

Office of Learning  
Oregon Department of Education

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

**2017-2018 Update to the Perkins IV Local 5-Year Plan  
Local Improvement Plan**

**Basic Annual Application  
And  
Annual Report**



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

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## Introduction

This Introduction is a general overview of the Update to the Perkins IV Local 5-Year Plan, Local Improvement Plan, Basic Annual Application and Annual Report. For the purposes of this document, the Update to the Perkins IV Local 5-Year Plan, Local Improvement Plan, Basic Annual Application and Annual Report will be referred to by the short title of **the Local Plan Update**. For complete instructions on filling out this document, see [THE GUIDE](#) to the Perkins IV Basic Grant Application and Annual Report. For the purposes of this document, the Guide to the Perkins IV Basic Grant Application and Annual Report will be referred to by the short title of “**the Guide**.”

The focus of the Local Plan Update is on activities related to local secondary and postsecondary component designs for CTE Program of Study (POS) implementation. A minimum of 10% of the funds are required to be designated to professional development. (Reminder: This is 10% of the grant amount, but funding may be leveraged from other sources).

Each year of the Perkins IV authorization a detailed local plan updating the initial 5-year plan and previous updates has been submitted. The intent has been to reflect a single, 5-year plan that is updated annually, not a collection of five 1-year plans. Local Plan Updates will continue to update the 5-year plan annually, until the reauthorization of the Carl D. Perkins Act.

The Annual Report has been integrated into the Local Plan Update. The report sections may be completed throughout the program year as activities are completed. The **Annual Report is due Thursday, November 15, 2018**.. More information in completing the Annual Report is available in the Guide.

**Program Design Performance:** The Overview to the Local Plan Update is an opportunity to provide readers with the background and context to better understand the status of your plan. Each Core Element section must address at least one Indicator through at least one Planned Activity; well-designed SMART Goals will help you evaluate how successful your planning strategies were. (For more information about SMART Goals refer to the Guide.) If you are repeating an activity, please explain why you are repeating it. Include a discussion of the clearly measurable effectiveness that influenced your decision to repeat it, as well as an explanation of any enhancements to the activity. Planned Activities are required for Perkins Performance Measures that do not meet the 90% threshold rule. It is highly recommended that a detailed activity be included for any Perkins Performance Measure that has not been met by a comfortable margin.

**Local Improvement Planning Process:** This section will inform readers of the planning process used to create the plan and who was involved. Please note that Trend Data Worksheets are required for any Perkins Performance Measure that did not meet the 90% threshold.

**Consortium Regional Investment Planning** (Required for Consortium Basic Grant Plans ONLY): The Consortium Member Roster provides a quick look at who is involved in consortium planning and their role. When submitting the application, please attach a signed copy of the complete consortium operational agreement and copies of job descriptions of staff funded by the consortium (for more information refer to the Guide).

**Annual Report:** The Annual Report is integrated into the Local Plan Update; **do not delete these sections** when submitting your Local Plan Update. A section labeled “Summary Report” is provided for the Overview to the Local Plan Update; sections labeled “Report” are provided for each Smart Goal, Indicator, Performance Measure, and Planned Activity; the Perkins IV Basic Grant Budget Spending Report and the Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory are at the end of the document. These sections may be completed throughout the program year as activities are completed. The **Annual Report is due Thursday, November 15, 2018.**

**Statement of Assurances:** All eligible recipient fiscal agents must submit a Perkins Statement of Assurances signed by the eligible recipient’s highest level administrator. The Statement of Assurances submitted during the CIP Budget Narrative process will also apply to the Local Plan Update and Annual Report. Statement of Assurances can be found here: [2017-2018 Statement of Assurances](#).

### Special Notes

Purchasing equipment is not an activity, but may support an activity. Please limit the Local Plan Update to activities; list all planned equipment purchases in the Budget Narrative and Spending Workbook. **Any budget changes of 10% or more must be approved in advance by ODE staff.**

Since the Local Plan Update is intended to be a planning document for all activities that will address CTE priorities, activities that will not use Perkins funding may be included. **Any changes to the Local Plan Update must be approved in advance by ODE staff.** (For more information, contact Donna Brant, 503-947-5622, [donna.brant@state.or.us](mailto:donna.brant@state.or.us))

**FAILURE TO RECEIVE ADVANCE APPROVAL FOR CHANGES MAY RESULT IN LOSS OF FUNDS**

### Publication Information

The Oregon Department of Education (ODE) may publish your Local Plan Update, in complete or in part, on ODE’s Web site or through other available means. We look forward to reviewing your local plan and initiatives to implement the Act in the coming years. ODE CTE Program Staff are available to answer questions that arise as you update and revise your plan.



