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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: Oregon State Board of Education on Beha

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

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3. Type of Perkins V State Plan Submission: ☑ 1-Year Transition Plan (FY 2019 only) ☑ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☑ Yes ☑ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature: 

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
OREGON TRANSITION YEAR STATE PLAN
FOR CAREER AND TECHNICAL EDUCATION
2019-2020

In fulfillment of the requirements for the
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER
AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)

PUBLIC LAW 109-270

Originally submitted: FEBRUARY 2008
Updated May 2019

State Board of Education
Oregon Department of Education
Office of Teaching, Learning and Assessment
255 Capitol Street NE
Salem, OR 97310

Higher Education Coordinating Commission
Office of Community Colleges and Workforce Development
255 Capitol Street NE
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PART II: STATE PLAN NARRATIVE

In fulfillment of the requirements for the
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER
AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)

PUBLIC LAW 109-270
A. Planning, Coordination, and Collaboration Prior to Plan Submission

State Board of Education
The State Board of Education approved this State Plan at its regular meeting in March 2008 and designates the Oregon Department of Education to maintain and update the State Plan. The Transition Year plan maintains all of the core elements of Oregon’s Perkins IV State Plan. The State Board of Education was briefed on the transition plan in April 2019 and remains in support of the Department’s efforts.

Perkins IV State Plan and Perkins V Transition Plan Leadership and Coordination
The Perkins Leadership and Coordination Work Group from the Oregon Department of Education (ODE) and the Higher Education Coordinating Committee (HECC) managed the overall development effort for the Oregon State Plan for Career and Technical Education, 2008-2018, and the Transition Plan 2019-2020 (hereinafter identified in this document as the State Plan). ODE also assisted in developing the leadership agenda and assured that work was completed in a high quality, timely manner. Members of the work group led in organizing, staffing, and compiling the recommendations of the various task forces and of the Perkins Policy Advisory Committee described below.

Perkins IV State Plan Development
The Perkins IV State Plan was developed with stakeholder engagement in the form of task forces. Over 100 individuals from across the state participated in the work of the State Plan development task forces. The task forces represented a broad base of stakeholders, including, but not limited to, school administrators, school board members, academic and career and technical teachers, postsecondary education faculty, guidance staff, organized labor, business and industry, parents, employers, workforce agency partners, students, and representatives from the Governor’s Office. Public notices were posted for all meetings and provisions made for guests.

The four task forces were: Program Design and Development, Accountability and Evaluation, Professional Development, and Special Populations. The State Transition Plan was approved by the Oregon State Board of Education in April 2007 and the U.S. Department of Education in July 2007.

The Program Design and Development Task Force identified the four core elements that will constitute Oregon’s Career and Technical Education (CTE) Program(s) of Study:

1. Standards based content.
2. Alignment and articulation between secondary and postsecondary curriculum design.
3. Measurement of technical skill and academic attainment through valid and reliable assessments.
4. Incorporation of student services.

The Accountability and Evaluation Task Force created:

1. Definitions for performance measures.
2. Recommendations for ensuring quality, relevant data.

The work of the Professional Development Task Force included:

1. Recommendations for a CTE statewide professional development system.
2. Long-term and short-term strategies for teacher recruitment, retention, and licensure.
3. Recommendations to ensure a focus on quality instruction.

The outcomes from the Special Populations and Nontraditional Task Force included:
   1. Recommendations for system-wide policy development.
   2. Recommendations for Perkins-specific policy development.
   3. Strategies for special education and nontraditional students to access CTE programs.
   4. Instructional strategies for special education and nontraditional students in CTE programs.

The Perkins IV State Plan Policy Advisory Committee had the following responsibilities:
   1. Review the State Plan for coherency and alignment between secondary and postsecondary education.
   2. Identify gaps and implementation challenges.
   3. Finalize the State Plan recommendations.
   4. Identify additional policy recommendations that would strengthen the connection of the Perkins IV State Plan to the PK-20 system work.

Members of the Perkins Policy Advisory Committee included representatives from the Legislature, the Governor’s Office, State Board of Education, Oregon Workforce Investment Board (now known as the Oregon Workforce Talent and Development Board, or WTDB), the Bureau of Labor and Industry (BOLI), organized labor, business and industry, CTE Regional Coordinators Network, PK-20 education system, ODE, and Office of Community Colleges and Workforce Development (CCWD).

Perkins V Transition Year Plan Development
Oregon decided to maintain its Perkins IV focus and efforts during the transition year, allowing stakeholders and staff to focus energy on developing a comprehensive, coherent CTE plan for Oregon that integrates more seamlessly into the current system. A team of individuals from ODE and CCWD updated the language of the State Plan while maintaining and streamlining current processes and procedures.

Key Partners for Career and Technical Education
Key stakeholders that were represented in the development of Oregon’s State Plan play an ongoing and significant role in the implementation of CTE in Oregon. The stakeholders (listed below) represent the PK-20 education and workforce system and provide structures and supporting processes to ensure that CTE is integral to Oregon’s education and workforce efforts. These stakeholders also lead the development of education and workforce policy initiatives that support a common vision and shared responsibility for the success of all students and for Oregon’s workforce.

Oregon State Board of Education
The State Board of Education (SBE), appointed by the Governor, establishes policy for all Oregon public schools and community colleges K-14. The governance scope of the SBE applies to ODE, headed by an appointed Deputy Superintendent of Public Instruction. The SBE also serves as the State Board for CTE under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. In these roles, the SBE is the entity with the legal authority to approve this State Plan.

Higher Education Coordinating Commission (HECC)
Established in 2011 and vested with its current authorities in 2013, the Higher Education Coordinating Commission (HECC) is a 14-member volunteer commission appointed by the Governor, with nine voting members confirmed by the State Senate. The Commission develops and implements policies and programs to ensure that Oregon’s network of colleges, universities, workforce development initiatives,
and pre-college outreach programs is well coordinated to foster student success. It also advises the Oregon Legislature, the Governor, and the Chief Education Office on policy and funding to meet state postsecondary goals. HECC is supported by the state agency by the same name, comprising eight distinct offices. Beginning in July 2015, the Oregon Department of Community Colleges and Workforce Development came under the direction of the HECC.

**HECC Office of Community Colleges and Workforce Development (CCWD)**
The Office of Community Colleges and Workforce Development (CCWD) manages Oregon’s General Fund resources designated for Oregon’s 17 community colleges. In addition, CCWD implements and oversees Title II of the Workforce Investment and Opportunity Act (WIOA), Adult and Family Literacy Education Act, and High School Equivalency Programs.

In conjunction with HECC, CCWD will continue to develop policies and procedures for community college programs and courses. Through an interagency agreement with ODE, technical support and program approval for CTE is shared. Also, through the interagency agreement, ODE distributes and manages the Perkins grants to eligible recipients.

**Oregon Department of Education (ODE)**
The Oregon Department of Education (ODE) is responsible for elementary and secondary education in Oregon’s public schools from preschool through grade 12. ODE also provides leadership for the Oregon School for the Deaf and Oregon School for the Blind, regional programs for children with disabilities, and education programs in Oregon’s youth corrections facilities and private career schools. In addition, ODE serves as a liaison and monitors implementation for a variety of state and federal programs, including the Carl D. Perkins Act (Perkins) and the Every Student Succeeds Act of 2016 (ESSA).

