

Office of Learning  
Oregon Department of Education

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

**2016-2017 Update to the Perkins IV Local 5-Year Plan  
Local Improvement Plan**

**Basic Annual Application  
And  
Annual Report**



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This document includes the following sections:

- Introduction
  - [Submission Instructions](#)
- [Cover Page](#)
- Local or Consortium Basic Grant Plan and Annual Report
  - Program Design Performance
    - [Overview to the Local Plan Update](#)
    - [Summary Report of CTE Strategies and Accomplishments](#)
    - 1. [Standards and Content \(SC\)](#)
    - 2. [Alignment and Articulation \(AA\)](#)
    - 3. [Accountability and Evaluation \(AE\)](#)
      - [Perkins Performance Measures](#)
    - 4. [Student Support Services \(SS\)](#) (for designated CTE Programs of Study)
    - 5. [Professional Development \(PD\)](#)
  - [Local Improvement Planning Process](#)
  - [Consortium Regional Investment Planning](#)
- [Perkins IV Basic Grant Budget Spending Report](#)
- [Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory](#)

## 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, available on the Oregon Department of Education (ODE) website at <http://www.ode.state.or.us/search/page/?id=4112>. 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 16, 2017**. 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 16, 2017.**

**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: [2016-2017 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.

## SUBMISSION INSTRUCTIONS

[Back to Introduction](#)

Completed Local Plan Updates shall be submitted no later than close of business (5:00 pm PST) on **Thursday, June 30, 2016**. The Local Plan Update, including cover page, is to be submitted electronically as an attachment to an e-mail. Hard copy original of cover page and [signed assurance](#) 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  
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### Questions?

**Local Plan Update:**

Denise Brock , Education Specialist

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503-947-5794

**Budget Narrative & Spending Workbook:**

Reynold Gardner, Education Specialist

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503-947-5615

[State CTE Staff List](#)



Carl D. Perkins Career and Technical Education Act of 2006
2016-2017 Update to Perkins IV Local 5-Year Plan,
Local Improvement Plan, Basic Annual Application, and Basic Annual Report

Back to Introduction

Agency Name, Address and Authorizing Signature of Eligible Recipient:

Clackamas Education Service District

Eligible Recipient Agency Name

13455 SE 97th Avenue, Clackamas, OR 97015

Mailing Address, City & ZIP

6/13/16

Authorizing Signature (Chief Administrator)

Date

Fiscal Agent

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

AUTHORIZED REPRESENTATIVE

Name: Megan Helzerman
Position: Regional Coordinator for Career & Tech Ed
Telephone: 503-675-4017
Email: mhelzerman@clackesd.k12.or.us

FISCAL AGENT

Name: Tim Witcher
Position: Chief Financial Officer
Telephone: 503-675-4035
Email: twitcher@clackesd.k12.or.us

Type of Perkins IV Local Plan Update/Application:

- Direct Secondary School District Basic Plan
Complete the following:
Local Plan Update
Budget Narrative & Spending Workbook (Submitted Online)

- Consortium Basic Plan
Complete the following:
Local Plan Update
Budget Narrative & Spending Workbook (Submitted Online)
Consortium Operations Agreement
Job Description(s) for consortium funded staff

- Direct Community College Basic Plan
Complete the following:
Local Plan Update
Budget Narrative & Spending Workbook (Submitted Online)

## 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 2016-17 continue to leverage and support many ongoing efforts and partnerships while taking additional steps toward our goals by supporting teachers and programs of study. Some 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 and tying that directly to performance/assessment data. These professional development opportunities are now closely tied to the Common Core State Standards 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
- *Increase credentials or certificates offered in CTE programs* – C-TEC plans to expand the use of credential or certificates within CTE programs by supporting teachers in professional development, obtaining materials and piloting the use of certificates
- *Expanding Dual Credit offerings* – Districts are interested in increasing the opportunities that offer college credit. We will share models and build on existing strong relationships to look at new models of offering CTE courses that bear college credit
- *Student Support Services at the Postsecondary Level* - Clackamas Community College plans to continue to develop stronger advising and counseling supports for students in CTE programs at the Postsecondary level. Increased advising that is dedicated to CTE programs will track cohorts of students and assist in breaking down barriers to program completion in order to increase student retention. In addition, a Career Services position will assist in placement at the completion of CTE programs
- *Program Improvements* – We will acquire non-consumable supplies and technology to bring programs up to a position in which they address industry standards
- *Enhance secondary to postsecondary advising* – We will utilize tools that we have created, e.g. POST Templates and Career Pathways Drawings, and leverage existing relationships between high schools and Clackamas Community College (CCC) to enhance the level of advising and guidance at the high school level about degree and certificate programs at CCC. Including continuation of the College Connections Cadre that we began in three years ago to bring high school counselors and college representatives together to explore ways of increasing communication and alignment.