Carl D. Perkins Career and Technical Education Act of 2006  
2017-2018 Update to Perkins IV Local 5-Year Plan,  
Local Improvement Plan, Basic Annual Application, and Basic Annual Report

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Agency Name, Address and Authorizing Signature of Eligible Recipient:

**Clackamas Education Service District**

*Eligible Recipient Agency Name*

13455 SE 97<sup>th</sup> Avenue, Clackamas, OR 97015

*Mailing Address, City & ZIP*

*Authorizing Signature (Chief Administrator)*

06.16.17  
*Date*

**Fiscal Agent**

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

AUTHORIZED REPRESENTATIVE

Name: **Sarah Dorn**  
Position: **Regional Coordinator for Career & Tech Ed**  
Telephone: **( 503 ) 675-4017**  
Email: **sdorn@clackesd.org**

FISCAL AGENT

Name: **Tim Witcher**  
Position: **Chief Financial Officer**  
Telephone: **( 503 ) 675-4035**  
Email: **twitcher@clackesd.org**

Type of Perkins IV Local Plan Update/Application:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Direct Secondary School District Basic Plan<br>Complete the following:<br><input type="checkbox"/> Local Plan Update<br><input type="checkbox"/> Budget Narrative & Spending Workbook<br>(Submitted Online) | <input checked="" type="checkbox"/> Consortium Basic Plan<br>Complete the following:<br><input type="checkbox"/> Local Plan Update<br><input type="checkbox"/> Budget Narrative & Spending Workbook<br>(Submitted Online)<br><input type="checkbox"/> Consortium Operations Agreement | <input type="checkbox"/> Direct Community College Basic Plan<br>Complete the following:<br><input type="checkbox"/> Local Plan Update<br><input type="checkbox"/> Budget Narrative & Spending<br>Workbook (Submitted Online) |
|--|---|--|

## SUBMISSION INSTRUCTIONS

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Completed Local Plan Updates shall be submitted no later than close of business (5:00 pm PST) on **Thursday, June 29, 2017**. The Local Plan Update, including cover page, is to be submitted electronically as an attachment to an e-mail. A hard copy original of the cover page and signed Statement of Assurances should be mailed to the submission address below.

Electronic Submission Address:

[Perkins.Submit@state.or.us](mailto:Perkins.Submit@state.or.us)

Hard Copy Submission Address:

**Lauren Dressen  
Office of Teaching and Learning  
Instruction, Standards, Assessment & Accountability Unit  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203  
503-947-5636**

### Questions?

**Local Plan Update:**

Denise Brock , Education Specialist

[denise.brock@state.or.us](mailto:denise.brock@state.or.us)

503-947-5794

**Budget Narrative & Spending Workbook:**

Reynold Gardner, Education Specialist

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503-947-5615

[State CTE Staff List](#)

- Job Description(s) for consortium funded staff

## PROGRAM DESIGN PERFORMANCE

(For guidance in completing this section, refer to [the Guide](#).)

### Overview to the Local Plan Update

#### Identify major opportunities and challenges that are addressed in this plan.

Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued:

C-TEC's plans for 2017-18 will continue to leverage and support many ongoing efforts and partnerships while taking additional steps toward our goals by supporting teachers and programs of study. Highlights include:

- Academic Integration – we continue to support teachers in their efforts to add academic rigor to their Programs of Study by providing professional development opportunities that are directly related to performance/assessment data. These professional development opportunities are closely tied to the Common Core State standards, Smarter Balanced Tests, and Proficiency Based Teaching and Learning.
- Professional Development – C-TEC will support CTE programs in accessing necessary professional development to learn new technologies or remain current with industry trends
- Expand Dual Credit Offerings – New regulations surrounding dual credit will provide an opportunity to expand our offerings through sponsored dual credit
- Student Support Services – a secondary school counselor workshop that focuses on promoting understanding of CTE will help to break barriers to student (non-traditional included) participation and completion. An additional focus remains on increasing CTE program advising that will track cohorts of students in order to increase student retention.
- Clackamas Community College is beginning a 3-year process to transition to a “Guided Pathway” system that will help students explore a variety of potential careers within a general area before selecting a specialty area

Challenges that will be addressed:

- Administrative support and understanding of CTE programs – as the focus on improving and re-inventing CTE programs increases, it becomes apparent that administrative understanding of CTE programs is lacking and additional curriculum support is needed
- Data Quality Issues at both levels – data quality issues have been identified; additional work must be done at the (school/district) reporting level to ensure quality data is submitted; in addition, there is a need for continued training and discussion at the State/RC level to advise schools and districts on strategies to increase performance measures
- Advocacy for CTE Programs – it has been difficult to maintain robust CTE Programs of Study amongst diminishing education budgets. Secondary Career Pathway Funds and Revitalization Grants have made positive impacts in our region. Legislation and decreasing budgets continue to be a concern. We must continue to advocate with a common voice.

**Briefly describe the work of your school, district, or consortium in developing, implementing, and maintaining CTE Programs of Study.**

C-TEC has 54 CTE Programs of Study and renewed 8 of them in 2016-17. We are actively focused on improving the quality of all CTE programs. In 2017-18, we will focus on renewing 24 Programs of Study and moving common programs at different schools/districts to the same renewal timeline in an effort to bring teachers of common areas together more often to share curriculum, advisories, etc. In addition, we continue our efforts to increase the amount of academic rigor in programs by integrating the Common Core State Standards, the alignment of secondary and postsecondary components of the POS, quality teaching and alignment to industry standards in all programs. Finally, we will focus on increasing participation and completion in programs by implementing research-based PIPE strategies and hosting a Counselor & CTE Workshop that will provide high school counselors awareness and knowledge regarding CTE Programs at their school and the opportunities that are available upon graduation.



