

Docket Item

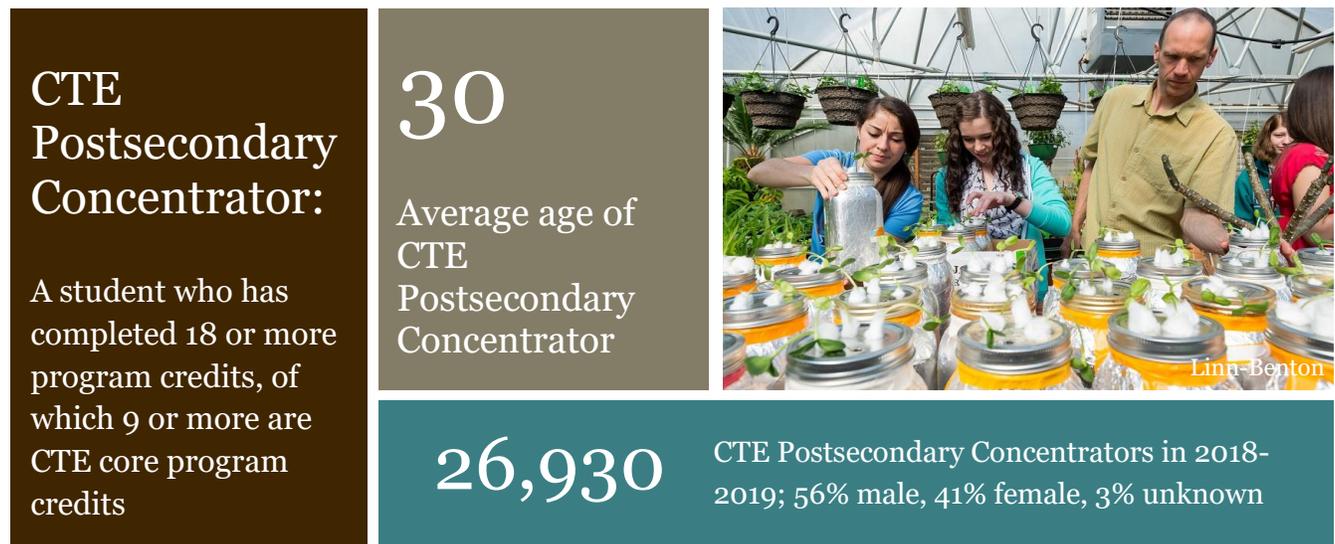
Career and Technical Education and the *Strengthening Career and Technical Education for the 21st Century Act* (2018) (Perkins V)

Summary

Career and Technical Education (CTE) is a crucial part of the mission and work of Oregon community colleges. CTE prepares college students to enter the workforce in a wide variety of in-demand professions or advance their careers with the latest skills and information in their field. The passage of recent federal legislation (Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V) requires a CTE State Plan be submitted and performance indicators be identified.

Why CTE is important in postsecondary education

One of the many ways community colleges respond to the needs of their local and regional employers is by building CTE programs that address job openings and industry projections in their immediate area. CTE programs must remain nimble and responsive to ever changing industry needs. This requires programs to stay engaged with industry professionals, frequently update equipment and corresponding curriculum. The constant evolutionary offerings of community colleges allows them to remain in alignment with workforce demands and thus contribute to the economic development of their local communities.

