

2020 – 2024

Oregon's CTE State Plan

Oregon Department of Education

In partnership with the

Oregon Higher Education Coordinating Commission



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Structure of the CTE State Plan

Oregon’s vision for CTE guides the structure of our State Plan. Ongoing consultation and coordination between Oregon’s K-12 system agency, the Oregon Department of Education (ODE), and the adult and community college system agency—the Higher Education Coordinating Commission (HECC)—is at the heart of the plan. The body of this document is meant as a high-level, four-year strategic plan outlining broad goals to guide Oregon’s work around CTE. [The Appendices](#) provide the context and details of our plan. There we include the state’s Action Plans that will serve as our work plan and as a means to measure the state’s progress. Action Plans and progress reports will be updated each summer and posted to the ODE [website](#).

Building Equitable Aligned Career and Technical Education (CTE)

The authorization of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provided the opportunity for Oregon CTE leaders and partners to collaborate on the development of a CTE State Plan. The CTE State Plan will be more than a Perkins plan; it is Oregon’s guide to building CTE and prioritizing the use of funds. This plan supports a future-ready Oregon workforce and aligns work across state agencies and federal initiatives (i.e., Every Student Succeeds Act, Workforce Innovation and Opportunity Act (WIOA), Higher Education Act, Individuals with Disabilities Act).

The intention of both Perkins V and recent state legislative investments in secondary CTE, coupled with increasing acknowledgment of the value of postsecondary CTE credentials, is creating a foundation for innovation, partnership, and student support.

By 2023, the Oregon CTE State Plan—with help from state, regional, and local partners—will support Oregon CTE programs, schools, and colleges to ensure that historically and currently underserved and marginalized students and families are welcome, safe, and included in our institutions and programs. The goal is that all Oregonians will receive appropriate and equitable access to and benefits from CTE. Our priority is to create quality relationships, experiences, and interactions among learners, educators, business partners, and community members.



The CTE State Plan focuses on more fully integrating academic knowledge and technical employability skills for all learners, ensuring that currently and historically marginalized populations have the support needed to feel welcome and be successful in the CTE program of their choice.

Oregon's Vision for CTE

Oregon's CTE State Plan aims to share a vision and identify actionable strategies for working together to achieve that vision. All Oregonians deserve meaningful careers that support them and their families as they contribute to their communities. CTE is a proven strategy that increases high school graduation rates and creates a pathway for a successful transition into a purposeful career.

With the CTE State Plan, Oregon has an opportunity to improve how we prepare Oregonians to participate in high-wage, high-skill, and in-demand careers¹ and, in doing so, put the state on a path to an even brighter future for our communities and our economy. More specifically, we have an opportunity to remove barriers and ensure high-quality learning and access for each learner regardless of race, gender, or zip code. Annually, over 150,000 K-12 learners participate in CTE, and over 5,000 postsecondary students complete CTE programs at Oregon colleges. Regional partnerships, led by CTE Regional Coordinators, exist in every corner of Oregon. CTE Programs of Study exist in nearly every Oregon high school and all 17 community colleges. Secondary students who participate in CTE graduate high school at rates higher than their counterparts who do not participate in CTE; this finding holds true across all demographics. The CTE State Plan will build on the success of the past decade under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and improve programs to bring greater consistency and access.



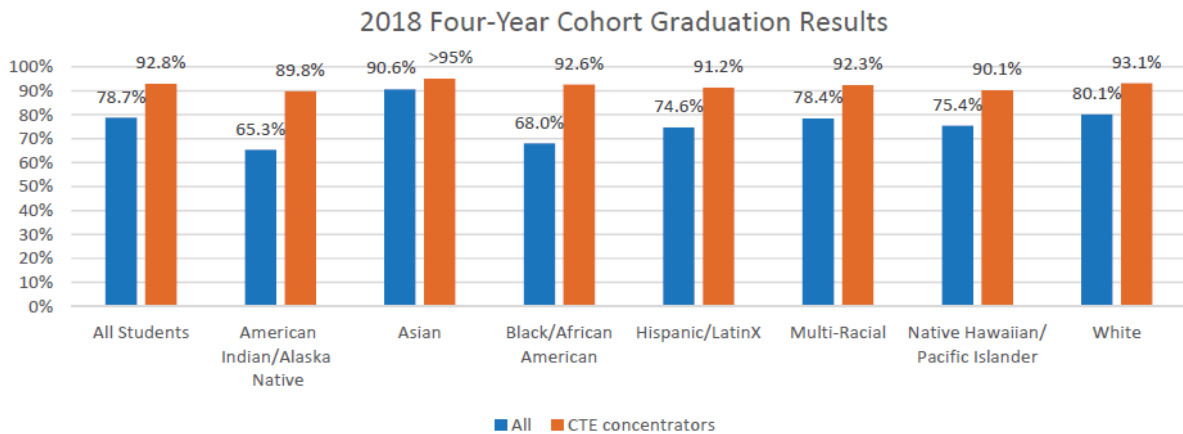
Vision for CTE

Building on CTE's past vision and based on input from CTE partners and agency staff, Oregon has identified the following vision for CTE that will guide Oregon's CTE State Plan:

Oregon will reimagine and transform learner experiences to enhance learners' future prospects; empower their communities; and ensure equity in an inclusive, sustainable, innovation-based economy.

¹ Defined in Glossary, [Appendix O: CTE State Plan Glossary](#).

