## *\*Please Note: This preview shares the content of what applicants will respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative, State Board, and/or federal changes.*

## *Please make a copy of your application template. The responses in this template will be copied into your actual application for submission.*

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| Needs Assessment Summary |

1. Please offer a description of the needs assessment summary process you engaged in to identify regional needs and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

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| Equity Advanced (250 words or less per question) |

1. What focal student groups[[1]](#footnote-1) are represented in your region?
2. What activities do you organize or lead for your region that promotes the removal of barriers and to ensure nondiscrimination associated with student access to and success in CTE courses, programs, and work-based learning opportunities, particularly students from focal groups?
3. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male- or female-dominated.

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| Well-Rounded Education (250 words or less per question) |

1. How do you ensure the full body of knowledge and skill statements, aligned with industry standards, are included in all CTE Programs of Study?
2. What academic and technical supports are offered through your grant that support teachers to help students who are not meeting performance levels?
3. If your districts or colleges plan to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.
4. Describe the efforts you are making regionally, through partnerships and system design, to expand work-based learning opportunities.
5. Describe the regional efforts to expand accelerated college credit opportunities for CTE students.

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| Engaged Community (250 words or less per question) |

1. ***Evidence of Engagement*** You will upload two artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. This can be something done at a local or regional level but points toward engagement related to Career Technical Education. Clearly label each artifact with title, date(s), community(ies) engaged, and description.

Upload: **Artifact one** needs to demonstrate focal group engagement around CTE. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Upload: **Artifact two** needs to demonstrate business/industry engagement around CTE. What is the biggest learning from this engagement effort?

1. Charter schools—whether virtual, hybrid or brick and mortar—are public schools. All charter schools sponsored by school districts in your region are to be afforded equitable participation (treated as other schools in that district) in Perkins funds. If there is a charter school in your regions, explain how they are equitably represented in your consortium.
2. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

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| Strengthened Systems and Capacity (250 words or less per question) |

1. Describe any regional efforts, systems and/or partnerships, including with higher education, being implemented to assist newly recruited CTE educators and leaders, including those who are representative of student focal groups.
2. How will the consortium partner with schools, local workforce boards, STEM Hubs, and other entities to provide career awareness, exploration, preparation, and training that supports student decision making and involvement in CTE and other career connected learning activities.
3. Member districts have identified how they share information with schools, colleges, partners, students, and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to student education plans and profiles as well as employment opportunities in high-skill, high-wage or in-demand industries defined in the needs assessment. Describe any regional systems you have in place to share this information.

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| Perkins Regional Reserve Grant |

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

1. Describe how the outcomes, strategies, and activities in your application support the needs identified in your region.
2. How will the CTE Regional Coordinator ensure that all community colleges, districts, charter schools, YCEP/JDEP, online/virtual, and alternative programs, regardless of consortia membership, benefit from these regional funds to support and expand CTE and CCL opportunities?

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| Feedback (250 words or less per question) |

1. How can ODE support your continuous improvement process?

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| Plan Summary (500 words or less per question) |

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

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| Links |

1. Outcomes and Strategies from 2023-2025
2. Perkins Planning and Budget Year 1 (2025-2026)
3. Perkins Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning

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| Attachments |

1. Community engagement artifacts
2. Optional - Perkins Needs Assessment Documentation
3. Perkins Improvement Plan (if applicable)

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| Assurances |

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You included all required partners from Perkins law in the engagement process.
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Perkins.
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than ten students) was examined during the planning process.

1. The term focal student replaces the term Special Populations in Perkins V definitions. Focal students for Perkins applications include students from Racial or Ethnic groups that have historically experienced academic disparities which includes but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities; individuals with disabilities; individuals that are economically disadvantaged, including low-income adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out of workforce individuals; English learners; homeless individuals; individuals who are in or have aged out of the foster care system; individuals from families who are on active duty status in the armed forces. [↑](#footnote-ref-1)