Seated within ODE is the Office of Teaching, Learning and Assessment (OTLA). This office provides leadership for CTE through the Secondary-Postsecondary Transitions Team and the High School Success Team. The department’s integrated approach allows this team to coordinate and leverage resources across PK-14 education.

Structures and processes in ODE that support CTE include staff, fiscal management, data collection, policy development, and professional development. OTLA also leads the development of content standards and collaborates with the Office of Student Services, which provides leadership and services for diverse learners (e.g., special education), and the Office of Research and Accountability, which manages the state academic performance accountability system.

**Bureau of Labor and Industries (BOLI)**
The mission of the Bureau of Labor and Industries (BOLI) is to protect employment rights, advance employment opportunities, and protect access to housing and public accommodations free from discrimination. As part of this mission, several offices within BOLI, along with the Labor Commissioner, have been champions of the growth and expansion of CTE programs in Oregon. BOLI representatives have served on the CTE Revitalization Grant Advisory Committee, provided resources for career related learning experiences, and continue to bridge the gap between secondary and postsecondary CTE programs with pre-apprenticeship and registered apprenticeship programs in Oregon.

**Council of Instructional Administrators (CIA)**
Each of Oregon’s 17 comprehensive community colleges is managed by a locally appointed Board of Directors. The instructional leaders from each of the colleges serve on the CIA and convene regularly
with CCWD leadership to discuss policy development and implementation. Community college CTE Deans participate in the CIA.

**Oregon Transfer and Articulation Committee (OTAC)**
HECC works closely with campus representatives on articulation and transfer, including through OTAC, a cross-sector group of administrators and researchers dedicated to maintaining statewide transfer degrees.

**Oregon Workforce Talent and Development Board (WTDB)**
The WTDB is the Governor’s advisory board on workforce issues, comprising leaders representing private sector businesses, labor, and state and local governments and agencies. A majority of the nearly 40 members represent the private sector. One of the chief duties of the WTDB is to assist the Governor in developing a five-year strategic plan for Oregon's comprehensive workforce system.

**The Workforce Executive Team (WSET)**
WSET was formed in 2016 as an operational and decision-making group regarding workforce system project development and implementation. The group comprises staff from the Oregon Employment Department (OED), HECC, and the Oregon Department of Human Services (DHS). WSET has been tasked with collaboration around cross-agency programs and initiatives.

**The Workforce Innovation and Opportunity Act (WIOA) Implementation Committee**
The WIOA Implementation Committee provides leadership and oversight of this critical priority and meets to discuss and approve priorities for the development of workforce system policy and guidance, review key workforce system issues prior to policy development and recommend strategies and approaches to address these issues, track progress of policy and guidance development and recommend adjustments to priorities and approaches as needed, and other related issues. Membership of the WIOA Implementation Committee is appointed by the Chair of the WTDB.

**Oregon Employment Department (OED)**
The Oregon Employment Department (OED) is Oregon’s designated entity for the collection, analysis, and dissemination of occupational information. As a member of the Partnership for Occupational and Career Information (POCI), OED will continue to lead and coordinate the activities of that partnership.

**Partnership for Occupational and Career Information (POCI)**
The Partnership for Occupational and Career Information (POCI) is composed of representatives from four state entities:
1. Oregon Employment Department
2. Oregon Career Information System
3. Oregon Department of Education
4. Oregon Office of Community Colleges and Workforce Development

POCI, established by a Governor’s Executive Order, coordinates and cooperates across the education and workforce system to identify and/or develop, disseminate, and effectively use the best occupational and career information products for Oregonians. POCI is Oregon’s recognized body for coordination of Section 118 activities within the Perkins IV Act.

**CTE Network**
CTE Dual Credit Coordinators, secondary CTE leaders, CTE Regional Coordinators, and Community College Leaders compose the CTE Network. The CTE Regional Coordinators provide technical assistance
to secondary and postsecondary programs and maintain the program approval and evaluation process for secondary programs. Some members also serve as leaders in the effective distribution of Perkins funds. The CTE Deans provide leadership for community college CTE programs. Each of these groups meets regularly throughout the year, with ODE/CCWD staff in attendance as well. The full CTE Network meets two times per year. A subgroup of the CTE Network – the Statewide Communication Team – comprises 10 representatives from various constituents. This group helps with statewide messaging, leadership, and decision-making. In 2019-2020, the CTE Network is rebranded as the Network, and includes STEM Hub representatives and dual credit coordinators.

**Teacher Standards and Practices Commission (TSPC)**
The Teacher Standards and Practices Commission (TSPC) ensures that every student in Oregon is taught by caring, competent, and ethical educators. The TSPC is responsible for establishing rules for teacher licensure and issuing licenses or registrations to public school teachers, administrators, school counselors, school psychologists, and school nurses. The TSPC maintains professional standards of competent and ethical performance and proper assignment of licensed and registered educators. This agency also adopts standards for approval of college and university teacher education programs that lead to licensure. TSPC and ODE work collaboratively on the processes and development of policies that relate to Oregon’s CTE licensure system and instructor appraisal process. During the 2016-2017 school year, significant work was done to streamline the alternative licensure route for CTE teachers entering the teaching profession from industry. Updated applications and a streamlined approval process were implemented to decrease the time required to process teacher license applications. ODE and TSPC collaborated to update the licensure rules and are currently in the process of approving the new rules. A guide to obtaining and maintaining a CTE license was created and made available to the network of Regional Coordinators that assist in the licensure process.

As of July 1, 2015, HECC governs the Department of Community Colleges and Workforce Development (CCWD), which is now the Office of Community Colleges and Workforce Development. Prior to July 1, 2015, the Oregon State Board of Education governed CCWD and ODE. ODE is the eligible agency for the receipt and administration of Perkins funds. By agreement with CCWD, Perkins funds are distributed to school districts, community colleges, regional and local consortia, individual entities, and correctional institutions.

Upon request, the Perkins State Director will give reports on the status of the State Plan for Career and Technical Education to the State Board of Education, the WTDB, and HECC. These entities will serve as forums for coordination among CTE, adult education, the Workforce Investment Act, welfare reform, state economic development initiatives, the State Unified Workforce Plan, and other emerging programs and legislation throughout the time period covered by this plan.
B. Program Administration and Implementation

1. **State’s Vision for Education and Workforce Development**

   a. *Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board.* (Section 122(d)(1) of Perkins V)

   b. *Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals.* (Section 122(d)(2) of Perkins V)

   c. *Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965.* (Section 122(d)(3) of Perkins V)

   d. *Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of the Act for purposes under section 124 of the Act.* (Section 122(d)(7) of Perkins V)

This revised document serves as the Oregon Perkins V Transition Year State Plan, 2019-2020. The Oregon Department of Education (ODE) and the Office of Community Colleges and Workforce Development (CCWD), along with key partners, have identified critical focus areas to support integrated initiatives. CTE is poised to help provide meaningful and relevant secondary and postsecondary education. This Transition Year State Plan supports Oregon’s vision to refine and enhance a connected and integrated PK-20 education and workforce system and allows time for Oregon to come together to develop the Perkins V Oregon State Plan for CTE. Oregon will be working with stakeholders throughout the transition year to refine the state’s vision and build more coherent alignment with the current CTE/Education/Workforce landscape.
During the transition year, Oregon decided that the needs of the state would be best served by combining the broad areas of work listed below to address the continued implementation of the CTE State Plan:

- Connect with and leverage Oregon’s educational and workforce initiatives.
- Continue with Oregon’s Equity focus and reduce opportunity gaps.
- Focus on quality rubric for Programs of Study.
- Enrich professional development to address the integration of academic and technical content, instructional strategies, and technical skill assessment related to Programs of Study.
- Collaborate in the identification and implementation of support strategies for recruitment, training, and retention of CTE instructional staff.