**Summary Report of 2017-2018 CTE Strategies and Accomplishments – DUE THURSDAY, NOVEMBER 15, 2018**

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(For guidance in completing this section refer to [the Guide](#).)

Exemplary activity/highlight of the year:

--

Opportunities leveraged/connections made/collaborations that were useful:

--

Major challenges, both met and unmet:

--

**OTHER SUPPORTED ACTIVITIES**

	Number
Joint high school and community college advisory committees established during the 2016-2017 program year. [HB 2912]	

**Indicate how your school, ESD or consortia prioritized each of these activities during the 2016-2017 program year by ranking them 1-4 in the Priority column.**

Activity	Priority
Efforts to improve the recruitment and retention of CTE teachers, faculty, administrators, and counselors, including individuals in groups underrepresented in the teaching profession. [Section 134(b)(12)]	
Efforts to improve the transition to teaching from business and industry. [Section 134(b)(12)(B)]	

Efforts to develop, improve, or expand the use of technology in CTE. [Section 135(b)(4)]	
Efforts to initiate, improve, expand, and modernize quality CTE programs (including relevant technology). [Section 135(b)(7)]	

**1. Standards and Content** (For guidance in completing this section refer to the **Guide**.)

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**Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.**

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

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

<b>Indicator:</b>	SC5 CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment
Current Status of Indicator:	Clackamas County CTE programs of study have steadily increased their use of relevant technology to teach industry standards. Programs face a continued need to upgrade and update technology in order to remain current with industry practices
<b>Perkins IV Basic Grant Plan for Indicator</b>	
SMART Goal for Indicator:	Clackamas County CTE programs will integrate new technology in order to improve alignment to industry standards as evidenced by increasing performance on Perkins Performance Measure 2S1 Technical Skills Attainment from 78.3% to 81% by June 30, 2018.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>• Regional performance on Perkins Performance Measure 2S1 will increase to 81%</li> <li>• Teacher responses to a Technology Implementation Survey that includes impact on student performance</li> <li>• Individual student performance on TSA</li> <li>• Industry collaboration and participation in identifying needed equipment and training</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	

Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	Implement and manage mini-grant process for CTE Programs of Study that will encourage programs to update technology, curriculum and program improvement strategies tied to increasing performance on technical skill attainment and alignment to industry standards.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• Regional performance on Perkins Performance measure 2S1</li> <li>• Teacher reports on Technology Implementation Survey including impact on student performance</li> <li>• Student performance on technical skill assessment</li> </ul>
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.**

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
SC5	Clackamas County CTE instructors consistently evaluate the content of their programs based on input from advisory committees, participation in professional development events, and sharing between teachers. The result is continuous improvement that requires ongoing funding to maintain alignment with industry standards. Each year we provide teachers with an opportunity to integrate relevant technology, curriculum development and other needs to improve Programs of Study and maintain alignment with industry needs. Attention will also focus on ensuring that all similar programs have at least a minimum level of industry standard equipment.

**2. Alignment and Articulation** (For guidance in completing this section refer to **the Guide**.)

Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.

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

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

Indicator:	AA3 CTE Programs of Study operate with signed articulation agreements
Current Status of Indicator:	<ul style="list-style-type: none"> <li>Clackamas County CTE programs currently articulates primarily with Clackamas Community College, while a small number of programs articulate with PCC and other community colleges in the state</li> <li>Every program of study currently articulates at least one course for accelerated college credit</li> <li>As new state-wide articulation guidelines are implemented, instructors may be required to articulate via sponsored dual credit guidelines, which will increase the number of courses and credits that are available to students</li> </ul>
<b>Perkins IV Basic Grant Plan for Indicator</b>	
SMART Goal for Indicator:	Clackamas County CTE programs, in cooperation with the aligning community college, will increase the number of new early college opportunities available to students by 5%, in the 2017-18 school year.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>Number of new accelerated college credits available to students</li> <li>Executed articulation agreements</li> <li>Collaboration meeting(s) involving high school instructors, community college faculty and dual credit coordinators</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	

Person Responsible for Evidence:	
Planned Activity #1	
Description of Planned Activity to Achieve SMART Goal:	Articulation workshops will occur in June and August 2017. These workshops, facilitated by the Accelerated College Credit Coordinator, allow time for high school instructors to complete documents that are required for articulation. Program specific articulation meetings for all content areas will occur in Fall 2017. In addition, Clackamas Community College representatives will schedule school-specific registration events at partner schools.
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• Number of new articulation agreements submitted for approval</li> <li>• Number of new courses that provide students the opportunity to earn dual credit</li> </ul>
Report on Planned Activity – Due Thursday, November 15, 2018	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.**

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
AA3 CTE Programs of Study operate with signed articulation agreements	Clackamas Community College and C-TEC members will continue to evaluate the articulation agreements among partners. High school instructors will continue to develop curriculum that aligns with community college courses to ensure that students have a variety of opportunities to earn accelerated college credit.