Chart A: High School Graduation and CTE

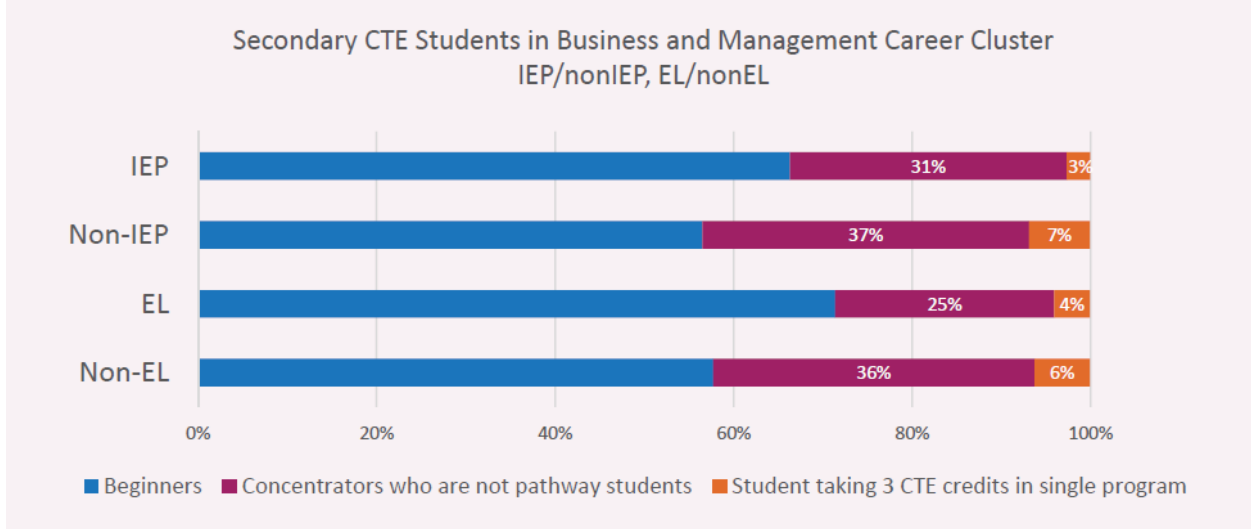


“Concentrator” in this graph represents the Perkins IV secondary definition of one credit of CTE.

CTE can celebrate the fact that participation rates (students taking one CTE course) match secondary student demographics across the state and the consistent achievement of higher graduation rates across all student groups taking one year of CTE in high school. However, a closer look at the data shows that students of color, students navigating poverty, students with disabilities, and emerging bilingual students are underrepresented in in-depth CTE, defined as the completion of three high school credits in a single career area. The recent [Regional Education Laboratory report](#) highlights these opportunity gaps, but as an example, in the Business and Management Career Cluster®, a greater percentage of students who are not on an Individual Education Plan (IEP) and not emerging bilingual concentrate in a CTE program and complete three credits in the program (see Chart B).

These findings are significant because greater benefits of CTE in terms of graduation, college success, and smooth transitions into a career are associated with in-depth participation. Thus, far too often, students of color, students navigating poverty, students with disabilities, and emerging bilingual students are not benefiting from the promise of CTE at the same level as students who are white, not experiencing poverty, or who don’t identify as having a disability. Chart B shows the range of CTE secondary participation from one course to three credits for students with disabilities (IEP) and emerging bilingual students (EL) and students who are not members of these groups. There is a clear gap in the percentage of students taking more CTE courses for these two student groups. Understanding how all of our learners fit into the learning environment and supporting them accordingly is necessary to achieve our vision.

Chart B: Gap in CTE Participation Versus Completing Three Credits in Secondary CTE Programs



Data and information on students with disabilities also indicate that such students experience better retention and post-school outcomes when they participate in one credit of CTE compared to students with disabilities who are not involved with CTE.² Oregon has a responsibility to build systems that purposefully remove barriers in light of these compelling facts. The Oregon Department of Education (ODE) is building partnerships with vocational rehabilitation and student services, and offering support to local CTE and special education practitioners through regional training and conference presentations to increase access and for the participation of students with disabilities in CTE.

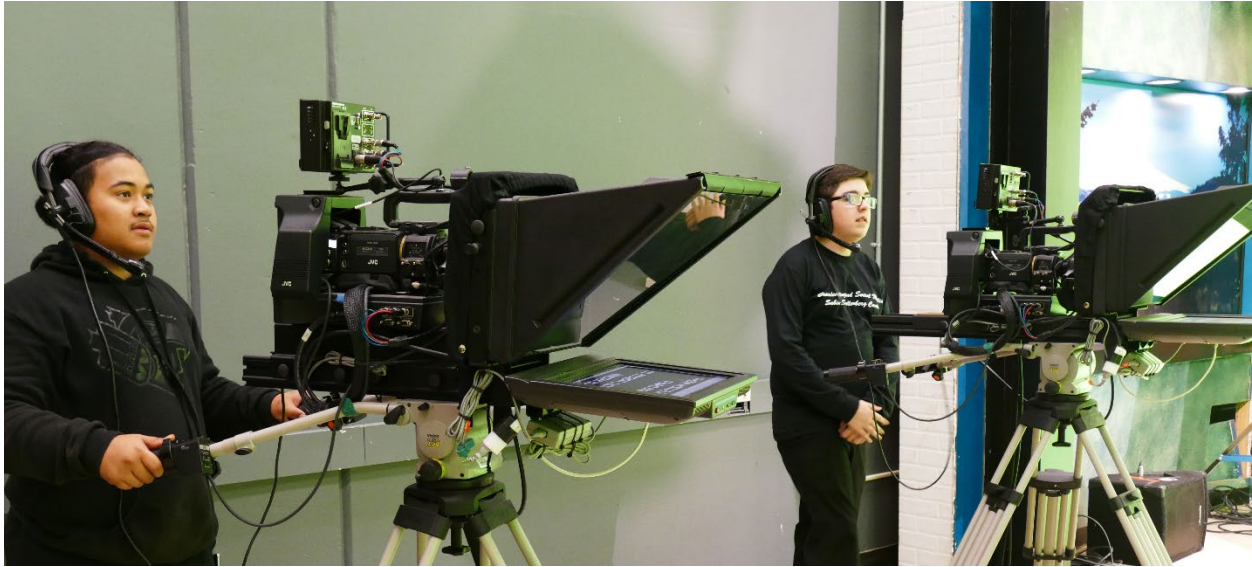
Additionally, too often participation rates vary by gender in specific Programs of Study. For example, females are underrepresented in Computer Science and Manufacturing programs and males are underrepresented in Education programs. Over the past six years, Oregon has partnered with the National Alliance for Partnerships in Equity (NAPE) to train regional cohorts of instructors and advisors to identify and overcome barriers to success. Oregon will continue to support strategies to address gender inequities by sponsoring recruiting events, providing statewide training, and using state leadership funds to support regional and local evidence-based programs.