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 the understanding of CTE programs at an administrative level is lacking. The availability of CTE leadership is limited.
- *Availability of CTE Teachers* – there are very few qualified CTE teachers available and a lack of pathways for people interested in pursuing CTE teaching
- *Data quality issues at the Postsecondary level* – CCC has made significant improvement in the data quality issues related to the postsecondary Perkins data and as a result, the Perkins performance has improved. However, there continues to be room for improvement about clarifying who is being considered a “concentrator” in the data. These issues directly impacted performance on the 2P1 – Credential, Certificate, Degree Completion performance measure and others. The Institutional Research position has been implementing strategies to improve data quality, though it will take time to see those improvements reflected in the Perkins performance measures
- *Advocacy for CTE programs* – It has been difficult to maintain robust CTE Programs of Study amongst diminishing education budgets. It should be a priority

for us locally and at a state level to working with partners to develop a common voice to advocate for CTE. Our local CTE programs continue to implement strategies to increase awareness and marketing of CTE programs.

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

C-TEC has 50 approved CTE Programs of Study and renewed 1 of them in 2015-16. We also applied for 1 new CTE Program of Study. We have been actively focused on improving the quality of all CTE programs. In 2016-17 we will focus on the renewal of 9 Program of Study. 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 the secondary and postsecondary components of the POS, the quality of teaching, and alignment to industry standards in all programs.

**Summary Report of 2016-2017 CTE Strategies and Accomplishments – DUE THURSDAY, NOVEMBER 16, 2017**

[Back to Introduction](#)

(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.](#))

[Back to Introduction](#)

**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 Skill Attainment from 80% to 83% by June 30, 2017
Evidence That Will Show Achievement of Goal:	<ul style="list-style-type: none"> <li>- Regional performance on Perkins Performance Measure 2S1</li> <li>- Teacher responses to technology implementation survey that includes impact on student performance</li> <li>- Individual student performance on technical skill assessment</li> </ul>
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 16, 2017</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:	Manage mini-grant process for CTE Program of Study technology upgrades, curriculum development, other program improvement strategies tied to increasing alignment to industry standards and performance on technical skill attainment
Evidence That Will Show Success of Activity:	- Regional performance on Perkins Performance measure 2S1 - Teacher reports on Technology Implementation Survey including impact on student performance - Student performance on technical skill assessment
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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:	Manufacturing teachers will integrate new technology into their programs in order to demonstrate increased alignment to the region's Manufacturing Core Workplace Competencies
Evidence That Will Show Success of Activity:	- Improvement on Manufacturing Core Workplace Competencies self-assessment completed by teachers - Asset inventory completed
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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 2017-2018
SC5 CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment	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

**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.**

<b>Indicator:</b>	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
<b>Current Status of Indicator:</b>	Currently three secondary programs in Clackamas offer an industry recognized certificate. Several additional CTE programs have been evaluating potential industry recognized credentials that are appropriate for their programs and making plans to offer students credentials.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
<b>SMART Goal for Indicator:</b>	Clackamas County will increase the number of Programs of Study offering industry recognized certificates to students at the secondary level from three to five by June 30, 2017 as evidenced by the number of students earning industry recognized certificates
<b>Evidence That Will Show Achievement of Goal:</b>	- # of students earning industry recognized credential - # of programs offering opportunity to earn industry recognized certificate
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Achievement of Goal Shows:</b>	
<b>Person Responsible for Evidence:</b>	
<b>Planned Activity #1</b>	
<b>Description of Planned Activity to Achieve SMART Goal:</b>	Two CTE programs will evaluate and identify industry recognized credentials that align closely to their curriculum and are appropriate for the secondary level. The programs will offer the opportunity for students to

