## *\*Please Note: This preview shares the content of what applicants will be asked to 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.*

## *Copy the responses in this template to 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 and the summary results of that needs assessment. Please name the trends noticed through the review and indicate which data sources were used. Explain how the needs assessment and data analysis have 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 college?
2. What activities do you organize or lead that promote the removal of barriers and ensure nondiscrimination associated with student access to and success in CTE courses, programs, and work-based learning opportunities, particularly students from focal groups?
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 and Programs of Study?
2. What academic and technical supports are offered through your grant that support instructors to help students who are not meeting performance levels?
3. If your institution plans to develop new CTE Programs and partner with new CTE Programs of Study in high schools, please name the intended program(s) to be started, the timeline, and the steps taken or to be taken.
4. Describe the efforts you are making, through partnerships and system design, to expand work-based learning opportunities for CTE students.
5. Describe the efforts underway to collaborate with high schools in your region to offer accelerated college credit 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. 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. Looking at your Community Engagement process holistically, what did you learn from the community and faculty? 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 efforts, systems, or partnerships, being implemented to assist in recruiting new CTE instructors and leaders, including those who are representative of student focal groups.
2. How will the college partner with school districts, local workforce boards, WorkSource, 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. Describe the system of communication, student recruitment, and career development support you provide the community and your partners around the opportunities to prepare and train in high-skill, high-wage, or in-demand industries defined in the needs assessment.

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| Feedback (250 words or less per question) |

1. How can ODE/HECC support your continuous improvement process?

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| Plan Summary |

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 the statute for Perkins.
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than ten students) that was examined during the planning process.

1. The term focal student replaces the term Special Populations in Perkins V definitions. Focal students for postsecondary 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 have aged out of the foster care system; individuals who are on active duty status in the armed forces. [↑](#footnote-ref-1)