2. **Implementing Career and Technical Education Programs and Programs of Study**

   a. **Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients.** (Section 122(d)(4)(A) of Perkins V)

   b. **Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will**—
      
      i. promote continuous improvement in academic achievement and technical skill attainment;
      
      ii. expand access to career and technical education for special populations; and
      
      iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

   c. **Describe how the eligible agency will**—
      
      i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
      
      ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
      
      iii. use State, regional, or local labor market data to determine alignment of eligible recipients’ programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations.
identified by the State board, and to align career and technical education with such needs, as appropriate;

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

**Background: Programs of Study Framework**

Oregon’s State Plan promotes a comprehensive program of academic and technical study that prepares students for both secondary and postsecondary education and careers that are high-skill, high-wage and in-demand.

Oregon aligns CTE programs to the National Career Clusters Framework. The USDOE/OVAE revised the Career Clusters® standards into the Common Career Technical Core (CCTC), which ODE adopted during the summer of 2013. There have been some subtle modifications (e.g., Oregon has an Automotive Cluster, as the state has no Transportation Programs of Study, but reports Automotive POS data as Transportation data in its annual report). All new and renewing Programs of Study are designed using the CCTC Skill Sets, or a nationally recognized industry skill set.

The following guiding principles are the foundation for the development of the Programs of Study:

- Prepare students for the full range of postsecondary options: two-year college, four-year college, registered apprenticeship, the military, and formal employment training.
• Provide students with a strong foundation of industry-based knowledge and technical skills that enables students to pursue a wide range of career options in a variety of fields.
• Offer academic and technical preparation in occupationally-specific postsecondary training and in the broader secondary career development program.
• Connect academic and technical curriculum grounded in academic and industry standards.
• Leverage Perkins requirements and existing state initiatives (e.g., high school graduation and college and career readiness, career pathways) to support and integrate curriculum, instruction, and assessment.
• Promote joint planning and team-integrated instruction among academic and technical instructors with a secondary to postsecondary integrated instructional focus.
• Use data on student achievement, grade-to-grade transition, high school completion, postsecondary enrollment, and postsecondary attainment, to assess success and improve programs.
• Focus on equity and engagement strategies for students who have not historically participated in Programs of Study.

CTE Programs of Study Definitions and Core Elements
(2a: Program of study support and development)

Oregon defines a CTE Program of Study as a single continuum of study designed by secondary and postsecondary partners. The central construct of a Program of Study is the non-duplicative technical, academic, and career related knowledge and skills (employability/soft skills) that are acquired through a sequence of secondary and postsecondary courses. Oregon’s Program of Study definition supports a design that transitions beyond a sequence of courses to aligned secondary-postsecondary standards (i.e., knowledge and skills) and credit articulation. This approach supports the State Board of Education’s desire to provide opportunities for proficiency based credit and articulation.

Five core elements serve as the cornerstones for quality CTE program design and implementation.

1. Standards and Content are academic and technical knowledge and skills.
   The knowledge and skills are a basis for curriculum and instruction that has the depth and breadth to address all aspects of an industry and prepare students for high-skill, high-wage, and in-demand occupations.

2. Alignment and Articulation leads to non-duplicative sequences of courses and/or education experiences. Students receive credit at the next step institution through institutional level agreements to ensure long-term sustainability and cross system cooperation.

3. Accountability and Assessment incorporates academic and technical skill attainment measurements and assessments that are designed to meet or exceed state adjusted levels of performance. Assessments meet the state criteria for external, valid, and reliable assessments.

4. Student Support Services provides guidance, advising, and resources to assist students to transition through the educational continuum toward a career goal or next step educational opportunity.

5. Professional Development provides educators and administration with
relevant experience and training needed to promote the integration of challenging academic content and industry-based technical standards that will lead to improved student performance and skill acquisition.

Implementation
Oregon will continue to support schools in developing quality Programs of Study that center around the five core elements. The approval process will remain the same as the Perkins IV State Plan. The transition year will be utilized for stakeholder engagement in reviewing program development policy and processes, including, but not limited to, the development of a local needs assessment as required in The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Oregon will allow a one-year delay on program renewals as we develop our Perkins V plan.

The following focus areas will guide Program of Study development and implementation during the Perkins V Transition Year:

Focus areas for implementation:
• Promote and support the development of secondary to postsecondary regional strategies that enable horizontal and vertical alignment and articulation in the Programs of Study.
• Identify models of rigorous CTE courses, of integrated academic and technical content.
• Develop a local needs assessment to be implemented as part of the Perkins Program of Study development and approval process, in collaboration with key stakeholders.
• Utilize and promote the resources that identify postsecondary degrees, credentials, awards, or licensure that address global, state, and local high-skill, high-wage, and in-demand occupations.
• Collaborate with CTE partners to implement statewide CTE professional development and implement technical assistance as needed.
• Encourage the use of multiple delivery models, including distance education, summer programming, and regional CTE centers to extend resources for students.
• Develop a program improvement model, in collaboration with the CTE Network.
• Ensure support for high quality CTE Program of Study development, in collaboration with the High School Success Team.

Background Academic Achievement and Technical Skills Attainment
(2b process and criteria for approval of programs of study)

Planning and Eligibility
At the secondary level, Perkins-eligible recipients submit a program application seeking full program approval for a four-year period. A program may initially choose to be approved for a three-year developmental period until all of the standard approval criteria can be met. Once approved, this application is kept current through an annual audit and update. At the end of four years, a renewal application is submitted. The CTE program approval process is managed regionally by the CTE Regional Coordinator, who reviews the application and conducts a site visit before forwarding the application to the ODE office.

Community college programs become Perkins eligible as a result of partnering with a secondary CTE Program of Study. Through the POS application process, the partnering postsecondary institution is identified, and a roadmap illustrating the cohesive, integrated, secondary through postsecondary
pathway connection is outlined, along with assurances from the secondary administrator, regional coordinator, and postsecondary program administrator.

**Rigorous Academic and Technical Skill Integration and Achievement**

The State Board of Education maintains an emphasis on rigor, relevance, and relationships. Secondary CTE instruction is guided by Oregon’s Academic Content Standards. The integration of academic and technical standards is identified through the Oregon Skill Sets.

It is important to note that nearly all secondary CTE in Oregon is delivered through comprehensive high schools and community colleges. The academic component within the Program of Study is delivered in the same educational setting as the technical skills component. This is true for both high schools and community colleges. Oregon has sustained a comprehensive CTE delivery model without reliance on separate local or area skills centers. Secondary and postsecondary students participating and concentrating in CTE are enrolled in academic classes with their non-CTE student colleagues. This has the effect of expanding access to CTE programs subject to the availability of specific learning areas in a given school.

It is understood that CTE provides a relevant context for learning and can be effective in keeping students engaged and excited about learning. As Programs of Study are designed and new program applications are submitted, documentation is required that demonstrates the alignment of academic and technical knowledge and skills for the Programs of Study. Beyond the dedication to appropriate academic and technical breadth, depth, and rigor, Oregon’s focus on Programs of Study that are aligned with high-wage and in-demand careers should provide appropriate learning experiences and guidance to support students’ goals involving career and college choices.

