

## **II. PROGRAM ADMINISTRATION**

---

### **A. STATUTORY REQUIREMENTS**

- 1. *Prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec.122(a)(1)]***

This document serves as the Oregon Five-Year State Plan, 2008-2013 for implementing the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (CCWD), along with key partners have identified critical focus areas and supporting integrated initiatives and activities to guide implementation of the State Plan over the next five years. Career and Technical Education (hereinafter referred to in this document as CTE) is integral to many ongoing initiatives and programs in Oregon, and is poised to help provide meaningful and relevant secondary and postsecondary education. This State Plan supports Oregon's vision to refine and enhance a connected and integrated [<PK-20 >](#) education and workforce system.

The Oregon Carl D. Perkins IV State Transition Plan for 2007-08 was approved by the United States Department of Education (USDOE) in July 2007. The transition year provided Oregon an opportunity to assess the challenges and opportunities of the Perkins IV Act requirements, as well as the needs and opportunities of the larger enterprise of career and technical education. The state priorities during the transition year included the organization and facilitation of four task forces, and development of model CTE Programs of Study (hereinafter referred to in this document as Programs of Study), refinement of the Oregon Skill Sets content standards, and coordination of the Perkins IV Five-Year State Plan with other statewide initiatives.

During the transition year, Oregon decided that the needs of the state would be best served by combining the Perkins Title I Basic and the Title II Tech Prep funding streams for the Five-Year State Plan. At the same time, the Legislature commissioned a CTE Study to inform educators and policy makers on administrative structures, delivery and funding models to provide high quality CTE in Oregon.

The broad areas of work listed below span the five years of implementation (2008-2013) and will assist eligible recipients in meeting or exceeding the state adjusted levels of performance:

- *Create an updated vision for CTE in Oregon using key partners from across the state.*
- *Connect with and leverage Oregon's educational and workforce initiatives.*
- *Refine the industry-based, Oregon Skill Sets framework to serve as an overarching organizer and standards reference tool for career and technical education.*
- *Develop aligned and articulated examples for secondary-postsecondary Programs of Study and foster local implementation; Programs of Study incorporate the academic and technical knowledge and skills and related assessments that comprise a comprehensive design.*
- *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 career and technical education instructional staff.*

---

**2. Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –**

**2(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas:**

- i) Incorporate secondary education and postsecondary education elements;**
- ii) Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- iii) May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- iv) Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

### **Background**

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 high-demand.

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

- 1. Prepare students for the full range of postsecondary options: two-year college, four year college, apprenticeship, the military and formal employment training.*
- 2. 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.*
- 3. Offer academic and technical preparation in occupationally-specific postsecondary training and in the broader secondary career development program.*
- 4. Connect academic and technical curriculum grounded in academic and industry standards.*
- 5. Leverage Perkins IV Act requirements and existing initiatives (e.g., high school diploma revision, career pathways, articulation and alignment) to support and integrate curriculum, instruction and assessment.*
- 6. Promote joint planning and team-integrated instruction among academic and technical instructors with a secondary to postsecondary integrated instructional focus.*
- 7. Use data on student achievement, grade-to-grade transition, high school completion, postsecondary enrollment and postsecondary attainment, to assess success and improve programs.*

**<The Program Design and Development Task Force >** provided specific recommendations identifying Programs of Study core elements, additional quality design elements, and system-wide policy and process improvements. The recommendations were informed, in part, by the various career pathways initiatives, the Career Clusters Transition Initiative [<CCTI>](#) and the high school diploma revision [<Diploma Revision>](#). Many of the task force recommendations have been incorporated into the new Local Plan Guide, 2008-2013, (Attachment 9) and the recommended professional development plans.

### **CTE Programs of Study Definitions and Core Elements**

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 will support the State Board of Education's desire to provide opportunities for proficiency based credit and articulation.

The Program Design and Development Task Force identified four core elements for designing CTE Programs of Study:

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 high-demand occupations.
2. **Alignment and Articulation** lead 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. **Technical Skill Measurement/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** provide guidance, advising and resources to assist students to transition through the educational continuum towards a career goal or next step educational opportunity.

Historically, Oregon's secondary and postsecondary programs have been developed independently. The concept of a single, cohesive, secondary-postsecondary continuum of study constitutes a significant paradigm shift for program design and development. During the transition year, each eligible recipient is to develop at least one Program of Study. However, over the next five years, all eligible recipients are required to meet the Programs of Study criteria.

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

The State Board of Education maintains an emphasis on rigor, relevance and relationships. The State Board's revision of the new high school diploma requirements has resulted in an increase in the rigor of secondary academic content standards, a proposed merging of Oregon's

Career Related Learning Standards into Essential Skills, and a commitment to comprehensive guidance and counseling to ensure personalization of each and every student's educational experience.

The implementation of the diploma requires collaborative work in all three education sectors to define appropriate standards in core content areas, and to agree on suitable methods for assessing mastery. Secondary CTE instruction is guided by Oregon's Academic Content Standards. The integration of [academic](#) and technical standards will be identified through the [Oregon Skill Sets](#).

Oregon began the process of aligning career and technical education programs to the national Career Clusters initiative of 2004-2005. The USDOE Office of Vocational and Adult Education (OVAE) identified [16 career clusters](#) representing career opportunities for the 21<sup>st</sup> century economy. Oregon chose to refine the 16 national career clusters to six Career Learning Areas based on the state's workforce opportunities and the educational delivery system. The Oregon Skill Sets framework includes academic, technical and career related knowledge and skills by career areas. Oregon's six Career Learning Areas are: Agriculture, Food and Natural Resources; Arts, Information and Communication; Business and Management; Health Services; Human Resources and Industrial and Engineering Systems.

The academic and technical skill requirements of community colleges are determined at the college level by CTE faculty with the input of advisory committees that include business, industry and labor representatives. Community college curriculum must be approved by college curriculum review committees, receive a recommendation for approval at the state level by the Office of Educational Improvement and Innovation (EII) and/or the Department of Community Colleges and Workforce Development (CCWD), and final approval by the State Board of Education. State administrative rule requires that students must receive collegiate level instruction in order to receive credit towards a Certificate of Completion or Associate of Applied Science degree (AAS) (OAR 589-006-0050). Additionally, every ten years the Northwest Commission on Colleges and Universities conducts an institutional and program review.

With the increased rigor in the high school diploma, it is expected that secondary students will enter community colleges and universities with higher levels of academic preparation. As a result of this higher achievement, postsecondary programs may need to evaluate the impact on their instruction. This impact could require an adjustment of postsecondary academic requirements to challenge students to their full potential, and to better prepare them to meet the ever-increasing academic and technical requirements of the workforce.

### **Secondary/Postsecondary Alignment and Articulation**

Programs of Study necessitate the alignment of knowledge, skills and outcomes between secondary and postsecondary partners. Work on the alignment process began during the Perkins IV Act transition year (2007). Oregon's Academic Content Standards (secondary), the Oregon Skill Sets knowledge and skills, and any additional industry standards necessary, will be developed into a single, cohesive continuum. Due to dramatic differences in the size and capacity of both secondary and postsecondary programs, the breadth and depth of skill attainment may vary. However, all students are expected to enter and leave postsecondary programs with a strong academic and technical foundation and be prepared for the next step in educational progress and career preparation.

As noted in the Introduction to this State Plan, the [Unified Education Enterprise \(UEE\)](#) continues to develop strategies and policies that support greater alignment of academic outcomes among the education sectors (high school, community colleges, university system).

### **Progress toward Certificates, Degrees and Credentials**

At the secondary level, Oregon's comprehensive guidance and counseling programs, the related Education Plan and Profile, "College Now" dual credit opportunities, and career pathway initiatives are creating a greater focus on careers, credentials and employment opportunities. At this point, only a few secondary programs have the capacity to offer an industry credential in addition to the high school diploma. Factors that affect this capacity include limitations on equipment, facilities, and available resources including funding and staff. Oregon has only one regional secondary education technical skill center; however, partnerships for regionally based instruction are emerging. One example is the Regional Technical Education Consortium (R-TEC). The R-TEC incorporates the elements of an advanced technology career center, distance learning and public-private educational partnerships. They also manage the region's summer academy in manufacturing technology.

Additionally, with the increased biennium investment by the 2007 Oregon Legislature in the ODE's Virtual School District (\$1.6 million) and in the community college distance education programs (\$1.38 million), there will be an improved infrastructure to support distance education. It is projected that there will be more opportunities for students to acquire critical courses for industry certification and these opportunities will be more accessible to students.

