

Appendix P - Implementing the Plan – Proposed

Implementing the Plan: Partnership Actions

Achieving the vision for CTE will take all of us working together to ensure that we are building systems that work for each and every learner. The following recommendations are summarized from several focus groups, conversations with communities of color, meetings with Oregon tribes, input from CTE Regional Coordinators, leaders from K-12 school districts, leaders from Oregon community colleges, educators, and business partners. These actions represent specific suggestions for ways that educators, business and industry partners, community members, and government agencies can support the plan. It should be noted that many of these recommendations are already in progress by agencies, individuals, and partner initiatives.

K-12 educators are encouraged to:

- Engage students and communities in dialogues and decisions about local and regional CTE priorities, CTE programs, and the removal of barriers to create access for each student.
- Network with local, regional, and statewide partners to share effective and promising practices across CTE program areas to support continuous improvement.
- Use the local needs assessment to prioritize resource allocation and to inform program creation and renewal applications.
- Communicate early and often the importance and relevance of work readiness, building technical skills, and engaging in work-based learning opportunities across all grade levels.
- Communicate and collaborate with the CTE Regional Coordinator, advisory boards, and postsecondary partners around CTE Programs of Study.
- Ensure that CTE is integrated into your school improvement plans.
- Use the program quality framework and the size, scope, and quality definitions to benchmark existing Programs of Study and build out a continuous improvement plan.

Post-secondary educators are encouraged to:

- Use the comprehensive needs assessment to strengthen your connections with secondary and business and industry partners.
- Focus partnerships in each region on ensuring the equitable distribution of opportunities and resources for students in CTE programs and work-based learning experiences.
- Streamline learner pathways to promote clear on-ramps to education and training, reduce barriers for transfer students, and link graduates with careers.
- Collaborate with pre-service education institutions and regional education networks to streamline education pathways for prospective CTE educators with a focus on recruiting teachers from cultural and linguist backgrounds that mirror Oregon's student population.
- Use the program quality framework and the size, scope and quality definitions to benchmark existing Programs of Study and build out a continuous improvement plan.

Business and industry partners are encouraged to:

- Work with education partners to provide CTE opportunities including work-based learning experiences for students, especially students from historically underserved and underrepresented groups.
- Communicate the value and benefit of CTE Programs of Study and the breadth of Oregon careers, trends in markets, and supports to employees for continuing education and career growth.
- Participate in statewide CTE Program of Study development to ensure that CTE Programs of Study are teaching the skills necessary to meet demand and offer learners a career path to high-skill, in-demand occupations.

Community members are encouraged to:

- Provide guidance and mentorship to educators and learners participating in career training and education experiences.
- Communicate with education and business and industry about a vision for quality CTE experiences, and the availability of opportunities for career exploration and workforce development.
- Leverage community-based organizations to deliver a coordinated system of social, fiscal, and educational supports to ensure that each learner in Oregon has what is needed to be successful in the Program of Study of their choosing.

Government agency staff are encouraged to:

- Use equity stance in decision-making and resource allocations to align work and achieve shared equity goals.
- Continue to monitor and support the development of a CTE educator workforce in Oregon, providing professional learning activities and technical assistance.
- Communicate regularly with statewide CTE partners about promising practices, supports, and resources available for the continuous improvement of school and work-based learning opportunities for students.
- Coordinate and align technical assistance, monitoring, and evaluation activities to increase efficiencies and reduce burden on local entities.