	earn the industry recognized credential by June 2016
Evidence That Will Show Success of Activity:	- # of students earning industry recognized credential - # of programs offering opportunity to earn industry recognized certificate
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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:	Teachers will participate in professional development opportunities to improve align their programs to industry Standards
Evidence That Will Show Success of Activity:	- Feedback from participating teachers
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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:	Conduct a series of regional teacher meetings in which community college and high school teachers gather to discuss alignment of content and experiences with certification process
Evidence That Will Show Success of Activity:	- Participation rate in regional teacher meetings - Feedback from participating teachers
<b>Report on Planned Activity – Due Thursday, November 16, 2017</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #4</b>	
Description of Planned Activity to Achieve SMART Goal:	Teachers will participate in professional development opportunities to improve align their programs to industry Standards
Evidence That Will Show Success of Activity:	- Feedback from participating teachers
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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 2017-2018
<p>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</p>	<p>Clackamas will continue to evaluate the credential and certificates offered by CTE programs, as well as the quality and quantity of articulation agreements. We will continue to expand opportunities for students to earn college credit while in high school. Ultimately, we will work toward the goal of offering a career pathway certificate to students while in high school.</p>

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

[Back to Introduction](#)

**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.
Current Status of Indicator:	Currently all CTE programs of study have a Technical Skill Assessment identified and conduct it in their program. The assessments will require ongoing maintenance to remain current with industry standards and to 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>	
SMART Goal for Indicator:	Clackamas CTE students will demonstrate acquisition of technical skill content on a valid and reliable assessment as evidenced by meeting the Performance Targets for the 1P1 and 2S1 measures in the 2016-17 school year.
Evidence That Will Show Achievement of Goal:	Performance on the 1P1 and 2S1 performance measures
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 16, 2017</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:	Review data with consortium members and direct resources or develop strategies to enhance areas identified as needing Improving

Evidence That Will Show Success of Activity:	Analysis and discussion conducted by C-TEC Steering Committee, and any necessary action steps put in place to address performance issues on the Technical Skill Assessment measures Agenda and Minutes reflect analysis of performance measures - Action steps documented as needed to improve performance
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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:	Purchase assessment materials in order to complete Technical Skill Assessments
Evidence That Will Show Success of Activity:	- Technical Skill Assessments conducted by all programs - Performance on 1P1 and 2S1
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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 Business & Management programs to establish general business technical skill assessment that meets state requirements and reflects business and management content
Evidence That Will Show Success of Activity	Technical Skill Assessment approved by ODE and piloted by multiple business & management programs
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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 2017-2018
AE4 – CTE concentrators who complete the secondary or postsecondary component of their	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 that they need to be successful in postsecondary education and/or the workforce. We plan to integrate feedback gathered from the technical skill assessment process in order to improve program content and alignment to industry



Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards.

standards.

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.

<b>Performance Measure:</b>	6S1 – Secondary Nontraditional Participation
Current Performance:	Clackamas’ secondary performance was 26.8% 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 participation by implementing marketing and outreach strategies for non-traditional students as evidenced by an increase (of any level) on performance measure 6S1 in the 2016-17 school year.
Evidence That Will Show Achievement of Goal:	Performance measure 6S1
<b>Report on SMART Goal and Performance Measure – Due Wednesday, November 16, 2016</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 Wednesday, November 16, 2016</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:	Evaluate equity strategies and conduct outreach or other support activities to improve participation by special populations and participants that are non-traditional for gender

Evidence That Will Show Success of Activity:	- # of students reached by outreach sessions
<b>Report on Planned Activity – Due Wednesday, November 16, 2016</b>	
What Evidence for Success of Activity Shows:	
Person Responsible for Evidence:	

<b>Performance Measure:</b>	6S2 – Secondary Nontraditional Completion
Current Performance:	Clackamas' secondary performance was 20.2% 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 2016-17 school year.
Evidence That Will Show Achievement of Goal:	Performance Measure 6S2
<b>Report on SMART Goal and Performance Measure – Due Wednesday, November 16, 2016</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:	Evaluate equity strategies and implement support strategies to improve retention and completion of programs by special populations that are non-traditional for gender
Evidence That Will Show Success of Activity:	- # of student impacted by retention strategies - Retention rates on 6S2

<b>Report on Planned Activity – Due Wednesday, November 16, 2016</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 counselor cadre to support high school counselors in supporting CTE students in high school and transitioning to Clackamas Community College CTE programs
Evidence That Will Show Success of Activity:	- Retention rates on 6S2

<b>Report on Planned Activity – Due Wednesday, November 16, 2016</b>	
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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 15.4% on this performance measure. Clackamas Community College 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.

