

CTE and Aligning for Student Success

Talking Points

November 22, 2022

Why Aligning for Student Success?

- The AfSS is a response to needs shared with ODE to align and integrate statewide investments
- The integration of the six programs will streamline district processes and provide more coordinated support from ESDs and ODE to districts
- The integration reduces redundant processes and allows for more intentional engagement with community partners

Why should CTE be a part of the integration?

- CTE is much broader than Perkins and includes numerous positive student outcomes through career connected learning and planning beyond high school.
- CTE is intimately connected to High School Success and quality education systems. Having CTE as part of the district's engagement, planning and communication will aid in blending/braiding efforts to further stretch every dollar available
- There is a shared vision focused on closing long-standing opportunity and achievement gaps for students

What will change?

- For the regional application, the CTE needs assessments, outcomes, and strategies will be integrated with and data will come from the component districts' community engagement initiatives.
- More district personnel and community members will become aware of the value of CTE in district improvement efforts
- CTE will be integrated into district planning through required examination of CTE programming and career connected learning systems
- Districts will employ a system approach to looking at CTE as an integral strategy in the education continuum and school improvement efforts
- Districts will need the valuable voice and insight of the CTE Regional perspective in order to complete their plan

Why is the Perkins budget not included in member school district Integrated Planning and Budget Template?

- When districts are members of a CTE/Perkins consortium, they are not the fiscal agents of the funding, and therefore it would be inappropriate for the district to allocate funds
- Through communication and collaboration, districts should relate the identified needs with the CTE consortium CTE Regional Coordinator and leadership team to determine how best to utilize Perkins resources for the benefit of all members of the consortium. Districts can then plan how to use state resources to support CTE programs with Perkins supplementing work in high need areas

If I have to do the needs assessment and answer questions in my integrated application about CTE, why should I be part of a consortia?

- We realize this is new work - but doesn't it make sense that district leadership should consider the needs of all students in all programs in looking at school improvement and positive outcomes for students?
- Beyond this activity that happens every other year, the regional coordinator:
 - Administers grant fiscal compliance, purchasing, reporting and accountability;
 - Networks, communicates and maintains relationships with industry advisors, economic development specialists, secondary and postsecondary educators and ODE/CCWD
 - Support in gaining CTE teacher licensure through maintaining relevant knowledge of rules and processes, collecting information and convening instructor appraisal committees
 - Provides access to professional development at the local, regional and sometimes national level.
 - Leads Program of Study design, approval, renewal and quality assurance including ensuring appropriate work-based learning activities are available.
- Additional CTE Consortia benefits include:
 - Resource-pooling to equalize opportunities for students despite district size;
 - Promotes collaboration by reinforcing other regional structures and facilitating strong effective partnerships with colleges, business and industry, and STEM hubs;
 - Provides a forum for teacher-led professional development and investments into in-depth topics for improving CTE instruction;
 - Creates solidarity of advocacy for improving CTE for all students in the region;
 - Allows for a combined effort in the recruitment, licensing and retention of expert CTE teachers;

- Reinforces collaboration and leadership to support the development and implementation of high-quality CTE Programs of Study.