**Implementation**

Integration of academic and industry-based technical skills is the foundation for Oregon’s Programs of Study. During the transition year, Oregon will continue to implement current accountability indicators while establishing baselines and initial performance levels for new indicators.

To further promote continuous improvement in academic achievement and technical skills attainment, Oregon will continue to refine how data are utilized to evaluate quality Programs of Study. Oregon is committed to ensuring that all students have access to challenging academic and skill-based programs that prepare them for high-skill, high-wage, and in-demand occupations.

**Focus areas for implementation:**

- Leverage the Oregon Equity Lens and expand access to CTE through intentionally-designed Programs of Study that are inclusive of all students, including historically underrepresented students.
- Implement the Continuous Improvement-Technical Assistance Model, including the use of local program improvement plans if eligible recipients do not meet 90% of their negotiated levels of performance.
- Require local collection, reporting, and analysis of CTE concentrator performance data as a criterion for Perkins eligibility.
- Provide training for accurate data submission and school or program data analysis for the purpose of program improvement.
- Revise the Quality Assurance and Program Approval Criteria to align with the secondary-postsecondary shared Program of Study concept.
• Provide examples of effective instruction to ensure every student can progress to their next appropriate skill level (instructional effectiveness and assurance of accessibility).
• Provide for student and parent access to career pathway information by way of roadmaps and web-based resources.
• Encourage the use of applied learning experiences, including student leadership, internships, work experience, registered apprenticeships, and other work-based learning.
• Promote connections to community college bridge programs and student services.
• Ensure the Oregon Skill Sets clearly identify the technical skills for high-wage and in-demand occupational areas.

Background POS Implementation (2c)
For more than 20 years, Oregon has maintained a regional infrastructure that supports implementation of CTE programs. This infrastructure, referred to as The Network, works collaboratively with state and local staff in providing technical assistance, developing program implementation strategies, conducting program review and approval, and disbursing resources. Through this ongoing collaboration, it is possible to maintain a state system that meets federal and state requirements, yet also maintains the flexibility and responsiveness to local and regional needs and goals. As the work is designed, it is critical to approach the development of all learning options and programs with the Oregon Equity Lens (https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf) as a guide.

During the transition year of Perkins V Act implementation and State Plan development, ODE and CCWD staff, along with the Network, will evaluate current practices in relationship to 1) the Perkins V Act requirements, 2) the goals of the State Board of Education, and 3) related initiatives. These processes will involve stakeholders from across Oregon representing education, workforce, and related agencies.

The key elements to the Programs of Study implementation plan outlined for the transitional plan include:
• Goals (benchmarks and performance measures)
• Requirements, strategies, activities, and timelines
• Key policy decisions, related supporting documentation, and guidelines
• A focus on equity that ensures access to high-quality CTE Programs of Study regardless of location or individual circumstances (the Equity Lens provides guidance in the consideration of systemic barriers relative to historically underserved students)
• Continuous improvement, planning, and evaluation

State staff support for the activities identified in the implementation plan will be provided by ODE and CCWD. Direct support to the individual secondary schools will be provided through the Regional Coordinators and The Network, and the proposed ODE and CCWD technical assistance model.

Guidance to local eligible entities will be provided through:
• Online resources, including manuals and webinars
• Professional development opportunities, convenings, and conference workshops
• Continuous improvement through a comprehensive Technical Assistance Plan

Implementation Local Workforce Needs
Many activities are underway to further develop a strong foundation for CTE Programs of Study within the context of state and local workforce needs. Not only is Oregon developing a standards-based approach, it is also continuously improving process and products involving technical skill measurement and quality assessment.

**Focus areas for implementation:**
- Alignment of CTE POS with local workforce boards sector strategies.
- Involvement in developing CTE POS as pre-apprenticeship programs for local training agents and community colleges serving Oregon’s registered apprenticeship system.
- Partnership/collaboration focused on work based learning opportunities for youth.
- Develop and share guidance for the selection of tools or instruments for measuring/assessing technical skill attainment.
- Collaborate with CTE partners to implement statewide CTE professional development and technical assistance as needed.
- Encourage the use of multiple delivery models, including virtual learning, summer programming, and regional CTE centers to extend resources for students.
- Develop and continuously evolve a program improvement model that includes robust feedback and reporting models, in collaboration with The Network.
- Ensure support for high-quality CTE Program of Study development, in collaboration with the High School Success unit.

**Background: CTE Information**

Because CTE is integral to Oregon’s comprehensive K-12 and higher education system, it is essential to maintain partnerships and communicate with workforce systems stakeholders (e.g., educators, state and local agency staff, and business professionals). These partners assist in sharing information and promoting opportunities.

The critical need for CTE instructors and workforce projections prompted statewide discussions and increased awareness about the important role CTE plays in education. Numerous organizations, such as the WTDB, Northwest Automobile Trade Association (NATA), Columbia-Willamette Workforce Collaborative, and the Oregon Forest Resources Institute (OFRI), have included CTE in their strategic plans; these plans are shared across the state.

**Implementation**

Part of the responsibility of the ODE and CCWD CTE staff is the coordination and dissemination of CTE information. Staff will continue to provide information through the ODE and CCWD websites, answer phone calls and email requests, and make presentations at educator and administrator meetings and conferences and to the State Board of Education.

Ongoing venues where information, issues, and opportunities are addressed by state and local staffs include secondary and community college administrator meetings, WTDB, STEM Investment Council, and ongoing STEM Hub convenings.

**Focus areas for implementation:**
- Connect with and leverage Oregon’s educational and workforce initiatives as laid out in the Governor’s Future Ready Plan.
- Reach out to nontraditional and historically underserved students and communities, and prepare programs to meet their needs.
- Explore the feasibility of a centralized link to online resources for models and resources.
• Ensure the use of the student Education Plan and Profile (high school diploma requirement) for documentation that students have identified a career area of interest and have developed plans to lead to their next step.
• Support the updating and ongoing refinement of a student friendly career information system.
• Ensure that professional development is available.

Background Career Pathways and Guidance
Because CTE is integral to Oregon’s comprehensive K-12 and community college educational system, it is essential to maintain partnerships and communicate with stakeholders (e.g., educators, state and local agency staff, and business professionals) intentionally and regularly. These partners assist in sharing information and promoting opportunities for student retention and success.


Providing exposure to future high-wage and in-demand opportunities while fostering the development and mastery of skills over time supports students’ personalized learning requirements for graduation. Through a variety of instruction-based activities, work-based learning experiences involve interactions with business, labor, and industry professionals and community leaders designed to help students expand and strengthen their applied learning experiences and better connect learning within the school environment to career and community. Activities occur on a continuum and are supported by, but not limited to, the following:

Career Awareness
As part of Oregon’s student Education Plan and Profile, secondary students begin to build awareness of the variety of careers available and the role of postsecondary education. In the classroom, online platforms like the Oregon Career Information System (CIS) provide a systematic approach to deliver occupational and educational information to help Oregonians learn about the world of work and the role education plays in preparing them to enter it. Outside of the classroom, activities may include, but are not limited to, career-related learning experiences such as field trips, internships, paid employment, guest speakers, and career fairs.