In the 2005-2006 Annual Performance Progress Report for Oregon, two of the strategies identified by CCWD for improving performance related to preparation and training for the workforce were to: (1) provide sufficient numbers of high quality and relevant courses and programs to prepare individuals to pass licensing exams; and (2) provide training on current/incumbent worker best practices that help elevate the skills of individual employees and increase overall capacity to provide comprehensive workforce training services. Continued progress is being made in both of these areas. [CCWD Key Performance Measures \(KPMs\)](#)

As a strategy to keep students engaged and to increase student access to education, the National Governor's Association [Career Pathways](#) initiative has promoted the creation of community college Career Pathways Certificates of Completion. These Certificates of Completion may have a narrow spectrum of technical outcomes, and they are achieved through a short duration of instruction. In Oregon, it is projected that this approach will provide students and employers a more immediate and affordable credential, and potentially earlier employment.

### **Implementation**

Currently, approved CTE programs at Oregon's community colleges include documentation of labor market need and employment opportunities. Oregon will now require both secondary and postsecondary Perkins' supported CTE programs to show program relevance to labor market needs and preparation for high-wage and high-demand careers in current or emerging occupations.

Perkins funds for state leadership will be utilized to identify successful models and practices of Programs of Study, develop an online CTE [resource portal](#), and support professional development and technical assistance for CTE staff. Support may also be provided to partnerships that address critical CTE needs. The Program Design and Development Task

Force identified key focus areas relating to alignment, dual or concurrent enrollment, and postsecondary credentials and awards.

The following focus areas will guide Programs of Study development and implementation during 2008-2013.

***Focus areas for implementation:***

- *Refine the existing Oregon Skill Sets framework to use as foundation standards for industry aligned career and technical education standards.*
- *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 in the Programs of Study.*
- *Identify models of rigorous CTE courses, of integrated academic and technical content, through Oregon's Credit by Proficiency policy.*
- *Use the Comprehensive Guidance and Counseling Framework to integrate student support services into the Programs of Study.*
- *Utilize and promote the resources that identify postsecondary degrees, credentials, awards or licensure that address global, state and local high-skill, high-wage and high-demand occupations.*

***2(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;***

**Background**

For over 20 years Oregon has maintained a regional infrastructure that supports implementation of career and technical education programs. This infrastructure, referred to as the CTE 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, but one that is also responsive to local and regional needs and goals.

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

The key elements to the Programs of Study implementation plan outlined for the five-year implementation process include:

- Goals (benchmarks and performance measures).
- Requirements, strategies, activities, timelines.
- Key policy decisions, related supporting documentation and guidelines.
- Continuous improvement planning and evaluation.

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

Guidance to local eligible entities will be provided through:

- 2008-2013 Local Plan Guide. (Attachment 9)
- [<Online Perkins resource portal>](#).
- Professional development. [<Professional Development Recommendations>](#)
- Continuous Improvement Technical Assistance Plan. (Attachment 11)

### **Implementation**

Many activities are underway to further develop a strong foundation for CTE Programs of Study. Not only is Oregon developing a standards-based approach, it is also initiating the foundation work for technical skill measurement/assessment.

#### ***Focus areas for implementation:***

- Develop models and strategies that guide the transition from current program design to the new Programs of Study.
- Develop 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 implement technical assistance as needed.
- Encourage the use of multiple delivery models, including distance education, to extend resources for students.

#### ***2(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;***

### **Background**

The SBE and the Oregon Legislature have long-standing commitments to supporting articulation agreements among education partners. [<Dual Credit, Tech Prep >](#) and concurrent enrollment are supported and utilized throughout the state. In addition, the 2005 Oregon State Legislature required the implementation of the [<Expanded Options>](#) program. This program provides a funding mechanism for secondary students to attend eligible postsecondary institutions and earn college credit (OAR 581-022-0102). 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.

Other articulation options that are available to postsecondary students include local and statewide articulated credit through community college statewide programs (e.g. Retail Management Certificate of Completion, Apprenticeship, Statewide Associate of Applied Science (AAS) degree, and Emergency Medical Technician AAS). Also available is the Oregon Transfer Module (OTM). The OTM ensures that students get full credit for their academic attainment in

any Oregon community college or institution that is a member of the Oregon University System. Oregon is exploring the utility of this model for CTE students transferring to a university.

In the past, course-to-course agreements have been the prevailing methodology to develop articulation agreements between secondary to postsecondary programs. The Program Design and Development Task Force clearly stated that a uniform knowledge-skills-outcomes based system would be more beneficial to students.

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

Statewide articulation opportunities are promoted through the leadership of the Regional Coordinators and community college staff, as well as state staff who provide professional development and technical assistance. There are ongoing opportunities for secondary and postsecondary faculty to collaborate on alignment, program design, curriculum, and valid and reliable assessments.

### **Implementation**

Groups such as the [<Joint Boards' Articulation Commission>](#) (JBAC) and the Unified Education Enterprise (UEE), and the State Board of Education (SBE), are actively working to create a stronger, more aligned and articulated PK-20 system. All students are the benefactors of this statewide effort. The work of the Perkins task forces will help inform and support the work of the UEE as they strive for efficiency and effectiveness in the alignment of the PK-20 system.

A statewide articulation conference is conducted annually. This year, Oregon will host the 2008 national articulation conference, which will provide additional professional development opportunities for college staff.

Currently, degree courses are so tightly designed that articulated elective courses may not have currency as credit in a degree program. In response to this issue, the Program Design Task Force indicated a strong desire to introduce articulation agreements based on proficiency for the knowledge, skills and experiences achieved through a Program of Study. This methodology would ensure that students are given full credit for their program related achievements.

#### ***Focus areas for implementation:***

- *Utilize knowledge, skills and outcomes as the key foundation elements for articulation agreements between secondary programs, community colleges and four-year colleges/universities.*
- *Encourage programs to set aside faculty time to develop joint agreements.*
- *Ensure that institutional level agreements are identified and maintained.*
- *Advocate and support the development of common terminology and templates.*
- *Advocate for a central online system to inform students of articulation opportunities.*
- *Advocate for a common, on-line, student portfolio system to provide accessible documentation of student achievement.*

**2(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

**Background**

Because career and technical education 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). These partners assist in sharing information and promoting opportunities. (Attachment 14) The support that CTE receives is highlighted by the numerous websites and programs that include CTE as an instructional strategy and where it is a part of strategic planning and annual reporting.

This year, the identification of 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 Oregon Workforce Investment Board (OWIB), Northwest Automobile Trade Association (NATA), Manufacturing 21, and the Oregon Forest Resources Institute (OFRI) have included CTE in their strategic plans; these plans are shared across the state.

Oregon's Partnerships for Occupational and Career Information (POCI), includes representatives from the [<Career Information System \(CIS\)>](#) and the [<Oregon Employment Department \(OED\)>](#), Oregon Department of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE) as key partners in the dissemination of information to support occupational exploration, educational planning, and career transitions. Currently, both OED and CIS are piloting an online module for connecting students to local businesses, OED through matching students with potential internships and job shadows and CIS through providing local business information and volunteer connection for all types of school-to-career programs. CIS continues to work closely with ODE staff to utilize the Oregon Skill Sets in developing individualized career-related learning plans and Extended Applications, as well as deliver tools to create, manage, and articulate education plans and document career-related diploma requirements. CIS is continuing to refine its information to better align with emerging work from the Oregon Skill Sets.

Oregon's local professional development requirement and the proposed Continuous Improvement-Technical Assistance Plan (Attachment 11) ensure that information is being disseminated as part of a continuous improvement process.

The statewide communication strategies resulting from the high school diploma revision also address CTE instruction as an integral element of graduation credit. Additionally, the career pathways initiatives and the related promotional activities provide students and employers with information regarding careers, education and training requirements and opportunities. The [<WorkSource Oregon>](#) website includes the community college pathway activities.

The Oregon Legislature receives CTE updates upon request and during the legislative sessions. State staff and local stakeholders provide information that relates to the Legislature's deliberations. In 2005, the Legislature commissioned a CTE Task Force to identify key issues related to Oregon's career and technical education. In 2007, the Legislature requested a CTE Study to analyze governance and funding models in several other states, and assess current and future funding structures that could enhance support for CTE in Oregon. This information is

providing the Legislature and the SBE additional insight into the value of CTE instruction as well as the funding challenges and opportunities.

### **Implementation**

Part of the responsibility of the ODE/EII and CCWD Career and Technical Education staff is the coordination and dissemination of information. Staff will continue to provide information through the ODE and CCWD website, answer phone calls and e-mail requests, make presentations at educator and administrator conferences and to the State Board of Education. Ongoing venues where information, issues and opportunities are addressed by state and local staffs include: the Oregon Association of Career and Technical Education Conference, secondary and community college administrator meetings, Oregon Workforce Investment Board (OWIB) and the Superintendent's Summer Institute.