During the annual review process, ODE will work with partners to monitor performance and participation of all students. In the event any of the performance elements fall short, state level improvement plans will be developed and monitored to ensure intentional steps are taken to address any gaps in performance.

Additionally, state staff will continue to offer professional development on providing accommodations for students through discussions with CTE Regional Coordinators, conference sessions, and continued collaboration with student services and vocational rehabilitation.

² Upcoming report from the Oregon Department of Education.

Achieving Our Vision



Implementing Oregon’s CTE State Plan and disrupting current inequities in programming, participation, and outcomes requires that workforce, higher education, K-12, and business and industry come together to align our work and support our common goals. Our commitment to improved systems alignment and equity drives our planning. The COVID-19 pandemic has added a layer of complexity to Oregon’s CTE State Plan implementation.

Partners spoke loudly and clearly about the need for the state to strive to align the work across agencies and departments. Simultaneously, the Oregon Legislature directed ODE to explore the potential for combining grant application processes which spoke directly to this desire, and work began to combine six initiatives within ODE, including CTE/Perkins.³ Written guidance was provided a year in advance of when the integrated applications will be submitted for schools, districts, and colleges to allow time to prepare and operationally align their internal planning for the state and federal programs. More about the move to the Integrated Application can be found on the [Innovation and Improvement web page](#).

Oregon’s CTE State Plan integrates with the broader priorities and goals of other Oregon plans, as we believe that orchestrating our collective effort and investing together in Oregon’s future are essential. The first step was to build the CTE State Plan in alignment with the principles, commitments, and priorities laid out in the [Governor’s Future Ready Oregon Plan](#), [Oregon’s K-12 Education Plan](#), the [Higher Education Coordinating Commission’s \(HECC\) Strategic Priorities](#), the [Workforce and Talent Development Board’s Strategic Plan](#), and the [Oregon STEM Education Plan](#). The next step to building coherence between the Workforce Investment and Opportunity Act and the CTE State Plan is a joint commitment to ongoing dialogue and partnership among offices and teams implementing the many interwoven strategic initiatives across the state. In particular, a cross-agency team will work together on supporting work-based learning across the state. This will be a joint effort that connects workforce investment and CTE priorities. This collaboration will be guided by the Workforce Systems Executive Team (WSET).

³ The six programs include High School Success, Student Investment Account, Continuous Improvement Planning, CTE/Perkins, Every Day Matters, and the Early Indicator and Intervention Systems.

A group of CTE leaders—including administrators, regional CTE coordinators, and instructors—along with partners from business, industry, and workforce development helped develop Oregon’s CTE State Plan. During the COVID-19 pandemic, Oregon kept in close contact with CTE Regional Coordinators and CTE Leaders to help advise and support CTE while continuing to communicate about the CTE State Plan. In 2020-2021, the state recruited partners to serve on an ongoing basis to advise the state on implementation of the Oregon CTE State Plan. This overarching Statewide CTE Advisory Council has identified subcommittees to work on issues around Alignment, Equity, and Systems of Sharing. More information about the work of the Council can be found on the [Statewide CTE Advisory Council web page](#).

Internally, the state created a State Plan Implementation Team (SPIT) to provide continuous communication, mutually-reinforcing activities, shared measurement of outcomes, and support for our regional and local partners involved in both CTE and workforce development. The SPIT will also provide guidance on braiding funding and will work toward cross-agency funding opportunities.

Oregon identified five essential components that CTE provides at both the secondary and postsecondary levels. These five essential components are necessary to achieve our vision for CTE. We used these components as the organizing structure for the goals we set for the state and the actions we will take as we implement the CTE State Plan.

With a vision for CTE in Oregon driven by a commitment to equity, ODE has collaborated with its partners to identify the following five essential components necessary to transform student experiences and achieve the vision:

1. All learners will benefit from high-quality CTE Programs of Study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide the individual with a sense of pride and contribution to their communities.
2. All learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure and communication about careers.
3. All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.
4. All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.

We are committed to advancing equity in these five essential elements through the following practices:

1. **Centering on equity in rule-making, budgeting, and resource allocation processes** by drawing upon data and partner feedback to identify and interrupt patterns of inequity.
2. **Building fluency and comfort with change** through continually working to strengthen systems and partnerships to remove barriers.
3. **Pursuing meaningful collaboration with communities and students who are affected by decisions about CTE** by providing comprehensive outreach and communication about CTE.

Our commitment to equity means that we will examine all policies, practices, and procedures through the use of the SPST Decision Tool, in order to deepen understanding, build relationships, and avoid harm to currently and historically marginalized communities.

