

Appendix A: CTE Equity and Access

Oregon's CTE State Plan will coordinate a seamless system of education that meets diverse learning needs and ensures that each student graduates high school with the support and opportunities to prosper. The Plan provides an opportunity to improve upon and deepen existing commitments to equity through the implementation of policies and practices that promote opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes and Perkins Special Populations.

Our commitment to ODE's Equity Stance and the requirements of Perkins V establish the following expectations:

1. Center on equity in rule-making, budgeting, and resource allocation processes by drawing upon data and community member feedback to make improvements.
2. Build fluency and comfort with change through continually working to strengthen systems and partnerships to remove barriers to full participation for all students.
3. Pursue meaningful collaboration with communities and students to provide comprehensive outreach and communication for those who are impacted by decisions regarding Career and Technical Education.

Requirements and Expectations

Below is a more expansive description of each of the three requirements and expectations.

- 1. Center on equity in rule-making, budgeting, and resource allocation processes by drawing upon data and community member feedback to make improvements.**
 - a. Adopt a continuous improvement model for equity that improves outcomes at both the secondary and postsecondary levels by
 - i. strengthening data sharing between secondary and postsecondary institutions;
 - ii. investing in training on utilization of disaggregated data;
 - iii. providing professional development in data-driven decision-making as a part of approved CTE Programs of Study;
 - iv. practicing identifying and analyzing root causes;
 - v. disseminating research-based actions/strategies to confirm/mitigate barriers;
 - vi. implementing evidence-based strategies; and
 - vii. integrating a feedback loop to incorporate stakeholder voice at each stage of the continuous improvement process.
 - b. Embed continuous improvement model into local and regional needs assessments that apply the Oregon Equity Stance by
 - i. identifying local and regional needs that address disparities in services;
 - ii. analyzing the impact of CTE resource allocations on removing barriers;

- iii. identifying areas for relevant professional development and technical assistance; and
 - iv. practicing inclusion and engagement of stakeholder voices who have not historically been heard.
 - c. Implement the High Quality Program of Study Rubric which puts equity at the center by
 - i. applying the Oregon Equity Stance during CTE program design and continuous improvement process;
 - ii. applying research on culturally responsive practices for CTE to inform instructional strategies;
 - iii. highlighting the implementation of student support services and accommodations; and
 - iv. providing technical assistance and training on the use of disaggregated data to inform decision making (i.e., performance, enrollment, participation, completion).
- 2. Build fluency and comfort with change through continually working to strengthen systems and partnerships to remove barriers to full participation for all students.**
 - a. Identify internal barriers to implementing meaningful collaboration.
 - b. Implement the Equity Impact Process Tool and Critical Friends training and practices to support a culture of collaboration, feedback, and deep reflective inquiry.
 - c. Conduct an internal peer review of policies, practices, and procedures to ensure equity.
 - d. Conduct an internal review of disaggregated data to inform priorities.
- 3. Pursue meaningful collaboration with communities and students to provide comprehensive outreach and communication for those who are impacted by decisions regarding Career and Technical Education.**
 - a. Identify resources required to offset potential burdens on community-based organizations (CBOs) so they can participate in meaningful collaborations and create strategies to share data gathered from CBOs system-wide.
 - b. Provide consistent messaging from the state CTE leadership to reinforce CTE's identity as a pathway that is changing to meet the needs of the students, families, and educators it serves.
 - c. Deepen engagement across agency departments and communities.
 - i. Continue existing partnerships with the following state and local agencies serving communities identified in Perkins V to ensure that CTE programs are serving the needs of our historically and currently underserved students:
 1. Office of Indian Education (tribal affiliations);
 2. Office of Enhancing Student Opportunities (students with disabilities, adjudicated youth, houseless individuals, foster youth);
 3. Office of Teaching, Learning and Assessment (houseless individuals, emergent bilingual students, low income)

4. Office of Equity, Diversity and Inclusion (African American/Black students, Latino/a/x & Indigenous Student Success Plan);
5. Office of Workforce Investment;
6. Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development; and
7. Oregon Department of Human Services.

Local CTE Equity and Access

While the state sets the tone, policy, and expectation of equity and access, the work that most directly affects learners is done at the local and classroom levels. Each local recipient of state or federal CTE funds is expected not only to ensure that discrimination against special populations and Oregon's protected classes does not occur in CTE programs, but also to take a much closer look at practices and policies to ensure equity of access, participation, and benefit from CTE. It is the role of the state to enforce this expectation through monitoring, program approval, and oversight.

Each local recipient will conduct a CTE needs assessment that includes examination of disaggregated student enrollment and performance data. Priorities and spending on their grant application must match needs identified through this process. Recipients will describe how they will provide access and accommodations to CTE Programs of Study. They will also describe recruitment and supports that specifically target populations that are not experiencing the benefits of CTE locally.

The continuous improvement process of CTE Program of Study implementation will focus on equity and examination of practices that make CTE programs more welcoming and inclusive to all of Oregon's learners, but particularly those that have historically experienced systematic marginalization.

A major shift with the new CTE State Plan is the requirement for broader and more in-depth stakeholder engagement in developing local CTE plans and programming. Recipients of state and federal support for CTE programming will continuously evaluate how stakeholders are engaged and whose voices might be missing and need to be brought into the process. The state will align this work with the process set up by the Student Investment Account.