#### ***Focus areas for implementation:***

- *Connect with and leverage Oregon's educational and workforce initiatives (i.e. diploma requirements, Oregon Workforce Investment Board Strategic Plan, career pathways initiatives).*
- *Explore the feasibility of a centralized link to on-line 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.*

- 2(e) *The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;***

### **Background**

Student capacity to use technology appropriately is essential in our global economy. In Oregon, State Board of Education Technology Standards require students to be technologically literate by the end of 8<sup>th</sup> grade. Beyond that level of literacy, Oregon requires the curriculum to incorporate current, relevant, technology where fluency with technology is expected and/or required and to the degree that students acquire knowledge and skills that will help them be successful in entry-level positions. At the postsecondary level, technology is incorporated based on industry level requirements and to the degree that resources are available. The 2007 Oregon Legislature increased funding for the Oregon Virtual School District and community college distance education programs. The outcomes of this investment may lead to greater use of related technology-based instruction.

### **Implementation**

The integration of technology is fundamental to a Program of Study. Depending on local capacity (e.g., staff, facilities, funds for equipment and policy, strength of industry partnerships) the ability to provide state of the art technology varies. However, the following focus areas will ensure that the state and eligible recipients continue to address this important component:

**Focus areas for implementation:**

- *Ensure technology skills are identified in the Oregon Skill Sets.*
- *Utilize local plans to identify and approve technology purchases that are essential to instruction in Programs of Study.*
- *Provide professional development focusing on use of appropriate instructional technology in curriculum, instruction and assessment.*
- *Encourage the use of distance education and related communications technology to increase access for students in rural and remote areas.*

- 2(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will --**
- i. Promote continuous improvement in academic achievement;***
  - ii. Promote continuous improvement of technical skill attainment; and***
  - iii. Identify and address current and emerging occupational opportunities;***

**Background**

Oregon is currently revising the secondary CTE program approval criteria to ensure all requirements defined in Section 134 of the Perkins IV Act are met in the initial CTE program approval application, and in the four-year renewal process.

**Planning and Eligibility**

At the secondary level, Perkins-eligible recipients submit an initial program application seeking standard program approval for a four-year period. In isolated cases, a program may be approved for a two-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/ELL office. (Attachment 10)

Historically, community college programs have become Perkins' eligible as a result of the State Board of Education (SBE) program approval process. However, the existing SBE criteria do not address the cohesive, integrated, secondary-postsecondary connection to the degree that the Perkins IV Act requires. Therefore, Oregon is in the process of identifying methods to provide joint secondary-postsecondary co-approval for the Program of Study. Potentially, this could mean that a new Program of Study might originate at the postsecondary level and the college pathway roadmap would include the secondary component, or the secondary renewal process would require a roadmap that spanned the postsecondary component. State staff will work with key partners to define an efficient process that also meets the revised requirements.

**Perkins Grant Cycle**

The Perkins Grant Cycle is supported by the local five-year planning process and the Continuous Improvement Process (CIP)/Perkins Budget Narrative and Spending Workbook. These documents are reviewed and approved in the state office by the Perkins Grant Management Specialist. (Attachment 15)

### **Performance Data**

[<Student performance data >](#) is submitted annually through the Oregon Department of Education'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. Programs that are not reaching the performance target will be offered assistance as identified in the state's CTE Continuous Improvement-Technical Assistance process. (Attachment 11)

Reporting on the new program benchmarks identified in the Local Five-Year Plan, 2008-2013, will be based on qualitative and quantitative information. (Attachment 9) These benchmarks align with the four core elements: (1) Standards and Content, (2) Alignment and Articulation, (3) Technical Skill Measurement/Assessment, and (4) Student Support Services.

Implementation of Oregon's eligibility criteria will require the amendment of processes and policy. The following draft criteria have been identified:

**2008-2013 PERKINS IV SECONDARY CTE PROGRAM DESIGNATION MATRIX**

***Implementation: Approved Perkins III CTE programs will need to meet Perkins IV eligibility criteria\* at the time of scheduled renewal beginning July 1, 2008 for continued access to Perkins IV funds.***

CTE PROGRAM ELEMENT	* PERKINS-ELIGIBLE CTE PROGRAM
Funding Support	Federal & Local Funds.
CTE Foundation Criteria: <ul style="list-style-type: none"> <li>▪ Equitable access.</li> <li>▪ Aligned to CTE standards.</li> <li>▪ Aligned to careers.</li> </ul>	Required.
CTE Program of Study Criteria: <ul style="list-style-type: none"> <li>▪ Foundation criteria for state recognition.</li> <li>▪ CTE Program of Study criteria.</li> <li>▪ Aligned standards-based curriculum, instruction and assessment.</li> <li>▪ Alignment of appropriate academic standards in the sequence of CTE Program of Study courses.</li> <li>▪ Valid and reliable skill assessments that are aligned to industry-based standards.</li> <li>▪ Career development and planning; student support services.</li> </ul>	Required.
Required ODE approval on file to document Perkins eligibility.	Required ODE Approval. Program of Study Application.
Annual updates to approved CTE programs to sustain Perkins eligibility and CTE teacher licensure ( <i>Annual Program Review</i> ).	Required.
Renewal of CTE Program of Study approval or ODE program recognition every 4 years.	Required.
Annual submission of CTE program and student data for Perkins accountability.	Required.
CTE program continuous improvement.	Required.
Exposure to federal accountability sanctions.	Yes.
Highly-qualified CTE teachers.	Required. TSPC licensed teacher with appropriate. CTE endorsement aligned with approved CTE Program of Study
Meets CTE Diploma Requirement.	Yes

**2008-2013 PERKINS IV POSTSECONDARY CTE PROGRAM ELIGIBILITY CRITERIA**

***Implementation: Postsecondary must meet Perkins IV eligibility criteria\* as documented in the local Perkins 5-Year State Plan and annual updates to access Perkins funds that support the postsecondary component of the state-recognized CTE Program of Study.***

CTE PROGRAM ELEMENT	* PERKINS-ELIGIBLE CTE PROGRAM OF STUDY
Funding Support	Federal & Local Funds
CTE Foundation Criteria: <ul style="list-style-type: none"> <li>▪ Equitable access.</li> <li>▪ Aligned to CTE standards.</li> <li>▪ Aligned to careers.</li> </ul>	Required.
CTE Program of Study Criteria: <ul style="list-style-type: none"> <li>▪ Foundation criteria for state recognition.</li> <li>▪ CTE Program of Study criteria.               <ul style="list-style-type: none"> <li>▪ Aligned, standards-based content, instruction and assessment,</li> <li>▪ Alignment of appropriate academic standards in the sequence of CTE Program of Study courses.</li> <li>▪ Program articulation and alignment between the secondary component and the postsecondary component of the CTE Program of Study.</li> <li>▪ Valid and reliable skill assessments that are aligned to industry-based standards.</li> <li>▪ Student support services for students enrollment in a CTE Program of Study.</li> </ul> </li> </ul>	Required.
Approval on file with ODE to document Perkins eligibility.	<ul style="list-style-type: none"> <li>▪ Required State Board of Education Approval.</li> <li>▪ ODE Recognized CTE Program of Study. [Joint Program of Study registration with partnering secondary schools or consortium of schools]</li> </ul>
Annual updates to <i>(Annual Perkins 5-Year State Plan Updates)</i> .	Required.
Annual submission of OCCURS data for Perkins accountability.	Required.
CTE program evaluation as required by accreditation.	Required.
Exposure to federal accountability sanctions.	Yes.

## **Implementation**

The Program Design Task Force recommended that secondary and postsecondary programs be approved as a single unit that reflects the cohesive Program of Study concept. The feasibility of a new process will be considered during the five-year implementation period.

### ***Focus areas for implementation:***

- *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.*
- *Refine the Oregon Skill Sets to reflect industry based technical skills and reflect standards for both secondary and postsecondary instruction.*
- *Collaborate with the Oregon Employment Department in the maintenance of a web-based, regional and statewide list of high wage, high demand occupations in new and emerging occupations.*

### **2(g) *How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;***

## **Background**

Oregon is fortunate that the newly revised high school diploma requirements and the Programs of Study align to guide students to achieve a high school diploma. The diploma redesign and the career pathways development create a perfect environment for the development and implementation of the Programs of Study. The Oregon diploma requirements support rigorous, personalized learning that also reinforces the goals and opportunities of Programs of Study requirements include:

- Academic achievement (24 credits)
  - English: 4 credits
  - Math: 3 credits (at the algebra 1 level or higher)
  - Science: 3 credits
  - Social Science: 3 credits
  - Health: 1 credit
  - PE: 1 credit
  - Second Language/Art/Career & Technical Education: 3 credits  
(the number of credits required in this area; which may be earned in any combination of the subjects, was raised from 1 credit to 3).
  - Electives: 6 credits
- Career Related Learning Standards/Essential Skills.
- Career Related Learning Experiences.
- Education Plan and Profile.
- Extended Application (applied learning project). [<Diploma>](#)

Along with the high school diploma requirements, Oregon Programs of Study are designed to accommodate the needs of each student. The identification of the progression of knowledge and skills and applied learning experiences provides students with a developmentally appropriate continuum of learning. Infused academic instruction at naturally occurring points provides all CTE students the opportunity to develop academic skills in context. Students will also be able to demonstrate proficiency through an authentic Extended Application at the high school level.