When a learner's zip code or other demographic characteristics can no longer predict participation in and benefit from CTE programming, we will have achieved our equity goal. This ongoing work requires the intentional examination of policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some learners and perpetuate disparities. We will keep equity at the center of our work and monitor our progress toward improved outcomes at both the secondary and postsecondary levels. In Spring 2021, we built internal accountability to monitor our progress on integrating our equity commitment into the state work. [Appendix I: CTE Equity and Access](#) describes our internal plans to keep equity at the center of our work around CTE as well as our plans to support local entities on their journey to remove barriers and expand equitable CTE opportunities, including training on root cause analysis, bias training, and culturally relevant teaching. At the state level, we will continue to use Oregon's equity lens. Several equity lens-focused beliefs and our equity stance will guide our mindset as we implement this work.⁴

Our Beliefs:

- We have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- Speaking a language other than English is an asset, and our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for emerging bilingual students.
- Students receiving special education services are an integral part of our educational responsibility, and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets.
- Students who have previously been described as “at risk,” “underperforming,” “underrepresented,” or “minority” actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our state education goals.
- Every learner should have access to information about a broad array of career opportunities and apprenticeships.
- Communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will be successful only if we are able to truly partner with the community; engage with respect; authentically listen; and have the courage to share decision-making, control, and resources.
- We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

⁴ HECC Equity Lens, ODE Education Equity Stance: Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for currently and historically marginalized youth, students, and families including civil rights-protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Understanding that there have been barriers that have limited opportunities for various groups of students to benefit from high quality CTE, we will focus on better understanding and then removing these barriers for our students—including but not limited to students of color, students with disabilities, homeless students, Native American students, rural students, students navigating poverty, students pursuing nontraditional careers by gender, youth in or formerly in the foster care system, and adults who desire to increase their basic skills attainment to participate as fully as possible in meaningful careers.

Successful implementation of the CTE State Plan relies on the engagement and support of our CTE partners: students, families, tribes, diverse communities, educators, schools, colleges, business and industry, workforce development, local governments, and other state agencies. All of us play a role in supporting CTE and our learners who are seeking to build and expand their careers. Participants who helped craft the CTE State Plan felt strongly that they wanted to see their role in the work and the actions they could take to achieve our state vision. [Archive C: Implementing the Plan](#) provided many of the recommended ways partners can support operationalization of this plan. There will also be an overarching CTE State Plan Implementation Advisory Committee formed to help monitor progress in the state and guide the work moving forward, as well as opportunities to engage around development of Statewide Programs of Study, work-based learning guidance, career exploration, and communication around CTE.

Perkins V Shifts

The granular work to achieve the vision for CTE can be rolled up into four major shifts in the focus of our CTE work ([Shifts in Oregon CTE with Perkins V](#)):

1. Create Statewide Programs of Study aligned to workforce priorities identified in our Workforce Innovation and Opportunity Act (WIOA) state plan to better integrate education and workforce/economic development.
2. Expand work-based learning opportunities in equitable ways so that more of our learners have the professional skills and social capital to be successful when they transfer from education into the workforce.
3. Expand career exploration into middle school to support diversifying the students entering CTE programs which serve as a pathway into high-wage and high-demand careers based on regional needs and sector strategies.
4. Support an aligned and more robust comprehensive career advising system across K-12, while in college or in the workforce, and through adulthood to communicate the economic opportunities available in our state.

These shifts in focus will be catalysts for the larger process of transforming Oregon's CTE.



Photo Courtesy of Mt. Hood Community College

Matching Goals to the Vision

CTE Programs of Study are the core of CTE in Oregon, and the goals in this plan will contribute to improvements in CTE Programs of Study in terms of quality, equity, and access. Building robust pathways showing multiple on-ramps and off-ramps for instruction, starting with middle school programs of exploration and moving through adulthood, will be key in communicating relevancy and opportunity. In Oregon, only state-approved CTE Programs of Study are eligible for Perkins funding because of the demonstrated links among secondary, postsecondary, and employers. Of the [16 National Career Clusters](#), Oregon's Programs of Study are based on the national clusters and are organized around the following six areas: Agriculture, Food, and Natural Resource Systems; Arts, Information and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems. After program completion at the secondary level, a student may continue in a program to earn an industry recognized credential, a certificate, or an associate or baccalaureate degree. CTE programs at postsecondary institutions are the heart of our link to the needs of business and industry and provide flexible opportunities for CTE learners of all ages.

Oregon CTE Programs of Study provide instruction in technical, academic, and employability skills that can lead to high-wage, high-skill, and in-demand occupations. A CTE Program of Study in Oregon describes a prescribed sequence of non-duplicative courses, developed by a partnering secondary school district and a postsecondary institution, that prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with industry needs. Many Programs of Study provide opportunities for high school students to earn college credit, although Oregon continues to work on the transferability of credits.

Essential Element 1: High Quality Education Leading to Meaningful Careers

Providing high quality CTE education to all Oregonians is fundamental to the state’s vision for CTE. An important tool to deliver that vision is the CTE Program of Study.

The State Plan includes action steps to provide many resources and strategies that will help build and maintain high quality CTE Programs of Study.

The [size, scope, and quality](#) definition creates the foundation for a CTE Program of Study. This definition will be used jointly by secondary and postsecondary institutions to demonstrate that a newly proposed CTE Program of Study has the fundamental pieces in place. The expectation is that this minimum definition will be maintained at all times and reviewed during the CTE Program of Study renewal process every three years.

