# Appendix I: CTE Equity and Access

Providing equitable access to an excellent education for each and every student is a responsibility that Oregon embraces. The CTE State Plan is designed to coordinate a seamless secondary to postsecondary system that meets diverse learning needs and ensures that each student has access to the support and opportunities for them to prosper. The Plan relies on deepening 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 CTE.

## 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.**
	1. Adopt a continuous improvement model for equity that improves outcomes at both the secondary and postsecondary levels by
		1. strengthening data sharing between secondary and postsecondary institutions,
		2. investing in training on utilization of disaggregated data,
		3. providing professional development in data-driven decision-making as a part of approved CTE Programs of Study,
		4. practicing identifying and analyzing root causes,
		5. disseminating research-based actions/strategies to confirm/mitigate barriers,
		6. implementing evidence-based strategies, and
		7. integrating a feedback loop to incorporate partner voices at each stage of the continuous improvement process.
	2. Embed continuous improvement model into local and regional needs assessments that apply the Oregon Equity Stance by
		1. identifying local and regional needs that address disparities in services,
		2. analyzing the impact of CTE resource allocations on removing barriers,
		3. identifying areas for relevant professional development and technical assistance, and
		4. practicing inclusion and engagement of partner voices who have not historically been heard.
2. **Build fluency and comfort with change through continually working to strengthen systems and partnerships to remove barriers to full participation for all students.**
	1. Identify internal barriers to implementing meaningful collaboration.
	2. Implement the SPST Decision-Making Process and Critical Friends training and practices to support a culture of collaboration, feedback, and deep reflective inquiry.
	3. Conduct an internal peer review of policies, practices, and procedures to ensure equity.
	4. 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 CTE.**
	1. 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.
	2. Deepen engagement across agency departments and communities through 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; incarcerated and detained youth; students navigating poverty, homelessness, and foster care)
		3. Office of Teaching, Learning and Assessment (emergent bilingual students; students navigating poverty, homelessness, foster care; migrant students)
		4. Office of Equity, Diversity and Inclusion (African American/Black students, LGBTQIA2S+ students, Latino/a/x and Indigenous students)
		5. Office of Workforce Investment
		6. Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development
		7. Oregon Department of Human Services