Instructional and administrative strategies to support graduation for all students will be identified and made available through the ODE website and professional development opportunities. It is expected that the recommendations of the high school diploma requirements task forces, and groups such as the Oregon Workforce Investment Board (OWIB) Youth and Education Committee, will be integrated with research-based strategies that support student diploma attainment. Opportunities such as Credit for Proficiency, Expanded Options, and dual or concurrent enrollment will be encouraged and integrated into curriculum design. ODE continues to support and promote student leadership organizations and activities as a means of student engagement and applied learning. Efforts are underway to determine methods to expand these important opportunities to all students.

Student Support Services is a core element in the Program of Study. The integrated nature of Oregon's high school reform initiatives provides teachers with the opportunity to collaborate with instructional and support services staff; these staff specialize in ensuring success for students with individual or special needs. Strategies such as integrated instruction and student communities of learning will be incorporated into professional development and technical assistance.

High school graduation rates are reported and monitored through Oregon's integrated data collection system. Regional Coordinators and state staff review the data annually. Technical assistance is available to interpret and define new strategies to improve the data quality and student progress. Collaborative state and local technical assistance will be provided to CTE programs that are not able to meet the high school graduation performance indicators.

### **Implementation**

As a part of the state's high school diploma revision and implementation process, the Programs of Study implementation will align and leverage emerging resources and professional development.

#### ***Focus areas of implementation:***

- *Identify appropriate accommodations and modifications that prepare all students for secondary graduation and postsecondary academic elements in the Program of Study.*
- *Promote local review of disaggregated data for the purposes of evaluating the progress of different student populations.*
- *Identify research-based practices that are relevant to increasing student graduation rates.*
- *Identify technical assistance for CTE programs in need of support based on the analysis of disaggregated CTE student performance data.*
- *Continue technical assistance and training to foster implementation of comprehensive guidance and counseling.*
- *Identify advocacy approaches to support postsecondary special populations.*

- 2(h) *How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;***

### **Background**

ODE has created, in collaboration with the Oregon Employment Department serving as the lead agency, CCWD and the Oregon Workforce Investment Board, definitions for High-Skill, High-Wage and High-Demand. (Attachment 8) Oregon's Program of Study design will focus primarily on high-wage and high-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. CTE students are guided to high-wage and high-demand occupations through a variety of instruction-based activities, which may include but are not limited to the following:

### **Career Exploration**

[<Oregon's Comprehensive Guidance and Counseling Framework>](#) 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. Most of Oregon's community colleges and universities have ongoing programs that bring students to the campus for college and career exploration.

### **Advising and Counseling**

High school and community college staff are well aware of the need for student advising and guidance. While most programs have some form of guidance and counseling, the lack of adequate numbers of guidance/advising staff is supplemented by online information, instructor guidance and, in some cases, industry mentors. Career pathways graphics and roadmaps that illustrate the education path from high school to university are offered on websites, in secondary schools, in college catalogues, and in hard copy pamphlets. These guidance resources are produced in other languages as well as English (Oregon's rapidly growing population requires materials to be produced in Spanish, Russian and a number of Southeast Asian languages and dialects). Additional resources include the [<Career Information System>](#) (CIS) and numerous workforce and campus research and communication tools. This information is used to design programs and provide students with current and valuable information relating to career and employment opportunities.

### **Identify Knowledge and Skills**

Oregon's Program of Study requires rigorous academic and technical skill attainment along with appropriate assessments and support for each student, including special populations students. Clearly identified knowledge and skills found in the Oregon Skill Sets and industry-based standards will provide students with a greater understanding of what they must know and do for entry into high-skill, high-wage and high-demand fields, in current or emerging occupations.

Local Programs of Study are developed with the assistance of local workforce boards and advisory committees. Members of these groups help to analyze and interpret state and regional reports and data from professional and trade organizations relevant to high-skill, high-wage and high-demand occupations. As a part of the postsecondary approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand for the graduating students. Secondary programs maintaining a Program of Study with

a community college will experience a relevant alignment to high-skill, high-wage and high-demand current or emerging occupations.

### **Experiential Learning**

Secondary students benefit from student leadership opportunities, job shadows, career development days, career fairs and programs like Women-In-Trades Day. Community colleges also provide work-based learning, co-op work experience and internships.

### **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 high-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 high-demand occupational preparation are addressed based on secondary program capacity, which includes student enrollment and program resources (e.g. qualified instructor, equipment, facilities, and enrollment). However, utilizing a central construct of knowledge and skills, and not just a sequence of courses, Oregon will develop pathways that guide students to high-skill, high-wage and high-demand careers.

#### ***Focus areas for implementation:***

- *Provide examples of effective instruction to ensure each student can progress to their next appropriate skill level.*
- *Provide for student and parent access to career pathway roadmaps, graphics and web-based resources.*
- *Promote and encourage student leadership, career fairs and skill development activities.*
- *Encourage the use of applied learning experiences including internships, job shadows, apprenticeships and 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 high-demand communication strategies.*
- *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 high-demand occupational areas.*
- *Ensure the Oregon Skill Sets clearly identify the technical skills for high-wage and high-demand occupational areas.*
- *Crosswalk academic skills identified in the Oregon Skills Sets and Oregon Academic Content Standards (secondary) with industry standards required for high-wage, high-demand occupational areas.*

#### **2(i) How funds will be used to improve or develop new career and technical education courses --**

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;***
- ii. At the postsecondary level that are relevant and challenging; and***
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;***

## **Background**

Even though there is a CTE teacher shortage, new programs are emerging. Programs such as the Renewable Energy Technology Certificate of Completion, the Statewide Retail Management Certificate of Completion, and the Wine Marketing Associate of Applied Science (AAS) degree are examples of community college responsiveness. Many of these programs, designed in response to industry requests, use Perkins funds to support developmental costs.

Community college Career Pathway Certificates of Completion are also under development. These Certificates of Completion provide for a progressive series of courses that lead students from short-term educational experiences to the culmination of an AAS degree, and in some cases, a baccalaureate degree. Pathway Certificates of Completion, that are designed to meet the Program of Study criteria, will provide opportunities for new courses that are responsive and flexible to workforce needs.

## **Implementation**

Professional development will be essential to Oregon's implementation plan. The Professional Development Task Force recommended that the primary, immediate focus must be on instruction. Oregon will incorporate many of the [Professional Development Task Force recommendations](#) to ensure aligned, rigorous and challenging curriculum and instruction.

Perkins resources will also support the validation panels for the Oregon Skill Sets, industry standards, and the various activities necessary to develop criteria and identify tools for technical skill assessment. It will be necessary for the assessments to align to curriculum and instruction based on current or projected industry standards.

### ***Focus areas for implementation:***

- *Require eligible recipients to plan and implement strategic activities that address Oregon's five benchmarks including Standards & Content. At the secondary level, a progress marker for this benchmark is the measurement of academic performance as defined by the Elementary Secondary Education Act, 1965/ No Child Left Behind Act of 2001.*
- *Continue the requirement of an academic performance measure for postsecondary CTE programs and strategic planning for instructional activities that will ensure CTE students meet this performance requirement.*

**2(j) *How Oregon will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.***

## **Background**

The Oregon high school diploma redesign and the career pathway development make a perfect environment for the development and implementation of Programs of Study. State staff can easily position Programs of Study as a capacity lever for the implementation of the redesigned diploma and career pathways. But what does this mean for Tech Prep?

Oregon has a strong legacy of solid regional partnerships. Each of the state's 17 community colleges maintains a consortium with high schools in the community college district. Many of

these regional consortia have been functioning for over twenty years; they provide significant capacity for Oregon's CTE system. These regional consortia have been the recipients of Perkins Tech Prep Funding. In an analysis of consortium work, early implementation examples of the new diploma requirements and career pathways emerged. Additionally, as Oregon plunged deeply into the Programs of Study discussion with our regional consortia, it became clear there was overlap, and in some cases, duplication between Programs of Study and Tech Prep. It was decided that a priority should be to provide models that are clearly understood and enhance local capacity for high school diploma requirements and career pathway implementation, as opposed to providing duplicative programs. Conversations with the regional consortia resulted in the recommendation to consolidate our efforts into Programs of Study as the mainstream CTE model and merge Tech Prep Funding into the Basic Grant to support our focus.

