

Appendix N: CTE State Plan Glossary

Accelerated Learning (College Credit While in High School): Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. In Oregon, there are multiple types of accelerated learning: Advanced Placement; Assessment based learning credit; Dual credit; International Baccalaureate; Sponsored dual credit; and High school students taking courses at the college/ university independently.

Adult Basic Skills (ABS): Pre-college instruction divisions in Oregon community colleges that provide non-credit course instruction and remediation in Adult Basic Education (reading, writing, math), high school equivalency preparation, and English as a Second Language.

Career-Connected Learning: A continuum of experiences within a framework of career awareness, exploration, preparation, and training that are both learner-relevant and directly linked to professional and industry-based expectations. These experiences provide multiple paths to success and are selected by individual learners based on their own lived experiences, skills, interests, learning styles, and life goals. Educators, counselors, business and industry, and community leaders work as partners to deliver career-connected learning opportunities and support along the continuum. This continuum recognizes that learners may have multiple entry and exit points as their balance of work and education may shift as paths diverge and reconnect over time and that each individual should be able to build academic, technical, entrepreneurial, and work-ready skills that will prepare them for meaningful careers and life-long learning.

Career Pathways (Big Picture): The life-long learning journey of each person that begins with early childhood experiences that are then shaped by school, community, and home experience. These pathways become more formally focused through secondary and postsecondary experiences, and are continually developed through on- the-job experiences, additional education and training, and other life experiences as the career unfolds over time.

Career Pathway Programs: Collaborations between education and training partners from secondary schools, community colleges, universities, private career schools, registered apprenticeships, and/or industry trainers, to provide standards-based curriculum and give direction to the school-based experiences of a student. These career pathways are complete, non-duplicated sequences of learning experiences aimed at preparing students for occupations in specific career areas. Career pathways provide intentional student supports that ease and facilitate student transitions from high school to community college, from pre-college courses to credit-bearing postsecondary programs, and from community college to university or employment.

Career and Technical Education (CTE): Content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of

the 21st century. CTE incorporates applied learning that contributes to the individual's development of higher-order reasoning and problem-solving skills; work attitudes; general employability skills; technical skills; occupation-specific skills; and knowledge of all aspects of an industry, including entrepreneurship. Instruction focuses in areas such as Agriculture, Food, and Natural Resource Systems; Arts Info and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems.

Civil Rights Protected Classes: Oregon law protects from discrimination based on race, color, religion, sex, sexual orientation (includes gender identity), national origin, marital status, age and disability.

CTE Program (Postsecondary): collegiate-level coursework that is designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career Technical Education programs result in the achievement of a certificate of completion, associate of applied science degree or option, or a bachelor of applied science which have been approved by the community college board and the Commission or its designee.

CTE Program of Study (POS): A state-approved 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 labor market needs. A CTE POS must (1) have a secondary and a postsecondary partner that mutually develop the program based on a common set of industry standards and industry needs, (2) have aligned, unduplicated curriculum that may offer the student college credit, (3) use data and feedback to continuously improve the program, (4) provide students with comprehensive guidance and counseling and/or other student support services, and (5) include a plan for professional development that helps keep the instructors stay current with technical advances in their industry.

Cooperative Work Experience (CWE): Cooperative work experience (CWE) means the placement of students by the high school and/or college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the high school and/or college. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study prior to being placed in a cooperative work experience.

Credit for Prior Learning (CPL): The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. H.B. 4059 defined "prior learning" as the knowledge and skills gained through work and life

experience, through military training and experience, and through formal and informal education and training from institutions of higher education in the United States and in other nations.

Credit for Proficiency: State-approved policy that allows academic credit to be awarded when there is sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. It may also be referred to at the postsecondary level as credit for professional certification, credit by challenge examination, or the College Level Examination Program.

CTE Network: The Statewide CTE Network is the foundation for CTE system-building in Oregon. The network includes membership from secondary administrators, CTE Regional Coordinators, community college deans, STEM Hub directors, and dual credit coordinators. The network provides a venue for discussion and professional development to improve CTE instruction and support for Oregon's CTE students. It also provides a communication link across the state.

CTE Regional Coordinators: CTE leaders who help school districts and community colleges develop and maintain their CTE Programs of Study. There are currently 17 CTE Regional Coordinators. The CTE Regional Coordinators each have unique funding and support and are housed at the regional Education Service District or at the local community college. They generally are responsible for the development, local approval, state submission, and continuous improvement of CTE POS in their regions.