**3. Accountability and Evaluation** (For guidance in completing this section refer to the **Guide**.)

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**Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.**

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

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

<b>Indicator:</b>	AE4 CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards.
<b>Current Status of Indicator:</b>	Currently all CTE programs of study have a Technical Skill Assessment identified and assess student completers each year. The assessments require ongoing maintenance to remain current with industry standards, evaluate the results of the assessments, and make adjustments to program content based on the results.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
<b>SMART Goal for Indicator:</b>	Clackamas CTE students will demonstrate a 3% increase of acquisition of technical skill content on a valid and reliable assessment as evidenced by increasing performance measures on 1P1 (92% to 95%) and 2S1 (78% to 81%) during the 2017-18 school year
<b>Evidence That Will Show Achievement of Goal:</b>	<ul style="list-style-type: none"> <li>• Performance on the 1P1 and 2S1 performance measures</li> <li>• Analysis and discussion conducted by C-TEC Steering Committee and actions to address performance issues on the TSA</li> <li>• Meetings/minutes to provide evidence that the TSA has been evaluated</li> <li>• Revised technical skill assessments</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	

What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	<p>Establish a common schedule for like programs across the consortium to evaluate and revise technical skill assessments.</p> <ul style="list-style-type: none"> <li>• Similar programs are beginning to move to the same renewal year</li> <li>• Every content area will focus on revising their TSA during their renewal</li> </ul>
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• Revised and validated technical skill assessments for programs that will be renewed during the 2017-2018 school year</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.**

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
AE4 CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards.	Clackamas high schools and Community College will continue to evaluate Perkins Performance data and input from other sources (including advisory committees, career information sources, etc.) to ensure that students are gaining the technical skills necessary to be successful in postsecondary education and/or workforce. We plan to integrate feedback gathered from the technical skill assessment process in order to improve program content and alignment to industry.



Indicator	Source
AE6 CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance.	Goal 3c

Include at least one Planned Activity for each Performance Measure that **did not** meet the 90% threshold. *(If you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report)*

<b>Performance Measure:</b>	1S2 – Mathematics Attainment
Current Performance:	Clackamas’ secondary performance was 68.1% on this performance measure
<b>Perkins IV Basic Grant Plan for Performance Measure</b>	
SMART Goal for Performance Measure:	C-TEC high school members will increase the regional mathematics attainment performance measure 1S2 by 8%, from 68% to 76%, during in the 2017-18 school year
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>Performance measure 1S3</li> </ul>
<b>Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	<ul style="list-style-type: none"> <li>Review Math in CTE data and strategies at regional teacher meetings and workshops in an effort to determine how to best support instructors in delivering curriculum that integrates math with their content area</li> </ul>
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>Collaboration and sharing of strategies</li> <li>Requests for additional professional development relating to math in CTE</li> <li>CTE-related math integrated into courses</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

<b>Performance Measure:</b>	6S2 Secondary Nontraditional Completion
Current Performance:	The Clackamas Region's secondary performance was 16.78% on this performance measure
<b>Perkins IV Basic Grant Plan for Performance Measure</b>	
SMART Goal for Performance Measure:	Clackamas will improve its non-traditional completion by implementing retention strategies for non-traditional students as evidenced by an increase of any level on performance measure 6S2 in the 2017-18 school year
Evidence That Will Show Achievement of Goal:	Performance Measure 6S2
<b>Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Convene a Counselor & CTE workshop for high school counselors to create awareness and build knowledge about the CTE Programs offered in their school, as well as all opportunities available upon high school graduation
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• Convening of Counselor &amp; CTE workshop</li> <li>• Scheduled meetings between counselors and CTE Instructors at home high schools</li> <li>• Increase on Performance Measure 6S2</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

<b>Performance Measure:</b>	2P1 – Credential, Certification, Degree Completion
Current Performance:	Clackamas Community College's performance was 38.3% on this performance measure
<b>Perkins IV Basic Grant Plan for Performance Measure</b>	
SMART Goal for Performance Measure:	Clackamas Community College will implement completion-coaching supports for CTE students that will result in a 4% increase in CCC's credential, certificate and degree completion rate as evidenced by meeting the performance target on the 2P1 Perkins performance measure for the 2017-18 school year.
Evidence That Will Show Achievement of Goal:	Performance on the 2P1 performance measure
<b>Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018</b>	

What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Clackamas Community College will make contact with students are at or above 85% completion rate to help them continue their path to completion
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• # of students earning certificates</li> <li>• Performance on 2P1</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #2</b>	
Description of Planned Activity to Achieve SMART Goal:	Explore opportunities to develop additional career pathway certificates in CTE programs
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>- # of Certificates available</li> <li>- # of students earning certificates</li> <li>- Performance on 2P1</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

<b>Performance Measure:</b>	5P1 – Non-traditional Participation
Current Performance:	Clackamas Community College performance reached 14.45% on this performance measure. CCC has implemented several strategies to improve performance on this measure, but they have not succeeded in impacting the result. We continue to try new strategies.
<b>Perkins IV Basic Grant Plan for Performance Measure</b>	
SMART Goal for Performance Measure:	Clackamas Community College will improve its non-traditional participation by implementing marketing and outreach strategies for non-traditional students as evidenced by a 4% increase on performance measure 5P1 in the 2017-18 school year.
Evidence That Will Show Achievement of Goal:	Performance Measure 5P1
<b>Report on SMART Goal and Performance Measure – Due Thursday, November 15, 2018</b>	

