

2021-2022

**CTE STATE PLAN REFLECTION**

**Educator Recruitment & Retention**

*The Oregon CTE State Plan is a high level, four-year strategic plan that integrates state and federal priorities to implement the "Strengthening Career and Technical Education for the 21st Century Act" (commonly known as Perkins V).* ***The goal of effective educator recruitment is not only about filling positions with outstanding educators, but the main purpose is to improve student learning and educational opportunities for all.*** *The following are Local and State accomplishments made around Educator Recruitment and Retention goals during the second year.*

**2021-2022 ACCOMPLISHMENT HIGHLIGHTS**

**The first phase rollout of a new Statewide Program of Study (POS) in Education and Training began with the revision of current knowledge and skill statements to better align POS at the secondary and postsecondary levels with the needs and expectations of employers.**

**In-person professional development has returned. Regions sent teachers, administrators, and counselors to various conferences, and those participants have come back rejuvenated and inspired.**

**The Teacher Recruitment and Retention (TRR) Partners Workgroup focused its efforts on creating a statewide CTE mentoring framework that provides CTE mentorship in high-need areas of the state. Sharing best practices and researching other states provided the impetus for creating a Guide for CTE Mentors and a cadre of statewide CTE mentors.**

**The collaboration of the Teacher Standards and Practices Commission, CTE Regional Coordinators, and K-12 school district CTE leaders continued to strengthen. Constant communication and flexibility were paramount in navigating the licensure system to support the recruitment and retention of qualified CTE teachers.**

**Many regions provided direct and indirect CTE mentoring services to support Early Career CTE Teachers. Several regions were able to start "grow your own" CTE Teacher programs and one region even recorded 570 hours of mentoring and retained all but one CTE teacher. Cross-agency collaboration was employed to strengthen systems, improve the experiences of CTE students, and provide equity focused technical assistance.**

**A new CTE Teacher cohort and office hours were created to support and encourage all teachers and specifically new CTE teachers coming from the private sector to prevent teacher burnout.**

**2022-2023 GOALS**

**Goal 1:** *Improve the recruitment and retention of CTE teachers, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.*

**Goal 2:** *Align systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.*