# Archive B

# Formerly Appendix Q: Summary of Public Comment \* – *Part of Original Submission and included for Archival Purposes*

## Oregon Public Comment Overview

Comments from 20 individuals were received through the online form submission option. In addition, nine individuals or groups submitted comments via email. While the majority of those submitting comments were educators, there were several business and industry representatives, including both Adobe and Oregon Business and Industry which both submitted substantial written responses. In addition, seven of those submitting online comments identified as parents, and nine as workforce development professionals. However, it is important to recognize that this is a very limited group of respondents, many with similar perspectives, and should be considered as just one piece of the broad community partner engagement that has been conducted throughout the state plan development cycle.

Most of the comments were either relatively minor in the scope of the entire plan, or about very specific issues (such as open educational resources or mechatronics). Many concerns raised, such as those about regional consortia or state initiatives, represent valid points but are likely outside the scope of the state Perkins plan to affect. Aside from those issues, there were several themes that were reoccurring within the comments:

* **Work-based learning:** A number of commenters raised concerns about work-based learning, particularly related to how it will be measured and supported. This has continued to be a priority among community partners and was the subject of one of the state’s working groups. There was also concern on how the required “sustained interactions” can occur within work-based learning.
  + **Response:** The state will include technical assistance to support community partners in implementing work-based learning systems and to acknowledge that guidance and support will not be fully available upon adoption of the CTE State Plan the performance targets were lowered for the first few years. This will allow for fidelity of measurement of work-based learning as we support development of quality systems and partnerships to expand work-based learning for Oregon Students.
* **Business and industry engagement:** Relatedly, several commenters recognized the need for robust employer engagement, both related to program quality and work-based learning more specifically.
  + **Response:** There have been plans to develop advisory committee for the CTE state plan. Language has been added to the plan to make this intention more explicit. State staff will be partnering with business and industry organizations to develop the process for Statewide Program of Study development as well as for the development of the programs. State staff will also work with those organization and our regional CTE coordinators to develop regional relationships between CTE programs and employers.

* **Regional activities:** Several commenters commented on the importance of regional activities or consortia in implementing CTE programs across the state.
  + **Response:** Many of the initiatives outlined in the state plan rely heavily on our regional structure more emphasis was placed on the role of regional structures in the state plan implementation. Oregon’s CTE regional coordinators play an essential role in successfully achieving our state’s vision.
* **Ongoing community partner engagement:** A number of commenters expressed a desire either to continue involvement themselves as future decisions were made (such as defining the work-based learning measures) or for key community partners to have formal collaboration mechanisms, such as statewide advisory committees moving forward.
  + **Response:** Oregon that community partners want to be involved in improving CTE. State staff will develop mechanisms to engage a broader range of community partners as well as a communications plan for providing information and receiving feedback on the progress of CTE implementation in the state.
* **Statewide program alignment:** Programs of study, secondary-postsecondary alignment, alignment of courses across the state within each learner level (such as from one high school to another) and labor market alignment were all topics raised in the comments.
  + **Response:** The statewide program of study initiative is one way to address these issues. An overview of how the statewide program of study can address alignment issues in posted on the [Oregon Department of Education webpage.](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Approval_Admin.aspx)

***\* PLEASE NOTE:*** *As originally published, this document used the term, “stakeholder.” In this version, that term has been updated to the more currently accepted “community partner.”*