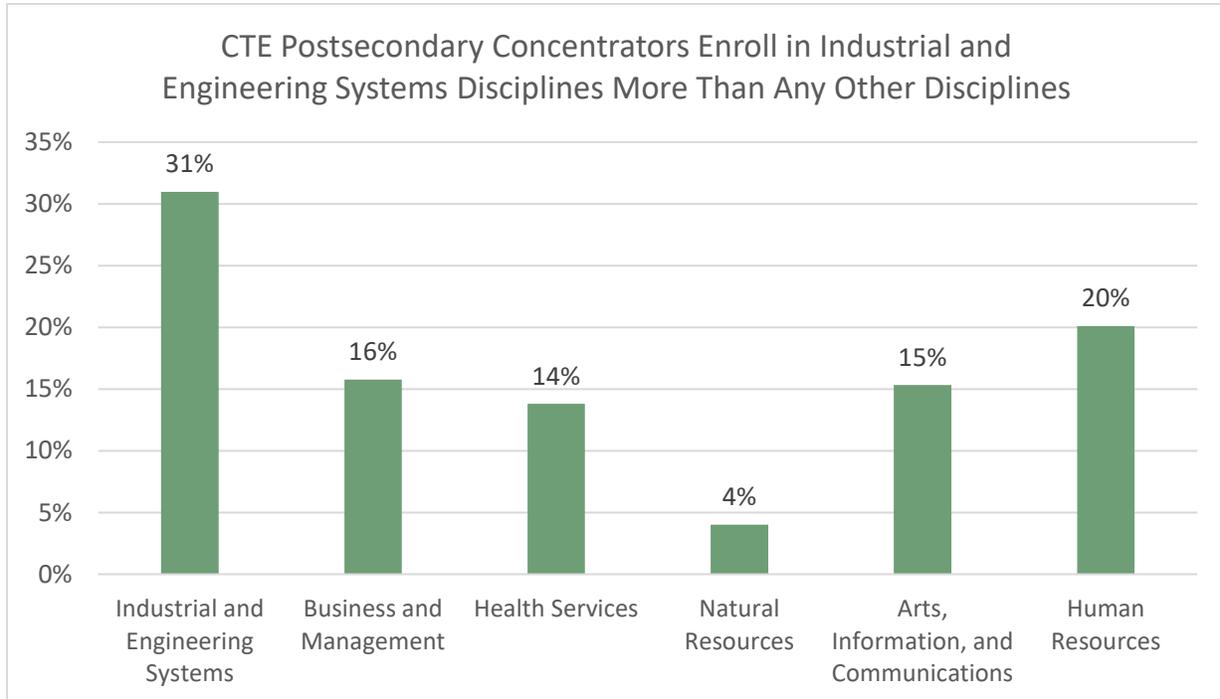


Source: HECC analysis of community college student-level Perkins data; 2018-19 program year.

CTE in Community Colleges

CTE students make up approximately 28% of the student population in Oregon’s community colleges. Degree and certificate seekers have a wide variety of CTE disciplines and programs to choose from in six career/technical categories:

- Industrial and Engineering Systems, which includes welding, manufacturing, automobile/diesel, computer information systems, construction/building trades, among others
- Business and Management, which includes accounting, computer applications, marketing, hospitality/tourism, administrative office, among others
- Health Services, which includes dental hygiene, nursing, radiography/diagnostic imaging, health information systems, medical assisting, lab technology, emergency medical services, among others
- Natural Resources, which includes geographic information systems, viticulture, agriculture, forest resources and environmental programs, among others
- Arts, Information and Communications, which includes sound engineering, photography, digital media and web design, interior design and integrated media, among others
- Human Resources, which includes criminal justice/law enforcement, fire science, mental health, addiction studies, early childhood education, and paralegal, among others



Source: HECC analysis of community college student-level Perkins data; 2018-19 program year.

The history and partnerships between ODE and HECC in the Perkins grant

A Federal Funding Historical Timeline:

Year	Legislation
1917	Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education (now known as career and technical education”
1973	Vocational Act
1984	Carl D. Perkins Act (Perkins I)
1990	Perkins Act was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act (Perkins II)
1998	Reauthorization of Act occurs as Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III)
2006	Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).
2018	Strengthening Career and Technical Education for the 21st Century Act (2018) (Perkins V)

The HECC Office of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE - K-12 education) have a long-standing partnership in implementing various iterations of the Perkins Grant. This partnership has included a commitment to smoothing the transitions from high school CTE programs to college CTE programs, where learners can attain the certificates and/or degrees necessary to enter into their chosen workforce field. Many of these partnerships include accelerated learning options, which allow students to earn college credits while they are still in high school.

Making the most of the opportunity to innovate CTE in the state, ODE and CCWD contracted with Advance CTE and the Association for Career and Technical Education (ACTE) to facilitate the Perkins V planning and implementation process, and broader CTE systems improvement. In spring 2019, a needs assessment was conducted to identify the strengths, gaps, and areas needing improvement in the Oregon CTE system. While the needs assessment identified numerous strengths of CTE in Oregon, it also identified areas of improvement where engagement could be strengthened, including

- Work-based learning;
- Career guidance and development (particularly for younger students);
- Local program of study processes and improvement;
- Statewide secondary-postsecondary alignment, supported by increased postsecondary funding; and
- Data and accountability.

In an effort to leverage Perkins V, while addressing these areas of improvement and carry out the recommendations outlined in the needs assessment, Advance CTE and ACTE created an action plan that outlined the key Perkins V activities and considerations. ODE, CCWD, Advance CTE, and ACTE facilitated multiple stakeholder workgroups focused on Data and Accountability, Program Approval and Review, Work-based Learning, and Career Awareness and Exposure to address key decision points in Perkins V and consult on the development of accountability indicators and performance targets. ODE and CCWD continues to conduct intensive and inclusive stakeholder engagement through multiple vehicles during the planning process, including the development of a plan for maintaining stakeholder engagement throughout Perkins V implementation, once the State Plan has been submitted.

Quality CTE Programming through Statewide Frameworks

One of the changes that Perkins V will bring is the expansion of statewide programs. Currently, ODE has a statewide organization for secondary and postsecondary in Agriculture and CCWD has several statewide degrees and certificates. ODE and CCWD plan to expand Statewide Frameworks into the other CTE career areas to build clearer and more consistent pathways through secondary, postsecondary and into the workplace. These optional programs will create:

- Statewide engagement with business & industry on common skills and standards, as well as maps of employment and work-based learning opportunities
- Statewide pathway maps for post-secondary training to help guide learners
- Coordinated professional learning opportunities & resources in career areas
- Facilitated tribal consultation and involvement

Oregon's Secondary Quality Indicator: Work-based Learning (WBL)

While program data and reports are still the primary means of reporting program quality, ODE and CCWD identified a need for more youth and adults to be involved in learning that directly affects their ability to participate in living wage careers. Work-based Learning (WBL) was chosen as the secondary quality indicator that programs will be required to report in Perkins V. The intended outcomes of a focus on WBL are:

- Students will have greater access to sustained interaction with business and industry
- Students will have opportunities to experience the world of work and flexibly earn credit
- Statewide and regional support will exist for creation and implementation of WBL

While Oregon has chosen Work-based Learning as the federally reported secondary quality indicator, ODE and CCWD will be developing an approach that additionally includes indicators related to Industry Recognized Credential completion and College Credit while in High School.