What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Develop marketing materials specifically providing outreach for programs that are nontraditional for gender
Evidence That Will Show Success of Activity:	Tracking of marketing plan, including social media usage, etc.
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #2</b>	
Description of Planned Activity to Achieve SMART Goal:	Conduct outreach events for CTE Students to encourage high school students to transition to CCC in CTE Programs
Evidence That Will Show Success of Activity:	# of students reached by outreach sessions
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on each Performance Measure addressed above *(if you are a participant in Oregon PIPE, please refer to your PIPE implementation plan and report)*.**

Performance Measure	Plan for Maintenance or Continuous Improvement in 2018-2019
1S2 – Mathematics Attainment	C-TEC will continue to evaluate and implement strategies to improve math attainment in CTE programs.
6S2 Secondary Nontraditional Completion	C-TEC Consortium will implement proven strategies (those found from PIPE/NAPE and a Counselor & CTE Workshop) to increase nontraditional completion in high school CTE programs.
2P1 – Credential, Certification, Degree Completion	Clackamas Community College will continue to work with industry to develop new certificate programs that will allow students to transition successfully into work. CCC will also maintain close communication with students to ensure they are on the path to completion.

5P1 – Non-traditional Participation	Clackamas Community College will continue to evaluate and implement strategies to increase the participation of students that are nontraditional gender for programs including outreach, marketing materials, involvement in regional events.
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**4. Student Support Services (for designated CTE Programs of Study)** (For guidance in completing this section refer to the **Guide**.)

Listed below are indicators for quality local plans and local use of Perkins funds. *It is a requirement to choose between SS1-SS7 in addition to another indicator of your choice.*

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

**Discuss your status on the Indicator(s) you have chosen as your focus. Include the reasons you chose each Indicator. (if you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report)**

<b>Indicator #1:</b>	SS3 – Individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations
Current Status of Indicator:	All Clackamas County schools and community college are committed to providing a safe learning environment, regardless of the special populations we serve. Although committed to a non-discriminatory environment, we recognize that implicit biases do exist and we need educator engagement to achieve equity in the classroom and equality in student outcomes (NAPE).
<b>Perkins IV Basic Grant Plan for Indicator</b>	
SMART Goal for Indicator:	In partnership, Regions 2A, 2B, 1A and 15 will collaborate during the 2017-18 school year to train a minimum of one school team (from each region) comprised of teachers, counselors and administrators to integrate principles of PIPE into our member school districts to analyze current data to identify practices to improve non-traditional student participation by 5% by June 30, 2018
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>• Non-traditional student participation will increase by 5%</li> <li>• A team from each school will complete the PIPE training by June 30, 2018</li> <li>• Data analysis submitted by each team</li> <li>• Action plan for 2018-19 school year submitted by the team</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Regional coordinators or district leaders will review data with CTE teachers, administrators and counselors to identify which programs would participate in the PIPE project work
Evidence That Will Show Success of Activity:	A team is created to participate in the PIPE work
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #2</b>	

Description of Planned Activity to Achieve SMART Goal:	<p>Each team, with support of their school district or regional coordinator, will:</p> <ul style="list-style-type: none"> <li>• Complete an analysis of data that will be used to develop an action plan for implementation for the 2018-19 school year</li> <li>• Complete the PIPE Implementation Plan and Report</li> <li>• Implement the PIPE Action Plan</li> </ul>
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• Data analysis completed</li> <li>• PIPE Implementation Plan and Report completed</li> <li>• PIPE activities implemented</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

<b>Indicator:</b>	SS8 – Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities
Current Status of Indicator:	Clackamas high schools and Community College have strong relationships and structures in place to ensure that students have access to information about CTE programs. We have developed POST templates and Career Pathway drawings that demonstrate the connection and show the pathways from high school to college to career. However, accessibility to the information should be improved. In addition, high school guidance counselors need additional training about the benefits of CTE Programs and non-4 year college opportunities that are available to students.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
SMART Goal for Indicator:	Each Clackamas County High School will receive at least 2 CTE Outreach visits for students by the CCC CTE Outreach/Admissions Counselor by June 30, 2018.
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>• Visit log by CTE Admissions Counselor</li> <li>• Feedback from high school guidance staff and counselors</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Identify CTE Admissions Counselor as part of the Outreach team to attend activities that will better connect secondary CTE programs to postsecondary CTE programs at CCC



Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• CCC CTE program enrollment rates</li> <li>• 4S1 performance</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #2</b>	
Description of Planned Activity to Achieve SMART Goal:	Conduct College Connections Cadre for high school counselors and CCC personnel to meet throughout the year to identify mutually beneficial advising needs and materials
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• College Connections Cadre goals established and implementation progress monitored</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #3</b>	
Description of Planned Activity to Achieve SMART Goal:	Convene a Counselor & CTE workshop for high school counselors to create awareness and build knowledge about the CTE programs offered in their school, as well as opportunities available upon high school graduation.
Evidence That Will Show Success of Activity	<ul style="list-style-type: none"> <li>• Convening of Counselor &amp; CTE workshop</li> <li>• Scheduled meetings between counselors and CTE Instructors at home high schools</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus (if you are a participant in Oregon PIPE, please use the PIPE Implementation Plan and Report).**

Indicator	Plan for Maintenance or Continuous Improvement in 2018-2019
SS3 – Individuals who are members of special populations are not	C-TEC will continue to evaluate and implement research-based strategies to create awareness about unintentional bias and ensure that all students are provided with the appropriate supports to encourage success.

discriminated against on the basis of their status as members of the special populations	
SS8 – Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities	C-TEC members, which include representatives from high schools and community college, will continue to evaluate the link between secondary and postsecondary levels by evaluating usage rates of advising materials and by increasing knowledge of high school guidance counselors. We will evaluate the efforts and program improvement strategies as required to continue building future education and training opportunities.

**5. Professional Development** (For guidance in completing this section refer to **the Guide**.)

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**Below are indicators for quality local plans and local use of Perkins funds. Choose at least one that you will address through the activities below.**

Indicator	Source
PD1 Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).	Section 134(b)(4); Goal 5a
PD2 Professional development programs that are consistent with section 122 are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable.	Section 135(b)(5)(A)(i)
PD3 In-service and pre-service training is provided on effective teaching skills, based on research that includes promising practices.	Section 135(b)(5)(A)(ii)
PD4 In-service and pre-service training is provided on effective practices to improve parental and community involvement.	Section 135(b)(5)(A)(iii)
PD5 In-service and pre-service training is provided on effective use of scientifically based research and data to improve instruction.	Section 135(b)(5)(A)(iv)
PD6 Education programs are supported for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry.	Section 135(b)(5)(B)
PD7 Professional development programs are provided, including internship programs that provide relevant business experience.	Section 135(b)(5)(C)
PD8 Programs are provided to train teachers specifically in the effective use and application of technology to improve instruction.	Section 135(b)(5)(D)
PD9 The use of technology in CTE – which may include training of CTE teachers, faculty, and administrators to use technology (which may include distance learning) – is being developed, improved, or expanded.	Section 135(b)(4)(A)
PD10 Secondary CTE teachers follow a formal, professional development plan focused on instruction.	Goal 5b.1
PD11 Postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.	Goal 5b.2

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

<b>Indicator:</b>	PD1 Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
Current Status of Indicator:	We have provided extensive professional development for teachers in the areas of integrating academic and technical skills of CTE programs. We continue to provide opportunities to develop classroom materials that integrate academic skills into CTE programs. Performance on the academic related Perkins Performance Measures continue to improve, but this area remains a focus as a result of the shift to Smarter Balanced Assessments and Proficiency Based teaching and learning.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
SMART Goal for Indicator:	Clackamas area students will have access to CTE programs that provide rigorous academic and technical content as evidenced by increasing performance (of any amount) on 1S1, 1S2, 1S3 and 2S2 performance measures for 2017-18.
Evidence That Will Show Achievement of Goal:	Perkins Performance Measures 1S1, 1S2, 1S3 and 2S2
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 15, 2018</b>	
What Evidence for Achievement of Goal Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #1</b>	
Description of Planned Activity to Achieve SMART Goal:	Deliver professional development workshop focused on integrating Common Core State Standards in CTE programs
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• # of lesson plans or rubrics developed by teachers in the workshop</li> <li>• Implementation reports from participating teachers</li> </ul>
<b>Report on Planned Activity – Due Thursday, November 15, 2018</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #2</b>	
Description of Planned Activity to Achieve SMART Goal:	Deliver professional development workshop focused on integrating STEM Design & Inquiry strategies in CTE programs
Evidence That Will Show Success of Activity:	<ul style="list-style-type: none"> <li>• # of lesson plans developed by teachers in the workshop</li> <li>• Implementation reports from participating teachers</li> </ul>

**Report on Planned Activity – Due Thursday, November 15, 2018**

What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

**Briefly describe how you will ensure maintenance or continuous improvement on the Indicators on which you have chosen to focus.**

<b>Indicator</b>	<b>Plan for Maintenance or Continuous Improvement in 2018-2019</b>
PD1 Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).	C-TEC will use feedback from teachers and administrators, as well as performance on Perkins Performance measures, to monitor professional development needs and respond by providing opportunities for teachers to work on integrating rigorous content and challenging academic standards. The need for professional development related to integrating the Standards and Smarter Balanced Assessments will exist for many years.

**LOCAL IMPROVEMENT PLANNING PROCESS**

(For guidance in completing this section refer to **the Guide**.)