Career Exploration
Students begin to explore career and postsecondary options as early as practicable, thus providing insights into the relationship between academic and technical skills. Authentic experiences gained through engagement with high-quality Programs of Study and real-world contact with business, labor, and industry will help to inform student decision making as they select a program direction and prepare to navigate the arc from high school to postsecondary education, career, and community.

Oregon’s Framework for Comprehensive School Counseling Programs (https://www.oregon.gov/ode/educator-resources/standards/guidance_counseling/Documents/2018%20Framework%20for%20CSC%20Programs.pdf) and the student Education Plan and Profile provide tools for secondary students to identify and
explore career areas of interest before entering a postsecondary program. Students also complete personalized learning requirements for graduation, as well as Extended Application of the career skills and academic learning that they have gained throughout their high school career. Out-of-school activities include job shadows, mentorship, apprenticeship, and summer work experiences. Many of Oregon’s community colleges and universities have ongoing programs that bring students to the campus for college and career exploration.

Career Preparation
Oregon’s CTE Programs of Study focus on the connections between experiences in the learning space and the realities of career in the real world. CTE students apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education. Students build effective working relationships with colleagues and customers and are able to work with diverse teams and contribute appropriately to team effort. These experiences include student-run enterprises with industry partner involvement, internships connected to curriculum (paid or unpaid), and work experience.

The following guiding principles are the foundation for the development of career pathways:
- Prepare students for the full range of postsecondary options, including, but not limited to, two-year and four-year postsecondary institutions, registered apprenticeship, the military, and various forms of employment training.
- Provide students with a strong foundation of industry-based knowledge and technical skills that enables students to pursue a range of career options in a variety of fields.
- Offer academic and technical preparation in occupationally-specific postsecondary education and training experiences.
- Connect academic and technical curriculum and ground experiences by way of academic and industry standards.
- Leverage Perkins V requirements and existing initiatives (e.g., high school diploma revision, career pathways, articulation, and alignment) to support and integrate curriculum, instruction, and assessment.
- Promote joint planning and team-integrated instruction among academic and technical instructors with a secondary to postsecondary integrated instructional focus.
- Use data on student achievement, grade-to-grade transition, high school completion, postsecondary enrollment, and postsecondary attainment to assess success and continuously improve programs.

Implementation
Oregon requires both secondary and postsecondary Perkins supported CTE programs to show program relevance to labor market needs and preparation for high-wage and in-demand careers in current or emerging occupations.

Perkins funds for state leadership will be utilized to further develop and refine online CTE portals such as The Network Folder (https://drive.google.com/open?id=0B3JklM1MgtK8ekV4QkhrRZnB1bDQ) and other tools designed to support professional development and technical assistance for CTE staff. Such funds will also be used intentionally to extend the reach and work of the POCI in providing technical assistance, labor market data support, and other relevant services. Support may also be provided to partnerships that address critical CTE needs. Stakeholders will continuously identify and revise key focus areas relating to alignment, dual or concurrent enrollment, and postsecondary credentials and awards.
Oregon will continue to leverage the work of its many partners to provide meaningful input into program development and continuous improvement.

The following focus areas will guide Program of Study development and implementation during the Perkins State Plan:

**Focus areas for implementation:**

- Ensure standards-based, aligned curriculum, instruction, and assessment in all Programs of Study.
- Promote and support the development of secondary to postsecondary regional strategies that enable horizontal and vertical alignment and articulation within the Programs of Study.
- Enhance relevance through adherence to industry standards and a recognition of the context provided by labor market information.
- Identify and share models of rigorous CTE courses that effectively integrate academic and technical content.
- Use the Framework for Comprehensive School Counseling Programs to further integrate student support services into the Programs of Study.
- Utilize and promote the resources that identify postsecondary degrees, industry recognized credentials, awards, or licensure opportunities that address global, state, and local high-skill, high-wage, and in-demand occupations.

**Background Coordination College Credit while in High School**

*(2d opportunity for dual or concurrent enrollment)*

Oregon has a deep commitment to supporting strong connections between secondary and postsecondary education partners. Oregon supports multiple strategies for offering college credit during high school, including dual credit, sponsored dual credit, and assessment based learning credit programs. All college credit offered in Oregon high schools must meet state adopted standards for these [high school-based college credit partnership programs](https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-high-school.aspx). Oregon students also have the opportunity to participate in [Expanded Options programs](https://www.oregonlegislature.gov/bills_laws/ors/ors340.html). In 2006, the SBE expanded the Credit for Proficiency Rule (OAR 581-022-1131) to ensure that all school districts offer a Credit for Proficiency option (students earn credit based on demonstrated skill attainment). The Northwest Commission on Colleges and Universities allows community colleges to employ credit for prior experiential learning, a parallel opportunity for postsecondary students. With Perkins V, ways to further strengthen these opportunities for students will be explored.

Direct technical assistance is provided at the regional and local level through the CTE Regional Coordinators. The coordinators assist secondary and postsecondary institutions in developing and effectively implementing local secondary-postsecondary agreements.

**Implementation**

Most Oregon high schools offer some form of accelerated learning. High school-based college credit programs such as dual credit, sponsored dual credit, and Assessment Based Learning Credit are offered in cooperation with and based on the qualification of partnering postsecondary institutions.
Focus areas for implementation:
- Provide student and parent access to career pathway roadmaps, graphics, and web-based resources.
- Encourage the use of applied learning experiences including internships, work experience, registered apprenticeships, and other work-based learning.
- Promote connections to community college bridge programs and student services.
- Collaborate with key educational and workforce partners to share high-skill, high-wage, and in-demand communication strategies.
- Promote activities that bring students together with business and industry partners.
- Crosswalk academic skills identified in the Oregon Skill Sets and Oregon Academic Content Standards (secondary) with industry standards required for high-wage, in-demand occupational areas.

Background Stakeholder/Partner Involvement
2e Involvement of stakeholders in planning, development, implementation, and evaluation of its career and technical education programs.

Oregon is making strides in the development of a PK-20 system, while at the same time honoring the legislative requirement to maintain provisions for local flexibility. Consequently, partnerships and local input and decision making are standard practices in educational programming and implementation. Stakeholders at all levels, including labor, business and industry, state agencies, district administrative entities, school boards, parents, and community partners are key contributors to the development, implementation, and evaluation of CTE programs at all levels.

Advisory committees are essential in program design and development. In Oregon, secondary CTE programs are on a four-year application cycle. Secondary teachers conduct a self-evaluation and review results with their advisory committees. Each partner is asked to consider the program standards and evaluate progress toward program goals. Postsecondary programs are also required to utilize advisory committees. Employer, business, industry, and labor representatives play an important role in program design and improvement. The State Board of Education requires that advisory committees be established early in the program planning process to ensure programs meet the needs of industry.

Implementation
Oregon will continue to leverage the work of its many partners to provide meaningful input into program development and continuous improvement.

Focus areas for implementation:
- Connect with and leverage ongoing educational and workforce initiatives in Oregon.
- Utilize a “communication tree” strategy by disseminating relevant information through the CTE Network (CTE Coordinators and CC Leaders) to local CTE stakeholders.
- Network on a regular basis with other stakeholder networks such as the WTDB and community college Council of Instructional Administrators (CIA).
- Include a broad spectrum of stakeholders in task forces and advisory committees.
- Leverage locally developed web-based/online informational resources that are user friendly for students, parents, and stakeholders.
- Encourage participation through activities related to the Comprehensive Guidance and Counseling Framework, community college student support services, and program advisory committees.
• Investigate the utility of a secondary-postsecondary co-approval, co-evaluation process for Programs of Study.
• Work with the Office of Indian Education to ensure tribal input on Oregon’s CTE State Plan.