Postsecondary Concentrator Definition and Performance Indicators

The Perkins V legislation defines a postsecondary CTE concentrator as a student who as earned at least 12 credits within a career and technical education program or program of study; or completed the program if it is fewer than 12 credits. As recommended by the Data and Accountability stakeholder workgroup, Oregon has proposed the following definition (additional language italicized in red).

A student who has earned at least 12 credits, *of which 9 program credits are CTE specific*, within a career and technical education program or program of study; or completed the program if it is fewer than 12 credits; *or who as completed a career and technical education award of more than 45 credits (or Career Pathways Certificate).*

Perkins V requires annual reporting of three performance indicators at the postsecondary level: Postsecondary Placement, Recognized Postsecondary Credential, and Nontraditional Program Concentration. The Postsecondary Placement indicator measures the percent of CTE concentrators who remain enrolled in postsecondary education, are in advanced training, military service, a service or volunteer program, or are placed or retained in employment. The Recognized Postsecondary Credential indicator measures the percentage of CTE concentrators who receive a recognized postsecondary credential during participation in, or within one year of, program completion. Lastly, the Nontraditional Program Concentration indicator measures the percentage of CTE

concentrators from underrepresented gender groups who participate in CTE programs that lead to nontraditional fields for that specific gender group.

HECC Strategic Goals

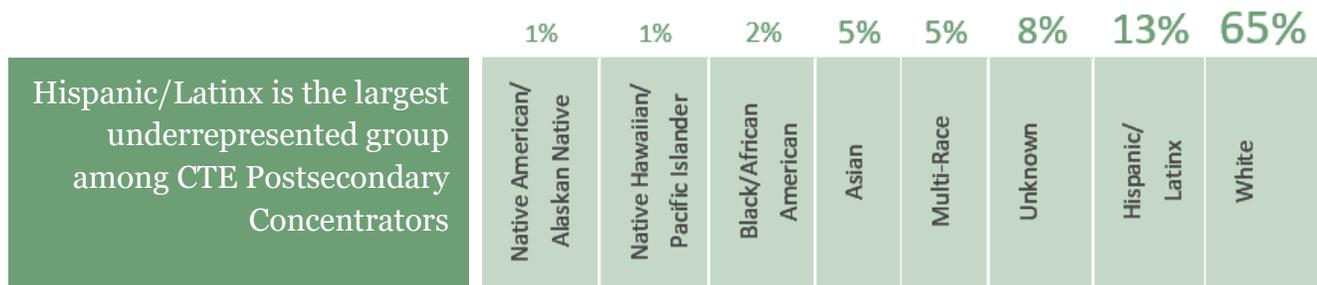
The HECC’s current strategic goals of student success, equity, and affordability through streamlining learner pathways are supported by the work of postsecondary CTE. From increased high school graduation rates to the intentional disaggregation of program data to reveal any differential impact on a variety of student groups, the work that is undertaken at both the secondary and postsecondary levels strives to reach those students who have been traditionally underserved and provide them access and pathways to completion. One of the foundations of CTE is the Program of Study (POS). A POS is an alliance between at least one high school and a community college to coordinate CTE programs in such a way that students leaving high school with credits in a CTE discipline enter directly into the community college CTE program. A POS requires that industry be involved in all phases of the program, from the initial planning to the ongoing advising and support.



48%
 CTE Postsecondary Concentrators are economically disadvantaged

11%
 CTE Postsecondary Concentrators are in a field that is nontraditional for their gender

Source: HECC analysis of community college student-level Perkins data; 2018-19 program year.



Source: HECC analysis of community college student-level Perkins data; 2018-19 program year.

Perkins V State Plan Timeline

In response to the signing of the federal legislation in July of 2019, CCWD has been actively engaged in the planning and steps necessary to implement the new law. These efforts are summarized below:

Date	Action
10/14/2019 - 11/26/2019	Draft elements of the CTE State Plan available for public feedback and public meetings
10/14/2019	Draft performance measures available for 60-day public comment
10/17/2019	Presentation of draft performance measures to the State Board of Education (informational & input)
1/16/2020	Draft CTE State Plan presented to the State Board of Education (First Reading) (informational & input)
1/16/2020	CTE State Plan available for Public Comment
2/5/2020	Submit State Plan to Governor for signature
3/19/2020	Second Reading and adoption of CTE State Plan by the State Board of Education (approval & adoption)
4/12/2020	Submit State Plan to Secretary of Education for Federal Approval
7/1/2020	Full implementation of Perkins V

Staff Recommendation

This is an informational and discussion item only.