The [CTE Program of Study Quality Rubric](#) is a tool designed to help secondary and postsecondary institutions explore a CTE Program of Study more deeply and create a plan for continuous improvement. Secondary and postsecondary institutions, CTE regional leaders, and business and industry partners will be expected to develop and document continuous improvement goals related to each CTE Program of Study and submit those as part of the initial CTE Program of Study application and renewal. CTE Programs of Study will be evaluated during the initial and renewal phase to ensure they promote continuous improvement in academic and technical skill attainment and that they include employability skills. Approved CTE Programs of Study must have a purposeful alignment between a sequence of courses in high school and a community college certificate or degree that leads to a high-wage, high-skill, and in-demand career (as defined in [Appendix O](#)) and progress in specificity of content to avoid duplication (See [Appendix K: CTE Program Approval Process](#)). The alignment can result in an opportunity for high school students to earn college credit and increase Oregon’s achievement of our goals for postsecondary credential attainment.

The size, scope, and quality definition and the CTE Program of Study Quality Rubric provide guidance on the direction for continuous improvement. The local and regional needs assessment provides the focus and evidence.

The development of the statewide CTE Program of Study Frameworks has been identified by partners as an important new direction for Oregon. It will help ensure consistent quality of programs across the state and support more efficiently leveraging connections to college programs and business and industry needs. During the 2021-2022 school year, the process of developing eight statewide frameworks was begun.

Related Goals

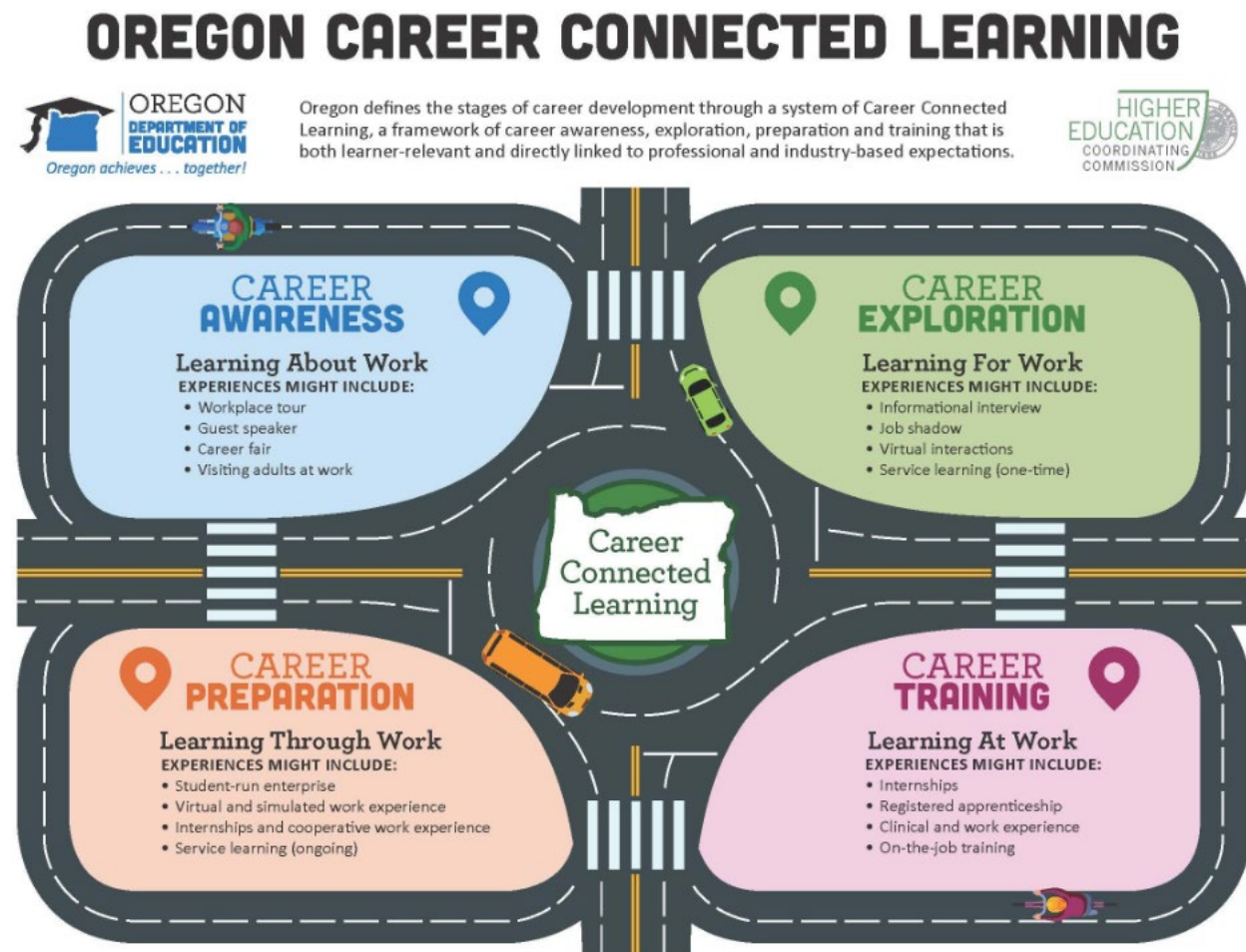
Oregon’s CTE State Plan focuses on high quality education by:

1. Continuing to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students (specifically relative to key populations) in programs leading to high-wage, high-skill, and in-demand careers.
2. Creating voluntary Statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in the development of CTE programs across the state, and allow for resources to be more efficiently shared.