It was confirmed by our regional consortia that they wanted to maintain a regional allocation of funding to promote collaborative efforts and support continuous improvement. In response, Oregon will use the Regional Reserve Fund to sustain the regional momentum fostered by the regional consortia. Many of the Tech Prep functions will continue, but in a new context. Oregon has found a balance that honors the foundation developed by Tech Prep and institutionalizes this foundation in a new generation of Oregon CTE.

### **Implementation**

Oregon will merge the Perkins Title II, Tech Prep funding stream with the Title I, Basic Grant.

***2(k) How funds will be used effectively to link academic and career and technical education at the secondary level and postsecondary level in a manner that increases student academic and career and technical achievement; and***

### **Background**

A Perkins funded Program of Study must address both academic and technical skill attainment. As noted earlier, one of Oregon's priorities is the refinement of the Oregon Skill Sets in conjunction with industry standards for use as technical standards.

The Program Design and Development Task Force for the Transition Plan purposely chose to use knowledge and skills as a central construct to the Program of Study. This level of alignment compels secondary and postsecondary programs to work collaboratively. Funds and resources will be necessary in order to provide faculty the time and tools for this curriculum revision and refinement work.

### **Implementation**

It is important to align curriculum and technical skill assessments and industry credentials. Perkins funds for state leadership will be used for consulting with industry partners and advisory committees to identify commercial assessments and construct locally developed, state approved assessments.

Perkins funds for state leadership will be used to refine the Oregon Skill Sets for use as technical content standards, support integrated instructional projects such as [<Math in CTE>](#),

and design and implement professional development that is focused on curriculum, instruction and assessment.

Additionally, Oregon would like to identify and provide opportunities and resources for the development and vetting of exemplar Programs of Study. These Programs of Study must be developed and based on principles that are research-based, or otherwise proven to be effective.

**Focus areas for implementation:**

- *Foster development of regional strategies that encourage collaboration and resource sharing among school districts, community colleges and business and industry.*
- *Explore sharing faculty within and between educational institutions.*
- *Encourage implementation of coherent and comprehensive policy and process to support alignment and articulation.*
- *Promote professional development of academic and technical “teams” of teachers that result in secondary CTE students being prepared for postsecondary program entrance.*
- *Promote distance education.*

**2(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A-L)]**

**Background**

The State Board of Education (SBE) encourages the integration of academic and CTE technical instruction; 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 will be required that demonstrates the alignment of academic and technical knowledge and skills for the Programs of Study.

Additionally, local secondary eligible recipients are required to conduct a self review every four years. This self evaluation includes an assessment of the integration of academic and technical content at naturally occurring points in the instruction. This review also requires a site visit and consultation and approval by the CTE Regional Coordinator. Qualitative information will be available from these reports. In the self review and annual report, program staff will be required to identify progress on the benchmarks (i.e. 1) standards and content and 2) alignment and articulation). (Attachment 9)

Oregon requires both secondary and postsecondary programs to submit performance data for academic and technical skill attainment. Local CTE program staff, Regional Coordinators and state staff review this data. Should the data indicate a need for improvement, technical assistance will be provided.

**Implementation**

The integration of academic and technical skill instruction is a work in progress. Through the diploma requirement revision and implementation and the Perkins Programs of Study, there will be opportunities to determine the degree to which eligible recipients are responding to this

challenge. Oregon will continue to refine the process to collect this information as the five-year implementation unfolds.

***Focus areas for implementation:***

- Align the Oregon Skill Sets, industry standards, and academic standards.
- Utilize basic grant and Regional Reserve Fund annual reports of eligible recipients to obtain indicators of integration (e.g. incorporation of CTE in diploma requirements).
- Monitor the work of projects such as Math in CTE to determine the statewide scale of implementing integrated project training.
- Identify the integration of technical/academic content in sample curriculum provided by the field.
- Identify technical/academic content in Career Pathway Certificates of Completion and AAS Degrees and Options.
- Identify the frequency of teacher preparation courses offered in an integrated format (e.g., Agriculture and Science).
- Encourage the acquisition of Science, English or Math endorsement by CTE teachers.
- Encourage leverage funding and support professional development coordinated between disciplines.

- 
3. ***Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that --***
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;***
  - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;***
  - (c) Is high quality, sustained, intensive and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;***
  - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;***
  - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and***
  - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec.122(c)(2)(A)-(G)]***

**Background**

The Perkins task forces identified CTE teacher shortage (including preparation and retention) as the number one obstacle to the success of CTE in Oregon. This State Plan creates the context for building, equipping and retaining an educator workforce to meet the pedagogical and technical challenges facing CTE instructors.

Currently, Oregon has four CTE university-level teacher preparatory programs. Teachers may also enter the profession directly from the workforce. The independent state agency, [Teacher Standards and Practices Commission \(TSPC\)](#), provides an alternative process for secondary CTE licensure and endorsement for teachers. Secondary teachers who complete the three-year endorsement process are required by TSPC to have a professional development plan. At the community college level workforce experience is a priority when hiring faculty.

It is important to note that nearly all secondary CTE in Oregon is delivered through comprehensive high schools and community colleges. This enables CTE instructors to take advantage of school and college-wide professional development programs that are designed for all students, including special populations and students in non-traditional occupations. Specific CTE professional development is, in turn, made available to any staff member that supports a Program of Study. Administrators and counselors are expected to support CTE equally with other instructional programs within the comprehensive high school or college by engaging in appropriate CTE professional development activities.

Community colleges encourage workforce education faculty, career development personnel, and administrators in workforce education programs to continue their professional development throughout their careers. While colleges support life-long learning and professional development, the implementation of a professional development policy is a local decision. However, Perkins funded programs will follow state guidelines and are expected to provide professional development that is inclusive of all CTE staff.

The Perkins [Professional Development Task Force](#) embraced the [National Staff Development Standards](#). Essential to Oregon's professional development plans are the additional considerations that support a more targeted and systemically based program for all staff. The following areas will be a priority in the professional development effort:

- Focus on instructional strategies and methods that support the development of Programs of Study.
- Build on research-based strategies for academic and technical skill integration.
- Highlight promising practices and effective models of integration and of alignment of knowledge and skills.
- Link CTE instruction to high school diploma requirements at the secondary level.
- Develop understanding of the use of disaggregated student data to inform student progress in a standards-based curriculum.
- Incorporate methods to support diversity of students and school culture.
- Address the differences in needs and flexibility of both secondary and postsecondary CTE staff.
- Ensure that current technology resources are appropriately incorporated.

The Programs of Study, as defined by Oregon, are a significant paradigm shift for program design and curriculum development. In support of a unified knowledge and skill-based approach, instructors will need assistance in aligning programs to the Oregon Skill Sets and other appropriate industry standards, identifying and embedding academic content in CTE instruction at naturally occurring points, working as a secondary-postsecondary cohesive team, and utilizing effective instructional methodologies. In the areas of assessments, topics must include: developing and administering local assessments that meet state identified criteria for external, valid and reliable assessments; implementing credit for proficiency; and incorporating the use of an [Extended Application](#) as a high school diploma requirement.

## **Implementation**

Oregon is strategically planning for professional development that utilizes and disseminates effective models, best practices, collaborative activities, and overarching communication and outreach. It is expected that professional development will be implemented through a variety of methods: development of train-the-trainer models, secondary to postsecondary interdisciplinary communities of practice, mentoring and coaching, online and distance instruction supported by cluster work, electronic and distance education interactive materials, workshops and conference presentations.

During the five-year planning and implementation period, the feasibility of establishing a statewide professional development system for CTE will be evaluated. The foundation work has been started through the efforts of the Perkins Professional Development Task Force, the Perkins Policy Advisory Committee, the 2007 CTE Teacher Preparation Summit, and the Oregon Association of Career and Technical Education.

Oregon will continue to use Perkins funds to support qualified activities that promote research based practices of integration and applied learning. For example:

- National Center for Career and Technical Education project, [<'Math-in-CTE'>](#)
- [<Oregon Pre-Engineering Applied Science>](#) (OPAS), the [<Engineering and Technology Industry Council>](#) (ETIC), and [<Project Lead the Way>](#).
- The Oregon Skill Set revision process including educators and industry partners.
- Restructuring of the CTE Network monthly meetings to include professional development.
- The [<Oregon Building Congress Construction and Math initiative>](#).
- The [<International Center for Leadership In Education>](#).