**Size, Scope, and Quality**

2h.

Oregon will use our current definition of program size, scope, and quality as a starting point to engage stakeholders in developing our Perkins V state plan. Our commitment as we revise these definitions is to keep a focus on the diversity in our state and create measures of size, scope, and quality that work for our large urban programs as well as our small rural programs.

Our current definition is:

**Sufficient Size** – The activities, services, and resources in the CTE program are appropriate in duration and capacity to achieve intended outcomes and produce measurable results.

**Sufficient Scope** – The activities, services, and resources in the CTE program are appropriate in depth and sequence in order to achieve intended outcomes and produce measurable results.

**Sufficient Quality** – The activities, services, and resources are selected and designed using the results of research, data analysis, and evaluation, which provide evidence that they will achieve intended outcomes and produce measurable results.

3. **Meeting the Needs of Special Populations**
   a. Describe its program strategies for special populations, including a description of how individuals who are members of special populations—
      i. will be provided with equal access to activities assisted under this Act;
      ii. will not be discriminated against on the basis of status as a member of a special population;
      iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
      iv. will be provided with appropriate accommodations; and
      v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

**Meeting the Needs of Special Populations**

(3)

**Background Equal Access**

The State Board of Education ensures equal opportunities for students and teachers to participate in CTE through the approval of local programs, implementation of continuous improvement process, technical assistance through local and state collaboration, and the Office of Civil Rights monitoring process. Each eligible recipient is required to offer projects and activities they will use to implement strategies to overcome barriers to equitable participation for historically underrepresented populations, including, but not limited to, such categories as gender, race, color, national origin, sexual orientation, disability, and age.
Implementation
Local eligible recipients at the secondary and postsecondary levels are required to:

- Provide multiple entry options for historically underserved students to access services.
- Make information about career pathways available and accessible to all students and also to organizations serving special populations.
- Provide information in first languages of students and their families in school district and community college service areas where speakers of that language represent a significant population.
- Include in professional development opportunities information on:
  - Comprehensive counseling
  - Cultural competency and diversity training
  - Continuous Improvement Processes and Evaluation strategies
- Inform youth and adults about CTE opportunities in alternative settings (e.g., mental health facilities, vocational rehabilitation, juvenile justice, adult incarceration, human services, homeless youth, and home schooled students).

Focus Areas for implementation
- Foster greater communication and collaboration among key partners and stakeholders to improve access to CTE for every student.
- Leverage and coordinate professional development opportunities that are designed to meet the needs of every student, as well as applicable state and federal requirements.
- Instructional strategies for historically underserved students in CTE programs.

Background: Special Populations Will Not be Discriminated Against
Eligible recipients must indicate the strategies they will undertake to assure that discrimination against special populations does not occur in CTE programs. Oregon Revised Statute (ORS) 659.850(2) prohibits discrimination in all public education programs and services. Subsection (1) defines “discrimination” as: “[A] ny act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on race, color, religion, sex, sexual orientation, national origin, marital status, age or disability.” Perkins eligible recipients are prohibited by Oregon statute and Oregon Administrative Rule (581-021-0045) in offering any program or services that discriminate.

Compliance with federal civil rights laws and regulations in CTE programs is monitored in the course of ongoing technical assistance and targeted site visits through the Methods of Administration (MOA) Program which reports to the U.S. Department of Education, Office of Civil Rights. Two and one-half percent of school districts receiving federal monies with at least two consecutive CTE courses are targeted each year. The Oregon Targeting Plan, developed for the U.S. Department of Education, Office of Civil Rights, identifies those school districts and community colleges that have a disproportional enrollment of students with disabilities, minority students, English Language Learner (ELL) students, and students by gender in CTE programs when compared with the general student population. Identified sites are scheduled for onsite civil rights reviews, and receive a Letter of Findings (LOF) documenting areas found to be out of compliance with applicable civil rights standards. Voluntary Compliance Plans (VCPs) are developed, signed by those school districts and community colleges targeted for review and agreeing on corrective actions and dates for completion. Implementation of these corrective actions is monitored through the MOA program. ODE reports findings and status of corrective action implementation to the U.S. Department of Education, Office of Civil Rights, on a biennial basis.
Local and statewide CTE enrollment data are reviewed annually to identify potential equity gaps affecting special populations. This review includes a secondary and postsecondary data analysis of participation in Career and Technical Student Organizations (CTSOs), work-based learning experiences, and CTE participation. Targeted technical assistance will be provided to eligible recipients if enrollment data consistently show equity gaps in 6S1 and 6S2 or the CTE Civil Rights report.

Perkins eligible recipients must also assure they are in compliance with the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 503 and 504 of the Rehabilitation Act of 1973
- Executive Order 11246 prohibiting employment discrimination based on race, color, sex, religion, and national origin
- The Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967
- The Equal Pay Act of 1963
- The Americans with Disabilities Act of 1990
- ORS 326.051 and ORS 659.105, education standards and all rules issued by the State Board of Education pursuant to these laws
- All health and safety laws and regulations issued by the U.S. Department of Education pursuant to their laws, when classroom facilities will be used by students and/or faculty

Implementation

If identified strategies to serve historically underserved populations in the local application are weak, incomplete, or not evidence based, ODE and HECC staff will request additional information or clarification prior to approving the application for funding. Through the collaboration of local, regional, and state staff, eligible recipients may receive technical assistance to improve their program implementation plan. To ensure eligible recipients offer programs, activities, and strategies that will assist historically underserved populations to meet or exceed State Adjusted Levels of Performance, ODE and/or HECC-CCWD staff will offer collaborative local and state technical assistance.

Focus Areas for Implementation:

- Use the Comprehensive Counseling Framework to inform program design that is inclusive of all students.
- Foster greater communication and collaboration among key partners and stakeholders to better engage and serve all students through CTE.
- Utilize continuous improvement and monitoring processes to ensure programs meet federal and state requirements and to identify program improvement needs.

Background: Program Strategies to Improve Outcomes for Special Populations

As indicated earlier in this document, Oregon uses an inclusion model for serving students with disabilities in the K-12 and postsecondary systems. The inclusion model provides one of the strongest possible foundations for assuring that every student has equal access to, and support for, meeting performance requirements in CTE programs. A focus on student level data and systems for strong student centered approaches to teaching also supports improved outcomes for special populations. Oregon will strive to improve that performance over the next five years. The following are examples of how Oregon has implemented this continuous model.

Post School Outcome (PSO) Data Collection, an indicator in the Oregon Special Education State Performance Plan, requires that school districts collect, and ODE must report to the federal Office of Special Education, the percentage of all students with disabilities who are no longer in high school (this
includes students with disabilities who drop out, graduate, and age out). ODE must also report students who are competitively employed or attending postsecondary school. ODE is using a combination of census and stratified sampling to collect PSO data. This information will be used to monitor the success of special education students in CTE programs.

