscal Agent who will work with the school or institution to a) transfer the asset to another federally funded program (e.g. 21st Century Community Learning Centers, ESEA programs, or Charter School Program Grant recipients) or b) sell or dispose of the asset
 - iv. Any financial revenue resulting from the sale of the asset will be re-invested in the original CTE Program of Study in which the asset was acquired or other CTE Programs of Study within the consortium

I agree to participate as a Member in the C-TEC Consortium as outlined in this Consortium Agreement:

 <u>Larry Didway (May 20, 2025 11:40 PDT)</u> 05/20/2025 Larry Didway, Superintendent Date Clackamas Education Service District	 <u>Jennifer Schiele (May 20, 2025 11:25 PDT)</u> 05/20/2025 Jennifer Schiele, Superintendent Date Lake Oswego School District
 <u>Tim Cook (May 20, 2025 15:02 PDT)</u> 05/20/2025 Tim Cook, President Date Clackamas Community College	 <u>Tony Mann (May 20, 2025 11:15 PDT)</u> 05/20/2025 Tony Mann, Superintendent Date Molalla River School District
 05/21/2025 Jennifer Patterson, Superintendent Date Canby School District	 05/20/2025 Shay James, Superintendent Date North Clackamas School District
 <u>David Kline (May 20, 2025 12:13 PDT)</u> 05/20/2025 David Kline, Superintendent Date Colton School District	 <u>Dr. Dayle Spitzer (May 20, 2025 11:37 PDT)</u> 05/20/2025 Dayle Spitzer, Superintendent Date Oregon City School District
 05/21/2025 Ryan Carpenter, Superintendent Date Estacada School District	 <u>Aaron C Bayer (Jun 30, 2025 10:35 PDT)</u> 06/30/2025 Aaron Bayer, Superintendent Date Oregon Trail School District
 <u>Jeremiah Patterson (May 20, 2025 11:25 PDT)</u> 05/20/2025 Jeremiah Patterson, Superintendent Date Gladstone School District	 <u>Kathy Ludwig (Jun 13, 2025 13:08 PDT)</u> 06/13/2025 Kathy Ludwig, Superintendent Date West Linn/Wilsonville School District