3. Focusing on a continuous improvement model to ensure programs are of sufficient size, scope, and quality.
4. Strengthening meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation.
5. Creating a multiple-measures indicator of college and career readiness that looks at college credit while in high school, industry recognized credentials, and work-based learning to support well-rounded, equitable approaches to preparing learners for life after secondary education.⁵

We recognize the importance of creating seamless transitions for learners so that they feel supported during the multiple entry and exit points on their career path. Individuals should have opportunities to build academic, technical, and essential employability skills through engagement in career exploration, CTE Programs of Study, and work-based learning that will prepare them for meaningful careers and life-long learning.

Essential Element 2: Pathways to Navigate to a Career



⁵ Please see [Appendix F: High Quality Program of Study Action Team Summary](#)

Oregon defines the stages of career development through a system of Career Connected Learning, a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations. The next two essential elements in this plan—Navigate Pathways to Career, and Transition Seamlessly—follow the career connected system.

Navigating pathways to a career focuses on providing students with multiple supports and opportunities to find success as by individual learners based on their own lived experiences, skills, interests, learning styles, and life goals. Regional and local educators, counselors, business and industry, and community leaders are working more than ever in a cohesive and collaborative way to deliver career connected learning opportunities. The focus on evaluating CTE Programs of Study during their start-up and renewal phases helps ensure they promote continuous improvement in and attainment of academic, technical, and essential employability skills so that pathways are present, equitable, and accessible for all students.

Our CTE State Plan will empower learners with the information they need to navigate their pathway to a meaningful career. All Oregonians need access to careers that fuel the economy and provide stability for themselves and their families. One way to achieve access is to provide improved information about the career opportunities available in the state and expand the opportunities for learners to see themselves in a variety of career fields, including ones that may be unfamiliar. Intentional exposure and communication about career opportunities is one strategy to improve participation that is more equitable by gender in fields such as engineering and education. All learners, including those from communities that have not had access to CTE or have not participated in CTE due to other barriers, will have access to the information and resources needed to explore and navigate paths to meaningful careers. Oregon will support opportunities for young people to explore careers at an earlier age and support the implementation of a coherent system of career connected learning. Communication and outreach will be culturally responsive and accessible. Oregon is committed to expanding opportunity and access to high-wage, high-skill, and in-demand jobs through a coordinated career exploration and guidance system.

Related Goals

Oregon's CTE State Plan focuses on career exploration and navigation by:

1. Focusing on providing learners with opportunities to experience careers earlier by allowing Perkins funds to be spent in middle school to support activities linked to CTE Programs of Study.
2. Developing systems and support for Oregon career education for all learners.
3. Building a scope and sequence for career awareness and exploration, mapping resources and assets, and integrating with comprehensive counseling programs and community college guided pathways.
4. Providing K-12, postsecondary, and adult learners with career guidance and systems of support to learn about career opportunities and the paths for entering into those careers.
5. Providing work-based learning opportunities for students to support seamless transitions.

A critical component is to ensure students and parents are informed about career pathway options and resources. ODE maintains a website of approved Programs of Study in each high school and college. Additionally, this plan outlines resource development for Career Exploration and Work-Based Learning Opportunities.⁶ Access to State Leadership funds via ESSERIII has allowed ODE to work collaboratively with a wide array of educational leaders to develop and populate a Career Connected Learning Resource

⁶ Please see [Appendix A: Career Exploration Action Team Summary](#)

Hub with tools and resources to support practitioners, students, and families in the four domains of Career Connected Learning. The CCL Resource Hub will be available statewide in conjunction with the development and coordination of a team of Career Connected Learning System Navigators who will be present at all 17 Oregon community colleges. Their work will focus on supporting and aligning systems that provide career awareness, exploration, preparation, and training for learners down to middle school and across the transitions into high school, career, and postsecondary opportunities.

Essential Element 3: Seamless Transitions through Work-Based Learning

Our CTE State Plan will support seamless transitions, including those between technical and academic learning in education and the workplace as well as those between secondary or Adult Basic Skills and postsecondary education.⁷ One of the priorities identified through the partner engagement process was expanding and improving learners' opportunities to apply their knowledge and skills in workplace or simulated workplace settings. For this reason, the state will focus on supporting work-based learning as a strategy for supporting seamless transitions. This work also aligns with the priorities of the Workforce and Talent Development Board, Youth Development Division, and STEM Council. Leaders across multiple agencies and offices are holding ongoing meetings to align the advancement of work-based learning in Oregon. Creating robust work-based learning experiences that are Program of Study aligned is foundational to building seamless transitions. Our statewide partner engagements have clearly identified a need for stronger systems and connections among education, employment, and learner success.⁸

Related Goals

In collaboration with business and industry leaders, local and regional CTE leaders, and others creating Oregon work-based learning, Oregon's CTE State Plan focuses on seamless transitions by integrating work-based learning into education experiences through:

1. Creating an Oregon work-based learning website.
2. Adopting a vision for work-based learning in Oregon.
3. Implementing a work-based learning data collection system with clear definitions and measurements for Oregon.

Essential Element 4: Knowledgeable Experts

Our CTE State Plan will allow students to learn from a range of knowledgeable experts who contextualize learning and create robust integration of academic and technical content. At the heart of every CTE program are the educators. Without quality educators who build relationships with learners and support the journey from education to career, all the systems in the world will not achieve improved outcomes across our population of diverse students.

⁷ Multiple partners, including business partners and educators, cited a need to reexamine Oregon's graduation requirements to ensure that all students are gaining the skills necessary to be successful in the rapidly changing world. Following reexamination, Essential Skills, career related learning experiences, and requirements were all cited as possibly needing an update.

⁸ Business and industry partners and others called out a need to reexamine graduation requirements to ensure that the high school day has the time, space, and focus for career readiness experiences. There were also comments that professionalism (work-ready) skills need to be called out in Oregon's diploma or that there should be a statewide honors/CTE diploma to identify students who participated fully in CTE.