Oregon partnered with National Alliance for Partners in Equity (NAPE) to offer the Program Improvement Process for Equity in Nontraditional Career Preparation™ (Oregon PIPE™). PIPE is a research-based professional development program created to increase the participation and success of underrepresented students—particularly students pursuing careers nontraditional for their gender—in CTE Programs of Study. The Oregon PIPE™ professional development series engaged five regional teams. The teams, each led by a Regional Coordinator, consisted of members representing secondary and postsecondary administration, student support service representatives, and classroom educators. PIPE comprises five modules, monthly technical assistance calls, and three days of face-to-face training, culminating in the development of a regional action plan.

Exposure to future high-wage and in-demand opportunities while developing and mastering skills over time supports students’ personalized learning requirements for graduation. Work-based learning experiences involve interactions with business and industry or community professionals intentionally designed to help students expand and strengthen their applied learning.

Implementation
The following policies and required activities provide guidance to Perkins eligible recipients on serving special populations:

- Local education agencies (LEAs) and eligible institutions may utilize Perkins funds and other local, state, and federal funds to provide those services necessary for special population students to access and participate successfully in CTE programs and opportunities.
- The State Board of Education continues to encourage eligible recipients to provide services for every student which include, but are not limited to, comprehensive guidance, recruitment and retention in programs, and other practices that increase access, remove barriers, and promote student achievement.

Oregon requires the eligible recipients to:

- Provide programs that are designed to support every student to meet the levels of performance.
- Provide activities to prepare historically underserved populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency, in order to receive funding.
- Use national, state, and local data to identify educational equity gaps pertaining to gender imbalance in order to design initiatives promoting the participation and success of every student in CTE programs that lead to training and employment that is defined as nontraditional by gender, race, and other protected class determinations.
- Coordinate with other entities and programs working with historically underserved populations.
- Review and evaluate processes to determine if strategies selected to address access and success for historically underserved in CTE programs are having the desired impact on student achievement of the core indicators of performance.

Collaboration and Communication
Collaboration and coordination between ODE offices will continue. ODE will:

- Collaborate with the Oregon School for the Deaf to meet the unique needs of their students regarding CTE and in meeting state performance requirements.
• Collaborate with the Office of the Governor and the Oregon Employment Department (http://www.worksourceoregon.org) to provide services to special populations, including single parents and displaced homemakers, as identified in the Workforce Investment and Opportunity Act of 2016.
• Continue to work with community colleges to implement Occupational Skills Training programs to provide a combination of coursework, on-the-job training, and specialized services to prepare special population students for successful entrance into the workforce.
• Collaborate between offices of ODE and additional agency partners to plan and disseminate transition service materials that promote student involvement in CTE and independent living planning.
• Continue to connect with ongoing implementation and monitoring of the following federal and state rules and regulations by education, workforce, and governmental partners:
  o IDEA 2004: ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
  o Student Individual Education Plans (IEP): Oregon Administrative Rule, 581-015-2265 and 581-015-2200 requires that each student eligible for special education shall have an individualized education plan (IEP). The individualized plan is also a requirement of Oregon’s diploma.
  o Aligning with State ESSA Plan

**Background: Accommodations**
As mentioned earlier, Oregon requires the eligible recipients to:
• Provide programs that are designed to enable the special populations to meet the levels of performance.
• Use national, state, and local data to identify educational equity gaps to design initiatives promoting the participation and success of every student in CTE programs that lead to training and employment that is defined as nontraditional by gender, race, and other protected class determinations.
• Coordinate with other entities and programs working with special populations.
• Institute review and evaluation processes to determine if strategies selected to provide access and success for special populations in CTE programs are having the desired impact on student achievement of the core indicators of performance.

Oregon will continue to participate in and support a variety of programs that assure access and participation of all interested students in CTE programs.

**Background: Work-Based Learning**
ODE has created, in collaboration with the OED serving as the lead agency, CCWD, and the WTDB, definitions for high-skill, high-wage and high-demand. ODE will work with the WTDB to define “in-demand” so that Oregon’s Program of Study design will focus on high-wage and in-demand occupations. Given Oregon’s definition for high-skill (knowledge and skill that requires additional education or training beyond high school), the criteria for high-skill will be met through the design of a secondary-postsecondary Program of Study.
Exposure to future high-wage and in-demand opportunities while developing and mastering skills over time supports students’ personalized learning requirements for graduation. Through a variety of instruction-based activities, work-based learning experiences involve interactions with business and industry or community professionals intentionally designed to help students expand and strengthen their applied learning.

Implementation
Because of the existing SBE program approval requirements, most community colleges are well positioned to address the new criteria relating to high-wage and in-demand occupations. The opportunity to develop a program is based in part on labor market indicators, program capacity, and potential student enrollment. At the secondary level, the learning process must address the developmental needs of adolescents. Advanced knowledge and skills relating to high-skill, high-wage and in-demand occupational preparation are addressed based on secondary program capacity, which includes student enrollment and program resources (e.g., qualified instructor, equipment, facilities, etc.). However, by utilizing a central construct of knowledge and skills, and not just a sequence of courses, Oregon will develop pathways that guide students to, and prepare them for, high-skill, high-wage and in-demand careers.

Focus areas for implementation:
- Provide examples of effective instruction to ensure all students can progress to their next appropriate skill levels.
- Provide student and parent access to career pathway roadmaps, information, and web-based resources.
- Promote and encourage student leadership, career education, and skill development activities.
- Encourage the use of applied learning experiences including internships, work experience, registered apprenticeships, and other work-based learning.
- Promote connections to community college bridge programs and student services.
- Collaborate with key educational and workforce partners to share communication strategies that better inform students about high-skill, high-wage, and in-demand career opportunities and related programs.
- Promote activities that bring students together with business and industry partners.
- Limit the focus of Perkins eligibility to Oregon identified program areas leading to high-wage and in-demand occupational areas.
- Ensure the Oregon Skill Sets clearly identify the technical skills for high-wage and in-demand occupational areas.
- Crosswalk academic skills identified in the Oregon Skill Sets and Oregon Academic Content Standards (secondary) with industry standards required for high-wage, in-demand occupational areas.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement; b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local
economic and education needs, including, where appropriate, in-demand industry sectors and occupations.  (Section 122(d)(5) of Perkins V)

Within Oregon, only approved CTE Programs of Study (secondary and postsecondary) are allowed for direct investment of Perkins funds. During the transition year of 2019-2020, Oregon will continue to honor the previously approved Perkins investment model. The CTE Program of Study approval criteria ensures that all requirements defined in Section 134 of the Perkins IV Act are met and will continue within the transition year of 2019-2020.

Academic achievement will be followed through the Oregon Performance Data that is submitted annually through ODE’s consolidated student data collection system and the Oregon Community College Unified Reporting System (OCCURS). Data is reviewed locally, regionally, and at the state level.

Academic achievement/performance data adhere to five core elements of the Perkins CTE Program of Study:  1) Standards and Content, 2) Alignment and Articulation, 3) Technical Skill Measurement/Assessment, 4) Student Support Services, and 5) Professional Development.