**Perkins IV Basic Grant Plan for Performance Measure**

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 an increase (of any level) on performance measure 5P1 in the 2016-17 school year.
Evidence That Will Show Achievement of Goal	Performance measure 5P1

**Report on SMART Goal and Performance Measure – Due Monday, November 16, 2016**

What Evidence for Achievement of Goal Shows	
Person Responsible for Evidence	

**Planned Activity #1**

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

**Report on Planned Activity – Due Monday, November 16, 2016**

What Evidence for Success of Activity Shows	
Person Responsible for Evidence	

**Planned Activity #2**

Description of Planned Activity to Achieve SMART Goal	Conduct outreach events for CTE students to encourage high school students to transition to Clackamas Community College in CTE programs
Evidence That Will Show Success of Activity	- # of students reached by outreach sessions

**Report on Planned Activity – Due Monday, November 16, 2016**

What Evidence for Success of	
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Activity Shows	
Person Responsible for Evidence	

**Briefly describe how you will ensure maintenance or continuous improvement on each Performance Measure addressed above.**

<b>Performance Measure</b>	<b>Plan for Maintenance or Continuous Improvement in 2017-2018</b>
5P1 - Non-traditional Participation	Clackamas Community College will continue to evaluate and implement strategies the increase the participation of students that are a nontraditional gender for programs including outreach, marketing materials, involvement in regional events (e.g. Women in Trades, etc)
6S1 – Secondary Nontraditional Participation	C-TEC will continue to evaluate and implement strategies to improve nontraditional participation
6S2 - Secondary Nontraditional Participation	C-TEC will continue to evaluate and implement strategies to improve nontraditional participation

**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. Choose at least one that you will address through the activities below.

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.**

<b>Indicator:</b>	SS8 – Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.
<b>Current Status of Indicator:</b>	Clackamas high schools and community college have strong relationships and structures in place to ensure that students have access to information about 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, the ease and accessibility of the information could be improved upon. In addition, we would like to improve the resources and materials available to high school guidance staff to encourage the transition from high school to community college.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
<b>SMART Goal for Indicator:</b>	Each Clackamas County high school will receive at least 1 CTE outreach visit for students by the Clackamas Community College CTE Outreach/Admissions Counselor by June 30, 2017
<b>Evidence That Will Show Achievement of Goal:</b>	1) Feedback from high school guidance staff 2) Visit log by CTE outreach specialist
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Achievement of Goal Shows:</b>	
<b>Person Responsible for Evidence:</b>	
<b>Planned Activity #1</b>	
<b>Description of Planned Activity to Achieve SMART Goal:</b>	Identify CTE Communications Specialist as part of the Outreach team attend outreach activities to better connect secondary CTE programs to postsecondary CTE programs at CCC
<b>Evidence That Will Show Success of Activity:</b>	CCC CTE program enrollment rates - 4S1 performance
<b>Report on Planned Activity – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Success of Activity Shows:</b>	
<b>Person Responsible for Evidence:</b>	
<b>Planned Activity #2</b>	
<b>Description of Planned Activity to Achieve SMART Goal:</b>	Conduct College Connections Cadre for high school counselors and CCC personnel to meet throughout the year to identify mutually beneficial advising needs and materials
<b>Evidence That Will Show Success of Activity:</b>	- College Connections Cadre goals established and implementation progress monitored
<b>Report on Planned Activity – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Success of</b>	

Activity Shows:	
Person Responsible for Evidence:	
<b>Planned Activity #3</b>	
Description of Planned Activity to Achieve SMART Goal:	Identify specific counselor at CCC assigned to CTE division to monitor and support CTE student progress through degree/credential programs
Evidence That Will Show Success of Activity	Cohort persistence rates in CTE programs at postsecondary level - Performance on the postsecondary Degree/Credential Perkins Performance measure
<b>Report on Planned Activity – Due Thursday, November 16, 2017</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 2017-2018
SS8 – Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities.	Clackamas Community College and high schools will continue to evaluate the link between secondary and postsecondary levels by evaluating usage rates of advising materials/resources and by seeking feedback from high school staff about the materials. We will continue to evaluate our efforts and implement program improvements or new strategies as required to continue building linkages with future education and training opportunities.