The recruitment and support of educators, mentors, counselors, and business and industry partners is an essential element of achieving Oregon’s vision for CTE. Therefore, we are committed to building a diverse educator workforce in both secondary and postsecondary, but recognize that challenges of educator shortages and mismatch in systems of compensation for educators from traditional pathways and those who enter the profession from business and industry continue to be barriers.

Related Goals

Oregon’s CTE State Plan focuses on students having access to knowledgeable experts by:

1. Improving the recruitment and retention of CTE educators, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.
2. Aligning systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.⁹

Essential Element 5: Flexible Learning

Accelerated Learning:

The Oregon Department of Education and the Higher Education Coordinating Commission have created a joint state team that manages approval, support, and guidance for accelerated learning programs. The state team tracks accelerated learning participation, including CTE, and coordinates opportunities for collaboration between partners, including research and evaluation, and tracking student outcomes such as education and training beyond high school, such as college enrollment, persistence, and transfer of credit. Oregon’s CTE State Plan will create Statewide CTE Programs of Study—resources associated with these programs will communicate opportunities for earning college credit while in high school and how those credits fit into career pathways. The focus of accelerated learning in Oregon centers on educational equity and increasing equitable access, participation, and advancement for currently and historically marginalized students in postsecondary education.

Our CTE State Plan will focus on flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs. Flexible learning helps achieve equity goals by acknowledging learners’ diverse needs and competing priorities while providing the tools and techniques that are critical to the success of a range of learners. CTE Program of Study choices vary by school and college location; the differences are often substantial and inequitable. Rural communities often have fewer CTE opportunities due to resource constraints, greater distances to population centers, and the nature and assortment of industries found in these areas. Supporting flexible learning is a way to explore creative solutions to bolster program offerings for rural communities.

⁹ Please see [Appendix C: Educator Recruitment, Retention and Training Action Team Summary](#)

Related Goals

Oregon's CTE State Plan focuses on flexible learning by:

1. Incentivizing innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally.
2. Supporting at the state level for the creation of online CTE Programs of Study as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.
3. Supporting and sharing practices such as competency-based education, credit for prior learning, and accelerated learning.¹⁰

Accountability

Oregon will continue to focus on accountability through monitoring state-identified performance targets and local implementation of CTE Programs of Study and use of funds. Oregon involved a partner group including K-12, postsecondary, and business and industry partners to set our state-determined performance targets. The group analyzed statewide CTE data over the past three years and helped develop our performance targets.

Essential Element 6: Data Literacy and Accountability

The group had extensive discussions about setting the baseline targets and identifying growth that was both reasonable and ambitious. At the secondary level, we chose work-based learning as our secondary quality performance indicator and strengthened our definition of a CTE concentrator. See [Appendix H: Performance Targets](#) for a full description of the state-determined performance targets and the process for arriving at these levels.

The new CTE State Plan requires more in-depth use of data and feedback. One new accountability component is a commitment to engage partners throughout both the development and the implementation of Oregon's CTE State Plan. Part of that process includes implementation of the CTE needs assessment (see [Appendix J: CTE Needs Assessment](#)) by each Perkins fund recipient to ensure that spending matches needs.

Related Goals

Oregon's CTE State Plan focuses on the use of data and feedback by:

1. Improving the use of data to inform continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for currently and historically marginalized students.
2. Improving data reporting systems for various end users of the data.
3. Improving data quality.¹¹

¹⁰ Please see [Appendix E: Flexible Learning Action Team Summary](#)

¹¹ Please see [Appendix B: Data Literacy and Accountability Action Team Summary](#)

Fiscal Guidance and Support

We will provide support to local education entities (school districts, regional recipients, and colleges) receiving both federal and state sources of CTE funding to ensure proper stewardship of those funds. Federal CTE funds are allocated according to federal guidelines.¹²

Our federal funds are split evenly between secondary and postsecondary recipients (see [Appendix M: CTE Perkins Budget](#)). This is not only based on a long history of equitable sharing of funds, but was reaffirmed during partner discussions.

Perkins Basic Grant recipients will submit a local application to the state to receive their federal Perkins funds. The proposal will be a four-year strategic plan for CTE based on their local CTE needs assessment, which will be informed by their partner engagement process. The proposal will tie the local needs to academic and technical skill attainment activities that will lead to a recognized postsecondary credential. Prior to approval, where appropriate, ODE and CCWD (Community Colleges and Workforce Development) will review and approve the proposals to ensure that they align with the identified needs. There will be an annual submission of a budget to ODE that demonstrates a tight connection to improving equitable access to and benefit from CTE and meeting needs identified in the local CTE needs assessment. We are committed to ensuring that CTE works for Oregon and that the use of public funds supports the vision and goals of our state.¹³ Oregon will monitor local recipients based on the process outlined in our Perkins manual.

Beginning with the 2023-2024 needs assessment, application, and budget submission, Perkins will be included in an integrated application process called [Aligning for Student Success](#). All Perkins requirements for engagement, needs assessment, application, and budget are included in the integrated application process.

Leadership Set Asides

The state is also committed to focusing resources on areas of identified needs. Each year, Oregon receives 10% of the federal funding for CTE (Perkins funds) for use in state leadership. Oregon meets the required use of these funds through programs including:

- Supporting the recruitment of special populations into CTE programs by creating resources and best practices.
- Supporting seamless transitions by focusing 2% of its leadership funds on CTE in correctional institutions through grants to local consortia made on behalf of youth and adult corrections so that learners will have career knowledge and experiences to transition back into their communities.