Oregon CTE leaders will continue to leverage opportunities with existing partners and initiatives (e.g., the Superintendent's Annual Summer Institute, Statewide Articulation Conference, Career Pathway Institute and Oregon State University CTE teacher preparation program). The state will also continue to align with new initiatives (e.g. new diploma requirements, credit for proficiency, Expanded Options, Oregon Skill Set revision process, the academic content panel revision process, and the comprehensive guidance and counseling implementation).

State and regional staff will research and share promising practices and successful examples of integrated instruction, and they will review existing policies and rules for subsequent referral of recommendations to the appropriate committee for consideration. Staff will encourage the inclusion of CTE teachers and principals in the mentoring opportunities funded by the 2007 State Legislative. [<House Bill 2574>](#)

Oregon will continue the integration of CTE within the secondary continuous improvement planning and monitoring processes. Oregon will also maintain a continuous improvement technical assistance model which will be used to identify professional development needs and determine at what level (state or regional) support should be provided.

Each eligible entity will be required to identify 10% of Basic Grant Funds and 10% of Reserve Funds to support professional development activities; other funds that leverage an investment to the equivalent value can be substituted. Professional development must be inclusive of all CTE staff and address ongoing focused classroom instruction that includes the four core elements of the Program of Study: 1) Standards and Content, 2) Alignment and Articulation, 3) Technical Skill Measurement/Assessment, and 4) Student Support Services. In addition, each program

will report progress on the professional development benchmark identified in the local five-year plan:

- 95% of CTE teachers reinforce naturally occurring, embedded academic content with their technical instruction.
- 95% of secondary CTE teachers follow a formal, three-year professional development plan.
- 95% of postsecondary CTE teachers participate annually in formal, program-related professional development.

As Oregon has lost capacity for university-prepared CTE instructors, there is a reliance on recruiting secondary CTE instructors directly from industry. Such individuals obtain initial teacher licensure after participating in an Instructor Appraisal Committee (IAC) to validate their technical skills and suitability as an instructor. Use of the Instructor Appraisal Committee is a TSPC-recognized alternative licensure process. These individuals often enter the high school classroom with a depth of technical skills. However, their classroom management and instructional pedagogy is often weak. This will be a focus of Oregon's plan to strategically target the professional development areas needed for alternatively licensed secondary CTE teachers to be successful.

Oregon also uses the Instructor Appraisal Committee as a way to have an already licensed teacher obtain a CTE endorsement to their teaching license, which is a requirement for a Perkins-eligible Program of Study. These individuals have demonstrated instructional skills, but may lack the industry-based context for the effective delivery of technical skills. This will be a focus of Oregon's plan to strategically target the professional development areas needed for alternatively licensed secondary CTE teachers to be successful.

Perkins funded programs will require teachers entering from the business and industry workforce to focus professional development on instruction activities. Licensed teachers acquiring a CTE endorsement will focus on industry or other workplace experience in their professional development.

***Focus areas for implementation:***

- Designing programs based on aligned curriculum, instruction and assessment using a continuum of knowledge, skills and applied learning experiences.
- Effective instructional strategies to prepare students from all academic and technical skill levels for entry into high skill, high wage and high demand careers.
- Using researched based and successful practices and examples of program design.
- Design aspects for integrated academic and technical skill instruction at naturally occurring points of instruction.
- Identify commercial, valid and reliable, industry based assessments to meet technical skill assessment criteria.

- 
- 4. Describe the efforts your agency and eligible recipients will make to improve --**  
**(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**  
**(b) the transition to teaching from business and industry, including small business. [Sec.122(c)(3)(A)-(B)]**

## **Background**

The CTE teacher shortage will significantly impact Oregon's ability to sustain current programs and develop new programs. In May 2007, the Department of Education, and the Department of Community Colleges and Workforce Development, sponsored a summit on CTE teacher shortages. As a result of the summit, a variety of new initiatives are underway to support teacher preparation, training, recruitment and retention.

Community colleges are currently exploring short-duration, immediate need, intensive training in the pedagogy necessary for CTE teachers to be effective. Oregon believes this short-duration approach will be an incentive in the recruitment and retention of CTE teachers. For the first time, workshop sessions on CTE are being included in the statewide Education Pathways for Teachers Conference. This opportunity will provide greater visibility for CTE across a variety of teacher education programs. In addition, CTE teacher recruitment and intensive training is underway by some [Education Service Districts](#) (ESDs). It is expected that successful training models will be identified and shared through professional development conferences, workshops, and online resources.

The [Professional Development Task Force](#) provided specific recommendations regarding refinements to the secondary CTE licensure process, new teacher preparation and preparation for high school teachers entering from the workforce. These recommendations will be shared with the appropriate committees and program designers.

Within the parameters of the NCLB highly qualified teacher requirements, state staff are developing guidance to assist local programs in cross discipline, integrated instruction that utilizes both academic and CTE teachers. This integrated instruction allows students to receive academic credit in the CTE classroom.

Various CTE professional teacher associations are addressing the issues of recruitment and retention. Organizations are identifying opportunities to share the message regarding the importance and rewards of CTE instruction. Programs such as Oregon State University's Agricultural Ambassador program are helping to communicate the rewards of teaching in Career and Technical Education. Securing an adequate number of appropriately qualified CTE instructors at the postsecondary level is an equally important challenge. While various organizations are developing recruitment strategies, salary remains an important factor. The salary differential between business and industry and education can be significant. Many businesses are able to support higher pay scales and benefit packages than state supported educational institutions. This is particularly evident in the health care profession.

## **Implementation**

### **Data**

State level data on instructor retirements and hiring is being secured, analyzed and distributed to inform teacher recruitment and preparation efforts.

### **Licensure**

ODE staff will collaborate with TSPC to refine the high school instructor appraisal process for secondary CTE licensure/endorsement and expand options for persons entering from the workforce. Also, a feasibility study is being considered to determine the viability of a regional Instructor Appraisal Committee process.

## **Recruitment and Retention**

Coordination with partners to increase the percentage of certified instructors in CTE will be explored. These partners include but are not limited to: current local and regional program staff, the Oregon Education Association, the Confederation of Oregon School Administrators, and the Oregon Workforce Investment Board and regional workforce entities. State and local staff may promote the leveraging of resources provided through the state's new beginning teacher and administrator mentoring program. Postsecondary CTE instructor availability in critical high demand areas such as health care is being addressed by broad-based education and health care industry initiatives as a way to increase the supply of health care professionals at all levels. Other industry sectors have similar initiatives under way to recruit and retain postsecondary CTE instructors.

## **Training**

ODE and CCWD will continue to collaborate with four-year teacher preparation institutions to encourage and assist in preparing new teachers. Opportunities for secondary CTE teachers to receive mentoring through the new teacher/administrator state funded mentoring program will be encouraged.

## **Policy and Recommendation**

The Professional Development Task Force and Perkins Policy Advisory Committee recommendations will be referred, as appropriate, to the suitable statewide committees.

### ***Focus areas for implementation:***

- Encourage the development of immediate need, intensive immersion training for CTE instructors entering directly from industry without traditional teacher preparation.
- Identify and address barriers to the recruitment of CTE teachers.
- Collaborate with key partners to review and refine the Oregon instructor appraisal alternative teacher licensure process for secondary teachers.
- Explore the development of nontraditional teacher preparation programs with a focus on academic and technical skill integration for Programs of Study.
- Explore administrator training for resource integration and management.

---

**5. *Describe the efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]***

Oregon public universities and private colleges maintain articulation agreements with subbaccalaureate degree programs. The Program of Study design supports the vertical alignment of knowledge, skills and outcomes, which are the foundation of articulation agreements and successful student transition. Currently, sixteen CTE credits may be transferred into a baccalaureate degree program. Oregon also offers the Oregon Transfer Module (OTM), a vehicle for transferring academic credit to an Oregon community college or institution in the Oregon University System. The OTM allows for the transfer of the equivalent of three academic quarters of instruction; it is a supplement to articulation agreements. Examination of the utility of this module to CTE credit transfer will be explored. Additionally, concurrent enrollment is growing in Oregon with approximately 11,700 students (2006-07) enrolling at two or more institutions annually.

The Statewide CTE Task Force, convened as a result of legislative action in 2005, recommended the establishment of an applied baccalaureate degree that would ensure transferability of an Associate of Applied Science degree with the same assurance as an Associate of Arts degree. The 2007 Perkins Program Design Task Force affirmed that recommendation. In addition, both task forces presented numerous strategies relating to system-wide alignment and articulation. (These recommendations will become a part of the Perkins IV implementation plan).