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

[Back to Introduction](#)

**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>	PD-1 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).
<b>Current Status of Indicator:</b>	We have provided extensive professional development for teachers in the area of integrating academic and technical skills in CTE programs. We continue to provide opportunities to develop classroom materials that integrate academic skills into the CTE program. Performance on the Academic related Perkins measures continues to improve and exceed Performance Targets, but this area remains a focus as a result of the shift to Common Core State Standards, Smarter Balanced Assessments, and Proficiency Based teaching and learning.
<b>Perkins IV Basic Grant Plan for Indicator</b>	
<b>SMART Goal for Indicator:</b>	Clackamas area students will have access to CTE programs that provide rigorous academic and technical content as evidenced by meeting or exceeding performance targets on 1S1, 1S2, and 1S3 performance measures for 2016-17 school year.
<b>Evidence That Will Show Achievement of Goal:</b>	Success on this goal will be measured based on the region's performance on Perkins performance measures 1S1, 1S2, and 1S3
<b>Report on SMART Goal and Status of Indicator – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Achievement of Goal Shows:</b>	
<b>Person Responsible for Evidence:</b>	
<b>Planned Activity #1</b>	
<b>Description of Planned Activity to Achieve SMART Goal:</b>	Deliver professional development workshop focused on integrating Common Core State Standards or Proficiency Based Teaching and Learning in CTE programs
<b>Evidence That Will Show Success of Activity:</b>	- # of lesson plans or rubrics developed by teachers in the workshop - Implementation reports from participating teachers
<b>Report on Planned Activity – Due Thursday, November 16, 2017</b>	
<b>What Evidence for Success of Activity Shows:</b>	
<b>Person Responsible for Evidence:</b>	
<b>Planned Activity #2</b>	
<b>Description of Planned Activity to Achieve SMART Goal:</b>	Support teacher attendance and participation in Professional Development opportunities tied to Career & Technical Education (e.g. OACTE conference, AG Delta conference, CASE Institute, etc) or enhancing knowledge of industry skills in their content area
<b>Evidence That Will Show Success of Activity:</b>	Teachers identify the impact of professional development on teaching in their Professional Development survey responses

**Report on Planned Activity – Due Thursday, November 16, 2017**

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 2017-2018</b>
PD-1 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).	Clackamas 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. We monitor data to determine the level of need in particular academic areas, and respond with opportunities to focus in that area. The need for professional development related to integrating the Common core State 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. Implement consortium-wide strategies
CTE Dean & 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, Molalla, North Clackamas, Oregon City, Sandy 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 and Health Sciences, 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) 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 these 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 2016, 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.
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 (<http://www.ode.state.or.us/search/page/?id=4112>), 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 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).

Some of the graphs may be found here <http://www.clackamascareers.com/perkins-performance/>

We started using the Program Level data in some isolated instances this year to accomplish specific goals, e.g. for teachers in the Writing in CTE/Math in CTE workshop to compare the performance of students in Writing or Math in their program to the performance of other programs in their school. 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, local manufacturing industry surveys, 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 Rob Holveck	Principal Vice Principal Canby School District	Active Consortium Member – planning, implementing, evaluating
Lupe Hobgood	CTE Teacher Colton School District	Active Consortium Member
Ryan Carpenter	Principal Estacada School District	Active Consortium Member
Nancy Bailey	Principal Gladstone School District	Active Consortium Member
Heather Fix	Counselor Molalla River School District	Active Consortium Member
Karen Phillips Suzie Peachin	Principal Vice Principal Sabin-Schellenberg Center North Clackamas School District	Active Consortium Member
Toby Futch	Assistant Principal Oregon City School District	Active Consortium Member
Matt Newell	Assistant Principal Sandy High School	Active Consortium Member
Annikke Olson Judy Morris-Green	Assistant Principal Teacher West Linn/Wilsonville School District	Active Consortium Member
Megan Helzerman	Regional Coordinator for CTE Clackamas Education Service District	Active Consortium Member

**Postsecondary Partners (Community College, Private Career College, Apprenticeship Programs, University, etc.)**

Cynthia Risan Larry Cheyne Jaime Clark 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 <input type="checkbox"/> Phagan's School of Hair Design <input type="checkbox"/> Paul Mitchell School <input type="checkbox"/> Aveda Institute <input type="checkbox"/> Northwest College of Hair Design	Advising and implementing
Alignment	Culinary Arts <input type="checkbox"/> Oregon Culinary Institute	Advising and implementing

**Business or Industry Partners**

Bridget Dazey	Clackamas Workforce Partnership	Provide input on planning
Cindy Hagen	Clackamas County Business and Economic Development	Provide input on planning
Advisory Committee Members		Provide 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)]



**2016-2017 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					
2XX Classified/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

**2016-2017 Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory**

Include all 2016-2017 Perkins-funded purchases of equipment or non-consumable supplies with a unit cost of \$200 or more

(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)*