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

Team Member	Role and Responsibility
Regional Coordinator for CTE	Development of draft budgets, plans, strategies, etc.; Implements consortium-wide strategies
CTE Dean and Associate Dean	Chair of consortium. Evaluates plans, budgets, and strategies from post-secondary perspective. Liaison to community college for implementation
Director of Education Partnerships	Evaluates plans, budgets, and strategies from post-secondary perspective. Liaison to community college for implementation
Advanced College Credit Coordinator	Evaluates plans, budgets, and strategies from post-secondary perspective and brings “articulation” perspective to the table. Liaison to community college for implementation
Secondary C-TEC Steering Committee members – Canby, Colton, Estacada, Gladstone, Lake Oswego, Molalla, North Clackamas, Oregon City, Oregon Trail and West Linn-Wilsonville	Evaluates plans, budgets, and strategies from secondary perspective. Liaison to high schools for implementation
C-TEC members (administrators, teachers, counselors, school to work coordinators, etc.)	Implementation, input on strategies and needs throughout the year

**Describe the different people/groups that you consulted for this Local Plan Update beyond Improvement Planning Team members, and what they contributed.**

Name of Person or Group	Contribution(s)
Clackamas Workforce Partnership	The local workforce investment board for the Clackamas County region – the Regional Coordinator is a member of the board and their work informs the focus of C-TEC’s efforts. E.g. CWP’s sector strategies are focused on Manufacturing, Health Science, and IT, as a result much of C-TEC efforts are aligned to those.
South Metro Salem STEM Partnership	C-TEC is a member of the South Metro Salem STEM partnership – this group has 3 goals which also help inform the work and has some overlap with the work of C-TEC, e.g. increasing dual credit relationships
Columbia Willamette Workforce Collaborative	CWWC is a collaborative of 3 workforce regions and has a focus on three industries – manufacturing, healthcare and information technology. Their sector strategic plans inform the work of C-TEC

**Briefly describe the processes used for the following:  
(If there was one process, describe it in the first cell; address all items.)**

Evaluating Indicator status	Our <b>priority indicators, strategies and activities</b> were developed based on multiple methods of information gathering, including 1) review and discussion of the data related to the annual Perkins Performance Measures, 2)
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	<p>regional teacher meetings which provide teachers with the opportunity to talk about their needs, 3) C-TEC Steering and Member meetings which are a dialogue between schools, 4) the annual Perkins plans that each school submits to the consortium, and 5) the annual mini-grant process in which each member of the steering committee reviews grant requests from all schools. Each of the data points help determine where the needs exist. Strategy development is an ongoing process that involves proposals to and input from the Steering Committee. Ultimately, we identify and agree on <b>strategies and activities</b> that best meet everyone's needs and the goals we are trying to meet. In order to better prioritize the goals and activities, in the spring of 2017, the C-TEC Steering committee worked together to identify its <b>planned strategies and activities</b> for the short and long-term. In doing so, we considered the region's performance on the Perkins performance measures, other current influences on education (e.g. Achievement Compacts, STEM, focus on grades 11-14, etc.), and the current status of our CTE programs of study. We brainstormed goals and prioritized them. Then we brainstormed activities that support the goals and prioritized them. These goals and activities form the backbone of our plan. The Regional Coordinator took these strategies and activities, tied them to a closely related Perkins Indicator and developed associated <b>SMART goals</b> a plan for monitoring data and performance on goals. Any necessary revisions will be made based on input from the Committee. The Steering Committee will <b>monitor and evaluate</b> our performance on the goals annually in the spring.</p>
Identifying priority Indicators	See above
Developing SMART Goals	See above
Identifying strategies and activities	See above
Developing Planned Activities	See above
Developing monitoring and evaluation plans	See above

## Data Analysis and Planning

Each grantee is responsible for generating their own data and reports concerning the goals used to manage the grant, determine student achievement, and evaluate improvement, including data for the Perkins Performance Measures. Trend Data Worksheets are required for any Performance Measure that did not meet the 90% threshold, and must be submitted with the Improvement Plan. Trend Data Worksheets are available on the ODE website [HERE](#) (under 2015-16) but recipients may use other tools.

## Describe the data tools and processes used for analysis.

The C-TEC Consortium reviewed the performance on Perkins measures by using the ODE Trend Data Worksheets. The Regional Coordinator also compiled the data into graph form and trended the data over a three-year period. These graphs were shared in regional form (comparing the region to performance targets and state performance) and individual school form (comparing individual school performance to regional performance, performance targets and state performance).

We started using the Program Level data in some isolated instances to accomplish specific goals. However, we did not share the Program Level data widely.

Additionally, we utilized specific data sets to accomplish targeted activities, including information compiled by ODE, CCWD and Oregon Employment Department. These include Top 20 Skills Requested by Employers in Oregon, Prioritization for Training, etc. for program planning.



**CONSORTIUM REGIONAL INVESTMENT PLANNING** *(Required for Consortium Basic Grant Plans ONLY)*

(For guidance in completing this section refer to **the Guide**.)

Reminder: When submitting the application, please attach a signed copy of the complete consortium operational agreement and copies of job descriptions of staff funded by the consortium.