Advising and counseling are components of Student Support Services identified as a core element in the Program of Study. Additionally, Oregon's Framework for Comprehensive Guidance and Counseling initiative (Pre-K-Grade 12) and the student Education Plan and Profile (diploma requirement) as well as the CTE based career pathways initiatives, have resulted in increased resources for career planning. Graphic organizers or roadmaps and online tools illustrate for students the paths to a four-year degree. The graphic organizers and other marketing materials are available across the state.

The Oregon Career Information System (CIS) and the Oregon Employment Department also contribute research and materials that help students plan their transition from a subbaccalaureate degree to a four-year institution. The Program Design and Development Task Force provided specific implementation recommendations to support the use of electronic portfolios and online advising to ensure portable student transition strategies.

There has been an increase in the development of statewide AAS degrees and statewide Certificates of Completion. These statewide credentials ensure common outcomes and transfer of student earned credit to any participating college in the statewide program and, in some cases, to the next step four-year institution. The Statewide Apprenticeship AAS degree is in the final stages of development.

### **Implementation**

Oregon continues to identify strategies to support the transition from subbaccalaureate programs to baccalaureate programs. As this work continues, the following focus areas will be a priority:

#### ***Focus areas for implementation:***

- Connect with and leverage ongoing educational PK-20 initiatives in Oregon.
- Utilize knowledge, skills and outcomes as key elements for articulation agreements and dual degree partnership programs.
- Identify common, student friendly language that identifies articulated credit.
- Advocate for the development and implementation of an Applied Baccalaureate degree.

- 
- 6. *Describe how Oregon will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your state. [Sec. 122(c)(5)]***

## **Background**

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.

As noted in Section I, Planning, Coordination and Collaboration, Oregon is experiencing a confluence of activities that directly impact CTE. Specifically, the revision of the Oregon high school diploma requirements and related standards, the career pathways implementation, the development of the Perkins IV State 5-Year Plan and the alignment work of the Unified Education Enterprise (UEE) are contributing to the PK-20 efforts. Integral to these related activities is a multitude of task forces and committees with broad representation. Significant cross communication and alignment of resources, outcomes and data points are taking place. Partners are contributing their unique expertise. (Attachment 14)

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 & Deans) to local CTE stakeholders.*
- *Network on a regular basis with other stakeholder networks such as the Oregon Workforce Investment Board and community college Council of Instructional Administrators.*
- *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.*

- 
7. **Describe efforts that your agency and eligible recipients will make to --**
- (a) **Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in --**
    - i. **The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
    - ii. **Career and technical education subjects;**

### **Background**

The 2007 revision of the high school diploma requirements increased the number of academic credits and included up to three CTE credits as an option for graduation. The diploma requirements also reflect the State Board of Education's support for awarding academic credit in rigorous CTE courses. A number of state sponsored task forces have been formed to recommend the criteria to implement this integration effort. The increased rigor of the high school diploma requirements and the development of a shared and aligned Programs of Study are projected to increase the academic level of students entering postsecondary programs.

College equivalent courses, including Advance Placement, Dual Credit, Expanded Options, and locally articulated courses enable students to earn transcripted college credit prior to their high school graduation and matriculation to a college program.

Many community colleges are also providing COMPASS and ASSET assessments for high school students to provide indicators of college readiness. At the time of entry into a community college, these assessments determine placement. Another priority activity is to determine how prior student academic and skill attainment can be used by community colleges to determine placement.

Postsecondary programs achieve academic integration through a designation of academic courses in the college Program of Study or through embedded academic instruction. Oregon's AAS degrees and Certificates of Completion of one year or more must include 1) communication, 2) computation and 3) human relations. Many contain additional English language and mathematics courses that are appropriate to a specific degree program. Technical job skills are identified in the Oregon Skill Sets and industry standards through advisory committees and, where appropriate, by third party accrediting agencies. Community colleges are held accountable for academic instruction through local curriculum review committees and the Northwest Commission on Colleges and Universities. Oregon will continue to monitor the academic progress of community college students through its performance reporting system.

Oregon's well-developed, unit-record accountability and data reporting system is utilized to record student progress in both academic and technical skill attainment. Oregon will continue to use the secondary state identified academic performance indicators established to meet No Child Left Behind requirements. Also, Perkins is included as a reporting element in the secondary Continuous Improvement Plan. In addition, new benchmarks for Perkins funded programs have been identified. (Attachment 9)

A need to grow CTE programs that lead students to, and prepare students for, high-skill, high-wage and high-demand occupations underlies Oregon's implementation plan. Collaborative work is ongoing with the Oregon Employment Department (OED), the Workforce Investment Board (OWIB) and program related advisory committees. Many strategies are under development to assure that CTE program design efforts align with the developmental needs of adolescents at the secondary level, and for both adolescents and adults at the postsecondary level. Additionally, strategies to support resource issues (dollars, equipment and personnel) are being identified. The CTE Study to be conducted in 2008 will further inform how Oregon might address these issues.

The Legislature, the State Board of Education and essential partners continue to make progress towards a seamless PK-20 system and the reduction of barriers between CTE and academic instruction. Funds identified by the legislature in 2007 for high school improvement provide additional resources to improve instruction in CTE programs.

### **Implementation**

Oregon's eligible recipients are designing the Programs of Study and working towards the integration of CTE and academic content. Over the next five-years, the needs of staff will be monitored and plans adjusted accordingly.

#### ***Focus areas for implementation:***

- *Provide professional development to encourage early adopters and identify models of implementation.*
- *Encourage and support professional development that addresses the integration of technical skills and academics (e.g. Math in CTE).*
- *Encourage and support the alignment of community college and university general education outcomes.*
- *Require local collection, reporting and analysis of CTE concentrator performance data as a basis of local CTE program improvement plans.*

#### ***7(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and***

"All aspects of an industry" is an essential element for Programs of Study. The incorporation of knowledge and skills that relate to "all aspects" are embedded in the Oregon Skill Sets. Applied work-based learning and student leadership activities move students beyond the core content. Eligible recipients are required to address "all aspects" in program design and curriculum development. The essential elements of all "all aspects" include: 1) business planning, 2) management, 3) health, safety and environment, 4) community issues, 5) Principles of Technology, 6) personal work habits, 7) technical and production skills, and 8) labor issues.

### **Implementation**

Oregon will continue to identify opportunities to provide students with the broadest understanding possible related to careers and industries. The ability to leverage resources and continue to develop partnerships with our stakeholders is key to expanding opportunities for students.

**Focus areas for implementation:**

- *Encourage the use of business and industry representatives on program advisory committees and for supplemental technical instruction.*
- *Advocate for work-based learning opportunities, work-study and apprenticeship programs.*
- *Encourage a Program of Study design that is cluster or pathway oriented.*

**7(c) *Ensure that students who participate in career and technical education programs are taught the same challenging academic proficiencies as taught to all other students.***

It is important to note that nearly all secondary career and technical education 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.

The revised high school diploma requirements are designed to ensure that all high school students will have instruction that is challenging and personalized. Additionally, all CTE courses address state adopted standards, which are measured on statewide assessment tests. Oregon also includes an Extended Application element in the high school diploma requirements; this authentic project component provides the student an opportunity to demonstrate proficiency in technical skill attainment and applied academic learning. Oregon's accountability system for No Child Left Behind has led high school programs to develop methods for the integration of English Language Arts standards, mathematics, science and social studies into curriculum to ensure students master challenging academic skills while developing technical skills.

The opportunities for Dual Credit and concurrent enrollment are open to all high school students. These courses are often taught by college faculty and provide challenging content. Advanced Placement courses are taught by high school teachers who have to have their syllabus approved by The College Board audit; high school students must pass a standardized test to be eligible for college credit. High school teachers that teach articulated courses are required by many of the colleges to have a master's degree in the content area.

While Oregon does not maintain a common course system for colleges, advisory boards review the curriculum to ensure that it addresses currently accepted skills; new courses and programs are developed as new occupations and workforce needs emerge. Institutional curriculum committees review all new programs and courses, and submit new programs to the state for approval.

Completion of a postsecondary program often results in a student's qualification to sit for a licensure test. The student passing rate for these exams is considered an indicator of the effectiveness of program rigor and alignment.

## **Implementation**

The Program Design Task Force took a strong position that CTE instruction should and can serve all students and embraced the concept of providing challenging work for each student whether an adolescent or adult.