¹² Secondary eligible recipients that do not qualify for the \$15,000 minimum or postsecondary that does not qualify for the \$50,000 minimum; or eligible recipients that cannot sustain a program of sufficient size, scope, and quality will be encouraged to form or join a consortium with another eligible recipient. The funds generated by all eligible recipients within will be awarded to the fiscal agent of the consortium and shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for Programs authorized under Perkins V.

¹³ Oregon requires each Basic grant recipient to set aside a minimum of 15% for professional development needs identified. Additionally, there is a maximum cap of 30% of the Basic grant allocation that can be used for staffing costs associated with program leadership.

- Ensuring equitable access to high quality CTE programming by working closely with National Association for Partners in Education (NAPE) to address nontraditional learners' equitable access to high quality CTE programming.
- Supporting knowledgeable experts by providing CTE educators professional learning on creating inclusive learning environments. We will also work with education preparation programs to provide targeted training programs focusing on increasing the diversity of CTE educators, as well as peer and partner review.

The remaining leadership funds will be focused on achieving our vision for CTE by addressing the following needs identified through the statewide needs assessment process, including:

- Developing statewide CTE Programs of Study Frameworks.
- Expanding career awareness and exploration opportunities into the middle grades.
- Supporting the domains of career connected learning by providing a scope and sequence with multiple entry points for learners and trainings for practitioners on implementing quality career advising and development.
- Growing capacity to offer equitable quality work-based learning opportunities in secondary CTE programs.
- Piloting ways to support CTE programs in statewide virtual charter schools.

Perkins Reserve Fund Use

Oregon has a rich history of believing strongly in the value of regional coordination of CTE programs and supporting partnerships between colleges, school districts, education service districts, workforce development, and regional employers. Oregon has a regional CTE structure already in place which is supported by 16 CTE Regional Coordinators. These regional structures allow for economies of scale, minimize duplication, and support coherent partnerships. In order to leverage this existing framework, the maximum set aside of 15% of the local funding will be placed into the Perkins Reserve Grant to support implementation of the Oregon CTE Plan.

In response to a REL Northwest study¹⁴ showing a decline in programs and access in small/rural schools, a Small/Rural Regional Funding Supplement was provided to qualifying regions that includes a baseline leadership supplement, travel to support on-site support, and an equalization supplement to equalize the cost of supports in a rural setting. The supplement was first provided during the 2021-2022 school year and will continue for the 2022-2023 school year. A longer term strategy is being explored.

Additionally, each region will be eligible to apply for a two-year, non-competitive Perkins Reserve Grant through the CTE Regional Coordinator. For 2020-2024, the priority focus will be on the development and implementation of work-based learning and career exploration within the context of CTE Programs of Study, especially in rural areas of Oregon. Projects will be monitored with an eye toward scaling the most impactful practices across the state.

Oregon's CTE State Plan provides an outline of the state's work over four years and focuses on the areas of growth identified by our partners. This work builds on Oregon's CTE Perkins IV plan. While the CTE State Plan is ambitious, we can be successful in this plan only if we work together, partner strategically,

¹⁴ Arneson, A., Hodara, M., & Klein, S. (2020). Career and technical education in Oregon: Exploring who participates in high school and the outcomes they achieve. Portland, OR: Education Northwest, Regional Educational Laboratory Northwest.

and continually focus on the needs of learners and those who have not been successfully included previously.

Regional Reserve Grant Applications will be reviewed to ensure applicants promote academic achievement and technical skill attainment leading to a postsecondary credential, and that the local needs assessment takes into consideration local economic and education needs.

Funding allocations are calculated using the funding formulas found in Section 131 and Section 132 of the Approved applications must demonstrate—among other things—how recipients will provide students with the skills needed to succeed in the workplace.

For compliance purposes, the following statements are offered:

- The data used to calculate allocations takes into account all current data reflecting school district boundaries.
- The agency does not seek a waiver to the secondary allocation formula.
- The agency does not seek a waiver to the postsecondary allocation formula.
- Oregon intends to maintain the current level of effort.

Appendices and Archives

Appendices

- [APPENDIX A: CAREER EXPLORATION ACTION TEAM SUMMARY](#)
- [APPENDIX B: DATA LITERACY AND ACCOUNTABILITY ACTION TEAM SUMMARY](#)
- [APPENDIX C: EDUCATOR RECRUITMENT AND RETENTION ACTION TEAM SUMMARY](#)
- [APPENDIX D: EQUITY AND CIVIL RIGHTS ACTION TEAM SUMMARY](#)
- [APPENDIX E: FLEXIBLE LEARNING ACTION TEAM SUMMARY](#)
- [APPENDIX F: HIGH QUALITY PROGRAM OF STUDY ACTION TEAM SUMMARY](#)
- [APPENDIX G: WORK-BASED LEARNING ACTION TEAM SUMMARY](#)
- [APPENDIX H: PERFORMANCE TARGETS](#)
- [APPENDIX I: CTE EQUITY AND ACCESS](#)
- [APPENDIX J: CTE NEEDS ASSESSMENT](#)
- [APPENDIX K: CTE PROGRAM APPROVAL PROCESS](#)
- [APPENDIX L: CTE PROGRAM SIZE, SCOPE, AND QUALITY](#)
- [APPENDIX M: CTE PERKINS BUDGET](#)
- [APPENDIX N: ADDITIONAL CTE RESOURCES](#)
- [APPENDIX O: CTE STATE PLAN GLOSSARY](#)

Archives

- [ARCHIVE A: COMMUNITY PARTNER ENGAGEMENT](#)
- [ARCHIVE B: SUMMARY OF PUBLIC COMMENT](#)
- [ARCHIVE C: IMPLEMENTING THE PLAN](#)