**Consortium Member Roster**

**CONSORTIUM:** Clackamas Career and Technical Education Consortium (Clackamas ESD)

(Add lines to tables as needed)

Name	Organization & Position	Level of Participation [planning, implementing and/or evaluating]
<b>School Districts</b>		
Greg Dinse Jamie Netter	Principal, Canby HS School to Career, Canby HS	Active Consortium Member – planning, implementing, evaluating
Lupe Hobgood	CTE Teacher, Colton HS	Active Consortium Member – planning, implementing, evaluating
Ryan Carpenter JoAnn Harrison	Principal, Estacada HS CTE Teacher, Estacada HS	Active Consortium Member – planning, implementing, evaluating
Kevin Taylor Kate Keating	Principal, Gladstone HS School to Career Counselor, Gladstone HS	Active Consortium Member – planning, implementing, evaluating
Brian Crawford Joe Morelock	Asst. Principal, Lake Oswego HS Exec. Director, Lake Oswego SD	Active Consortium Member – planning, implementing, evaluating
Randy Dalton	Principal, Molalla HS	Active Consortium Member – planning, implementing, evaluating
Karen Phillips Suzie Peachin	Principal, Sabin Schellenberg Center Asst. Principal, Sabin Schellenberg Ctr. North Clackamas SD	Active Consortium Member – planning, implementing, evaluating
Toby Futch Brent Leong	Asst. Principal, Oregon City HS CTE Teacher, Oregon City HS	Active Consortium Member – planning, implementing, evaluating
Ladine Marquardt	Asst. Principal, Sandy HS	Active Consortium Member – planning, implementing, evaluating
Judy Morris-Green Kathy Gregg	CTE Teacher, Wilsonville HS Asst. Principal, Wilsonville HS	Active Consortium Member – planning, implementing, evaluating
Sean Keating	Asst. Principal, West Linn HS	Active Consortium Member – planning, implementing, evaluating

Sarah Dorn	Regional Coordinator for CTE Clackamas Education Service District	Active Consortium Member – planning, implementing, evaluating
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***Postsecondary Partners (Community College, Private Career College, Apprenticeship Programs, University, etc.)***

Cynthia Risan Donna Larson Jaime Clarke Cheryl Tallman	Dean Associate Dean Director, Education Partnerships Dual Credit Coordinator Clackamas Community College	Active Consortium Member – planning, implementing, evaluating
Dual Credit	Portland Community College	Implementing
Dual Credit	Mt. Hood Community College	Implementing
Dual Credit	Linn Benton Community College	Implementing
Dual Credit	Chemeketa Community College	Implementing
Alignment	Cosmetology <ul style="list-style-type: none"> <li>➤ Phagan’s School of Hair Design</li> <li>➤ Paul Mitchell School</li> <li>➤ Aveda Institute</li> <li>➤ Northwest College of Hair Design</li> </ul>	Advising and Implementing
Alignment	Oregon Culinary Institute	Advising and Implementing

***Business or Industry Partners***

Bridget Dazy	Clackamas Workforce Partnership	Provides input on planning
Cindy Hagen	Clackamas County Business and Economic Development	Provides input on planning
Advisory Committee Members		Provides input to program content

FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for authorized programs. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. [PL 109-270, Sec. 131 (f)] No more than 5% of consortium funds may be used for Indirect Costs and Administration including salaries and benefits. [Section 135(d)]

**2017-2018 Perkins IV Basic Grant Budget Spending Report**

[Back to Introduction](#)

(For guidance in completing this section refer to **the Guide**.)

Function Codes					
Function Code Totals	\$\$ Planned*	\$\$ Spent**	% Change	Approval date for Changes >10%	Justification for % change <i>(What changed in your plan?)</i>
Standards & Content <b>2210</b>					
Alignment & Articulation <b>2210</b>					
Accountability & Assessment <b>2230</b> <i>including Technical Skills Assessment</i>					
Student Support Services <b>2100</b>					
Professional / Personnel Development <b>2240</b>					
Support Services - Central Activities – <b>2600</b>					
Research "Scientifically Based Research" <b>262X</b>					
<b>Total</b>					

\*As approved in August/September 2016

\*\*Ending (September 2017) online CIP Budget Narrative totals

Object Codes					
Object Code Totals	\$\$ Planned*	\$\$ Spent**	% Change	Approval date for Changes >10%	Justification for % change (What changed in your plan?)
111 Licensed Salaries					
112 Classified Salaries					
11X Support Staff Salaries					
11X Program Coordinator Salaries					
2XX Licensed Benefits					
2XXClassified/Support Staff Benefits					
2XX Program Coordinators Benefits					
12X Substitute Salaries					
31X Local Instructional Services					
31X Regional Instructional Services					
34X Travel					
410 Consumable Supplies and Materials.					
460 Non-consumable Equipment Items					
470 Computer Software					
480 Computer Hardware					
541 Initial /Additional Equipment - Depreciable					
690 Grant Indirect Charges (5% maximum)					
<b>Total</b>					
Comments:					

\*As approved in August/September 2016

\*\*Ending (September 2017) online CIP Budget Narrative totals

**2017-2018 Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory**

Include all 2015-2016 Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of \$200 or more

(For guidance in completing this section refer to **the Guide**.)

Item Purchased	ID or Serial #	Acquisition Date	Physical Location of Item	Unit Cost

(Add lines/pages as needed)