### ***Focus areas for implementation:***

- *Incorporate appropriate academic standards in the Oregon Skill Sets to identify the necessary academic skills at naturally occurring points.*
  - *Connect with and leverage ongoing work related to credit for proficiency, diploma requirements and credit for prior experiential learning.*
  - *Provide professional development that focuses on standards based curriculum, instruction and assessment.*
  - *Advocate for and support student leadership opportunities for all students.*
  - *Sustain support for the comprehensive delivery model for Oregon CTE through comprehensive high schools and comprehensive community colleges.*
  - *Require secondary charter schools be held to the same eligibility and performance expectations as Programs of Study in comprehensive high schools.*
- 

- 8. Describe how Oregon will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

## **Background**

The technical assistance model will be based on the long-standing continuous improvement process. The goal of this model is to improve CTE student technical and academic achievement through analysis of data and identification of needs and resources that can produce results. The model will focus on student performance, retention, employability, and participation in Programs of Study as critical metrics. The model will also help focus support in the four core elements of Programs of Study as well as teacher recruitment and development.

A description of this model is located in Attachment 11. The process is initiated with formal and informal reports from the field followed by analysis of the data to identify needs and strengths of programs. Responses to those needs may occur through personal contact, website resources, assistance from Regional Coordinators, and regional or statewide professional development.

## **Implementation**

Key partners in the implementation of the Continuous Improvement Technical Assistance model include EII and CCWD state staff, the Regional CTE Network, Career Pathways, Programs of Study partners, and workforce development partners.

### ***Focus areas for implementation:***

- *Integrate technical assistance with the CTE continuous improvement process.*
- *Ensure that programs have access to technical assistance.*
- *Monitor through the review of annual reports and feedback from the CTE Network, site-specific circumstances that may require a technical assistance response from ODE or CCWD.*
- *Foster coordinated technical assistance interventions provided by ODE, CCWD and CTE Network staff.*
- *Target professional development based on trends emerging from technical assistance needs.*

---

**9. Describe how career and technical education in your State relates to your State and region's occupational opportunities. [Sec. 122(c)(16)]**

**Background**

Oregon is targeting Perkins' resources to help the state leverage a greater return on investment through a refinement of program eligibility criteria. These required criteria include a labor market need at the state and/or regional level. Programs of Study will use the Oregon Employment Department's definition and statistics for high-skill, high-wage and high-demand occupations. (Attachment 8)

The community colleges in Oregon are required through the State Board of Education Postsecondary Program Approval Standards, to justify need and provide supporting labor market information. Since a Program of Study is a shared continuum of learning, secondary programs will also be aligned to a career area that has documented need. Programs not linked to community colleges, but other postsecondary opportunities, will be required to address the high-demand, high-wage criteria in the program approval process.

Business and industry partners will continue to serve on advisory committees and assist in making recommendations and providing guidance regarding the relevance of the instructional program to industry needs.

**Implementation**

***Focus areas for implementation:***

- *Coordinate with Oregon Employment Department in making available current employment information relating to high-skill, high-wage and high-demand occupations in current or emerging professions.*
- *Coordinate with Oregon Employment Department to make available information relating to demand occupations that enable workers to transition to jobs of equal or better pay.*
- *Coordinate with the Oregon Employment Department for the analysis of Wage Record Interchange System (WRIS) data, to compare compatibility with Oregon's occupational demand opportunities with those of neighboring states.*
- *Support the Governor's Workforce Initiatives.*

---

**10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec.122(c)(17)]**

**Background**

The Oregon Department of Education (ODE) and the Department of Community Colleges and Workforce Development (CCWD) fall under the guidance of the Oregon State Board of Education. Working together, ODE and CCWD plan for the development, implementation and evaluation of Perkins funded Programs of Study. ODE is responsible for implementation and integration of K-12 programs. CCWD oversees the implementation and integration of the WIA

One-Stop services and WIA Adult Basic Education, Even Start Family Literacy, Community College Support Fund, and the Oregon Youth Conservation Corp. The State Board of Education reviews all CTE and Workforce program activities with the lens of their contribution to the state's diploma requirements, and objectives and policies relating to the PK-20 education and workforce system.

ODE and CCWD staffs who work with Perkins IV implementation also coordinate with representatives from regional and local institutions. This CTE network provides a venue to inform state staff of the potential duplication of programs and helps to resolve issues with consideration of the needs of students from all parts of the state.

Oregon K-12 Continuous Improvement Planning (CIP) process encourages school districts to look at a comprehensive investment of federal funds. Currently, local planning is done for the use of NCLB and Perkins federal funds. ODE staff has identified specific strategies to leverage the local planning and coordination of secondary professional development through the use of Perkins, NCLB Title II and NCLB Title V funds.

The Unified Education Enterprise, an Ad Hoc committee of the Joint Boards Articulation Committee (JBAC), addresses ongoing issues related to alignment and articulation of education programs. Both ODE and CCWD are represented on the various committees. Through this committee work, partners strive for non-duplication wherever possible.

Oregon maintains a Workforce Investment Board (OWIB) and a Workforce Policy Cabinet (WPC). The cabinet is composed of senior staff from state workforce development, economic development, K-12, community colleges and the university systems to address policy and implementation barriers. [<OWIB's Strategic Plan>](#), *Winning in the Global Market*, includes career and technical education and CTE teacher supply as top priorities.

Oregon chose to incorporate Tech Prep into its Perkins IV Basic Grant. In reviewing the elements of Tech Prep and the new Programs of Study core elements, it was determined that these two programs shared significant overlap. This merger of programs was approved by ODE, CCWD, CTE Network and the State Board of Education. (See Section 2] of this plan)

---

**11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school drop outs. [Sec. 122(c)(20)]**

**-- Describe procedures to develop memoranda of understanding outlined in Section 121(c) of the Workforce Investment Act (Sec. 122(c)(21))**

Workforce development is providing education and training services to prepare individuals to enter and/or advance in the workplace with the skills and abilities that businesses need. Oregon is carefully targeting and strategically investing public resources where they will provide a competitive advantage for Oregon businesses.

state education and workforce agencies, The Oregon Workforce Investment Board (OWIB), the Governor's Workforce Policy Cabinet (WPC), Local/Regional Workforce Investment Boards and

other state and local workforce partners work together to achieve the goals of the OWIB's strategic plan, *Winning in the Global Market*.

- The state has provided a framework to guide local agreements among the local/regional Workforce Investment Boards, One-Stop Centers, community colleges and other partners. Memoranda of Understanding detail service delivery models and collaboration at the local level.
- Community colleges as the postsecondary Perkins recipient and local/regional education and workforce experts are key players in the development of agreements for the local One-Stop and other appropriate services. Community colleges are key partners in the development and implementation of the agreements as well as in service delivery.
- Workforce and education partners continuously identify common needs, individual strengths, common service populations and priorities through successful collaboration and the leveraging of funds. Each college, in partnership, determines the appropriate services and programs to be included through interagency agreements.
- Local agreements focus on benefits to clients, participants and students through partnerships, collaboration and coordination of services as well as allowing local flexibility in providing services to students/clients/participants.
- Local agreements continue to provide bridges for collaborative and mutually beneficial relationships between community colleges, One-Stop Centers, and other workforce partners.

State-level barriers are addressed through the extraordinary cooperation and collaboration among state education and workforce agencies that has been in place since the early 1990's.

***-- Describe procedures to ensure coordination and non-duplication among programs listed in Section 112(b)(8)(A) of the Workforce Investment Act. (Sec. 122(c)(21))***

### **Local Planning**

The passage of the Workforce Investment Act (WIA) in 1998 and actions by the Governor and the Oregon Workforce Investment Board emphasize the importance of direct connections between Perkins resources provided to community colleges and workforce development efforts at the state, local/regional and community level.

Postsecondary and secondary Perkins resources are coordinated with WIA and other federal education and workforce funding sources to leverage services, particularly preparatory services, for career and technical education participants. Postsecondary Perkins and secondary grant recipients are full partners in the efforts to develop and implement local unified workforce plans across federal and state funding sources.

Local/regional planning provides the vehicle for collaboration and cooperation between education and workforce entities, which is critical to the success of regional planning efforts that are ongoing. The ongoing planning leads to the continuous development, implementation and regular evaluation of strategies to meet local/regional education and workforce needs.

Partners, such as community colleges, local/regional Workforce Investment Boards, youth councils, K-12 and ESD Boards, etc., work to coordinate and eliminate unnecessary duplication of effort while leveraging federal, state and local funds to improve and expand services with postsecondary Perkins career and technical education programs, regional and state workforce development programs and activities.

### **Guiding Principles for Coordination**

The State Board of Education has developed and maintains policies relating to program coordination between education and workforce partners according to the following guiding principles:

- Maintain maximum flexibility to promote coordination and to avoid duplication of efforts and resources.
- Empower and reward local level stakeholder involvement.
- Connect the K-14 education system to local and regional workforce needs.
- Create systems that support, encourage and reward student transition between levels of education and entry into the workforce.
- Ensure K-14 education system participation with workforce development initiatives that will support student attainment of standards and preparation for next steps.
- Establish and maintain systems of gathering local input to ensure that policy development supports local efforts.