Culturally Responsive Pedagogy and Practices (CRP) are defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them” (Gay, 2000). CRP requires educators have the skills and knowledge to address students’ diverse cultural experiences, while acknowledging the dominant cultural aspects of school and the “cultural mismatch” that ensues.

Equitable Access: The ability of all students to receive an education from qualified educators in buildings that are safe and conducive to learning with sufficient resources, including digital, career specific, and other specialized equipment used in courses. In short, all students should have an equal opportunity to learn, succeed and thrive in CTE experiences, regardless of identity, geographic location, economic status, family or marital status, and all other protected classes or special population designations.

High-Wage, High-Skill, In-Demand Careers: Occupations defined by the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB), Oregon Department of Education, and other partners, as follows:

High-Wage Occupations: Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region.

In-Demand Occupations: Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular region.

High-Skill Occupations: Occupations that typically require for entry postsecondary training (non- degree) or higher, an apprenticeship as the “typical on-the-job training” level, OR related work experience or long-term OJT for entry and postsecondary training (non-degree) or above as competitive.

Oregon Labor Market Information System (OLMIS): The market analysis system for the state of Oregon, which provides economic information to employers, job seekers, students, policy makers, analysts, and others. It gives users access to the Employment Department’s information resources, free of limitations due to time or location. www.qualityinfo.org.

Oregon Skill Sets: Oregon’s version of the National Career Clusters® skill sets, now known as the Common Career Technical Core (CCTC). This extensive framework provides industry-specific lists of career-related knowledge and skills that students need to know and be able to do to be successful in Oregon’s educational and career environments. It includes academic, technical, and workplace skills. The six career learning areas that frame the Oregon Skill Sets are:

- Agriculture, Food, and Natural Resource Systems;
- Arts, Information, and Communications;
- Business and Management;
- Health Sciences;
- Human Resources; and
- Industrial and Engineering Systems.

Postsecondary Career Pathways: Linked education and training with intentional student support that enable individuals to secure credentials and advance over time to higher levels of education and employment in a given occupation or industry sector. Career pathways facilitate student transitions from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

Pre-Apprenticeship: A program or set of strategies that is designed to prepare individuals to enter and succeed in a Registered Apprenticeship program; has a documented partnership with at least one, if not more, Registered Apprenticeship program(s); approved by the Oregon State Apprenticeship & Training Council.

Program of Study: See CTE Program of Study.

Registered Apprenticeship: A flexible training model that combines structured, paid, on-the-job learning experiences with related classroom instruction to train individuals to a high industry-recognized standard and has been; approved by the Oregon State Apprenticeship & Training Council.

Secondary Career Pathways Program: Established by the Oregon Legislature through H.B. 3072. This sustained funding for secondary CTE is meant to incentivize intensive CTE Programs of Study. The funds are allocated based on students who earned three or more

credits in an approved CTE Program of Study. Additional funds are allocated for students earning three or more credits if they are also either historically underserved students or have earned an industry-recognized credential.

Size, Scope, and Quality: Size, scope, and quality are a measure of the overall ability of the CTE Program of Study to address all the standards of its identified skill set, and to intentionally prepare the student for his/her next step on a complete and robust career pathway, whatever that next step may be.

Special Populations: When Perkins V was reauthorized it increased the focus of CTE programs on serving the needs of special populations and expanded the definition to include nine distinct groups:

1. Individuals experiencing disability
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional fields
4. Single parents, including single expecting women
5. Out of workforce individuals
6. Houseless individuals, described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
7. Youth who are in or who have aged out of foster care system
8. Youth with a parent on active duty in the armed forces
9. Emergent bilingual/multi-lingual students.

CTE data must be disaggregated by special population, race, and gender.

Work-Based Learning: Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Examples include clinical/practicum/internships, school based enterprises, workplace simulation technology-based learning, service-learning, and cooperative work experiences. Criteria:

- Sustained interaction with industry and business;
- Earning of credit/outcome verification (include student learning outcomes and measurable objectives);
- Aligned with curriculum and instruction; and
- At the workplace, virtual, or simulated in the classroom, lab, or other site.

Workforce Investment and Opportunity Act (WIOA): federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

WorkSource Oregon Centers: Also known as One-Stop Career Centers, a statewide network that stimulates job growth by connecting businesses and workers with the resources they need to succeed. It is a network of public and private partners working together for businesses and workers to:

- Ensure that businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry;
- Connect businesses with the resources they need to grow their workforce and their business; and
- Provide the resources to help Oregon's unemployed and underemployed get connected with the employers that are right for them, find the jobs they are looking for, and get trained for jobs they want.