Within Oregon for the Perkins V transition year of 2019-2020, the state will continue with the focus of Programs of Study (secondary/postsecondary) that lead to skill attainment and advancement toward postsecondary credentials. Perkins funding is available only for these approved CTE Programs of Study.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace.  (Section 122(d)(8) of Perkins V)

The allocation formula for the Perkins V transition year of 2019-2020 will adhere to the model that has been utilized for Perkins IV (2006-2019). The model includes the following:

- There are 11 direct secondary recipients, five direct postsecondary recipients, and 14 consortia. Within those 14 consortia, three serve only secondary programs and 10 serve both secondary and postsecondary programs. Allocation of funds within the consortia will be based on the planning processes used by the members of the consortia, facilitated by the designated consortia coordinator and fiscal agent.
- Funds are distributed to eligible recipients as individual recipients based on meeting the Program of Study criteria set forth in this plan.
- Each sub-grant award is issued to a designated fiscal agent. Fiscal agents can be a local school district, a local community college, or an education service district.
- Allocations are awarded by ODE through official sub-grant award notifications as authorized by the State Board of Education.
- All students within the state benefit regardless if there is a state approved CTE Program of Study in their school system through the utilization of the regional consortiums to provide CTE related services to the schools and school districts within their service area. See the Perkins Funding

- Funds to a consortium will be the total of the Basic Grant funding formula for each individual school district or community college participating in an Oregon-recognized consortium. In the case of a consortium with both secondary recipients and postsecondary recipients, the individual secondary and postsecondary formula calculations will be combined for the consortia grant award.
- Funds allocated within the consortia will be described and approved based on the submission of the consortium's annual program plan, online budget narrative, and spending workbook.
- Allocation of funds within the consortia will be based on the planning processes used by the members of the consortia, facilitated by the designated consortia coordinator and fiscal agent, and in compliance with the Act’s provision for funds to consortium.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Oregon Perkins transition year of 2019-2020 preliminary allocation based upon the 2018-19 projections (see the links listed below).

- Eligible Recipient Award Summary 2018-19 [https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVGrantAwards.aspx](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVGrantAwards.aspx)


5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Part of the Perkins transition year of 2019-2020 plan Oregon will continue the efforts of Perkins IV as it relates to the formula allocation and fund distribution. The current census bureau information provides the basis for the funding formula that is used to determine allocation.

Census Bureau Link: [https://www.census.gov/programs-surveys/saipe.html](https://www.census.gov/programs-surveys/saipe.html)

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of
the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
   a. include a proposal for such an alternative formula; and
   b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

There is not a waiver request for the for the Perkins transition year of 2019-2020 for Oregon. Additionally, under Perkins IV a waiver has not been utilized.

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Oregon administration of Perkins funds continues to remain steady with no change in spending. Our state funding for Career and Technical education continues to grow. The state continued with the CTE Revitalization funds targeted to growing CTE infrastructure and partnership. The Oregon’s commitment to supporting CTE in secondary schools grew significantly in 2018, and continues to support the work of growing opportunities for Oregon students.

<table>
<thead>
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*To maintain effort for a given year, a State must ensure that the previous year's effort equaled or exceeded the effort in the second year preceding the year for which the determination is made.
**PERKINS Maintenance of Effort Tracker**  
**FY18**

### 260468

<table>
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### 270468

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<td><strong>Total</strong></td>
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(260468) Perkins 2015-2017 Total $987,469.18  
(270468) Perkins 2016-2018 Total $1,531,704.38  

**Difference** $544,235.20  
**% Change** 55% **FY18 MOE met**

*To maintain effort for a given year, a State must ensure that the previous year's effort equaled or exceeded the effort in the second year preceding the year for which the determination is made.*

FF Adm (260468) Perkins 2015-2017 Total $677,431.00  
FF Adm (270468) Perkins 2015-2017 Total $677,073.00  

**Difference** $(358.00)  
**% Change** 0%
PERKINS MOE History

Background:

Maintenance Effort The Act uses the same “maintenance of effort” language as the 1998 Act to ensure that states continue to provide funding for CTE programs at least the level of support as the previous year. The Secretary may grant a waiver of up to 5% of expenditures for exceptional or uncontrollable circumstances that affect the state’s ability to continue funding at the prior year’s levels. The waiver would not allow for decreases in required funding levels in subsequent years.
Sec. 311(b)(1) - If the amount made available for vocational (CTE) programs under this Act for a fiscal year is under this Act for the preceding fiscal year, then the fiscal effort per student or the aggregate expenditures preceding fiscal year shall be decreased by the same percentage as the percentage decrease in the amount

Sec. 311(b)(2) - The Secretary may waive the requirements of this section, with respect to not more than 5 year only due to exceptional or uncontrollable circumstances affecting the ability of the eligible agency to unforeseen and precipitous decline in financial resources. No level of funding permitted under such a waiver aggregate expenditures required under this section for years subsequent to the year covered by such waiver years shall be computed on the basis of the level of funding that would, but for the waiver, have been requi
less than the amount made available for vocational programs of a State required by subparagraph (B) for such so made available.

percent of expenditures by any eligible agency for 1 fiscal may meet such requirements, such as a natural disaster or an may be used as the basis for computing the fiscal effort or r. The fiscal effort or aggregate expenditures for the subsequent red.
Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Oregon Department
Date: 5/13/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Oregon Department
Date: 5/13/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1663, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicap; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11980; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1986 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<table>
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<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
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<tr>
<td>b. grant</td>
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<td>c. cooperative agreement</td>
<td>c. post-award</td>
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<td>f. loan insurance</td>
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For material change only:
Year _______ quarter _______
Date of last report ________

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<tr>
<th>4. Name and Address of Reporting Entity:</th>
<th>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</th>
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<td>Prime _______ Subawardee Tier ________, if Known:</td>
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Congressional District, if known: ____________________________

6. Federal Department/Agency: ____________________________

7. Federal Program Name/Description: ____________________________
   CFDA Number, if applicable: ____________

8. Federal Action Number, if known: ____________________________

9. Award Amount, if known: ____________________________
   $ ____________________________

10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):
    (last name, first name, Middle Initial): ____________________________

   b. Individuals Performing Services (including address if different from No. 10a)
      (last name, first name, MI): ____________________________

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure. Signature: ____________________________
    Print Name: __Laura Foley__
    Title: __Director__
    Telephone No.: __503-947-5656__ Date: __6/3/19__

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks “Subawardee,” then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., “RFP-DE-90-001.”

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
Oregon Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix:  * First Name: Laura  Middle Name:  
Last Name: Foley  * Title: CTE Director  Suffix:  

* SIGNATURE:  

* DATE: 4/10/19
The purpose of this enc osu e is to inform you about the provision of the Department of Education's Education Pvisions Act (GEPA) that applies to applicants for new grants under the Department of Education. This provision is Section 427 of GEPA, enacted as part of the Improving American Education Act (Pub. L. 103-382).

To Whom Does This Provision Apply?
Section 427 of GEPA affects applicants for new grants under the Department of Education. ALL APPLICANTS MUST INLLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

What Does This Provision Require?
Section 427 requires each applicant to include in its application a description of the steps the applicant proposes to ensure equitable access to, and participation in, its Federal program. Applicants must describe how they will ensure that students, teachers, and other grant beneficiaries are included.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

1) An applicant that opposes a policy change that could result in a reduction of funding for programs that support students with disabilities, might describe how they will ensure that students with disabilities are included.

2) An applicant that opposes the increase in the cost of tuition for students, might describe how they will ensure that low-income students are included.

3) An applicant that opposes a policy change that would limit the use of technology in the classroom, might describe how they will ensure that technology is included.

4) An applicant that opposes a policy change that would limit the use of technology in the classroom, might describe how they will ensure that technology is included.

We recognize that many applicants may have a ready list of steps to implement effective steps to ensure access and participation in the grant program.
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: Director/Oregon Department
Date: 5/14/2019 12:00:00 AM