

2020-2024

OREGON'S CTE STATE PLAN

Oregon Department of Education

In Partnership with the Oregon Higher
Education Coordinating Commission



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DEPARTMENT OF
EDUCATION

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OREGON'S CTE STATE PLAN

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Structure of the CTE State Plan

Oregon’s vision for CTE guides the structure of our State Plan. Ongoing consultation and coordination between Oregon’s K-12 system agency, the Oregon Department of Education (ODE) and the adult and community college system agency, the Higher Education Coordinating Commission (HECC) is at the heart of the plan. The body of this document is meant as a high-level, four-year strategic plan outlining broad goals to guide Oregon’s work around CTE. The appendices ([see page 21](#)) provide the context and details of our plan. We are including the state’s Action Plans that will serve as our work plan and as a means to measure the state’s progress.

Building Equitable Aligned Career and Technical Education (CTE)

The authorization of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provided the opportunity for Oregon CTE leaders and stakeholders to collaborate on the development of a CTE State Plan. The CTE State Plan will be more than a Perkins plan; it is Oregon's guide to building CTE and prioritizing the use of funds. This plan supports a future-ready Oregon workforce and aligns work across state agencies and federal initiatives (i.e., Every Student Succeeds Act, Workforce Innovation and Opportunity Act (WIOA), Higher Education Act, Individuals with Disabilities Act).

The intention of both Perkins V and recent state legislative investments in secondary CTE coupled with increasing acknowledgment of the value of postsecondary CTE credentials is creating a foundation for innovation, partnership, and student support.

By 2023, the Oregon CTE State Plan, with help from state, regional, and local partners, will support Oregon CTE programs, schools, and colleges to ensure that

historically and currently underserved and marginalized students and families are welcome, safe, and included in our institutions and programs. The goal is that all Oregonians will receive appropriate and equitable access to and benefits from CTE. Creating quality relationships, experiences, and interactions among learners, educators, business partners, and community members is our priority.

The CTE State Plan focuses on more fully integrating academic knowledge and technical employability skills for all learners, ensuring that historically and currently marginalized populations have the supports needed to feel welcome and be successful in the CTE program of their choice.



Oregon's Vision for CTE

The purpose of Oregon's CTE State Plan is to share a vision and identify actionable strategies for working together to achieve that vision. All Oregonians deserve meaningful careers that support them and their families while they contribute to their communities. CTE is a proven strategy that increases high school graduation rates and creates a pathway for a successful transition into a purposeful career.

With the CTE State Plan, Oregon has an opportunity to improve how we prepare Oregonians to participate in high-wage, high-skill, in-demand careers¹ and, in doing so, puts the state on a path to an even brighter future for our communities and our economy. More specifically, we have an opportunity to remove barriers and ensure high-quality learning and access for each learner regardless of race, gender, or zip code. Annually, over 75,000 K-12 learners participate in CTE, and over 8,000 postsecondary students complete CTE programs at Oregon colleges. Regional partnerships, led by CTE Regional Coordinators, exist in every corner of Oregon. CTE Programs of Study exist in nearly every Oregon high school and all 17 community colleges. Secondary students who participate in CTE graduate high school at rates higher than their counterparts who do not participate in CTE; this finding holds true across all demographics. The CTE State Plan will build on the success of the past decade under Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and improve programs to bring greater consistency and access.



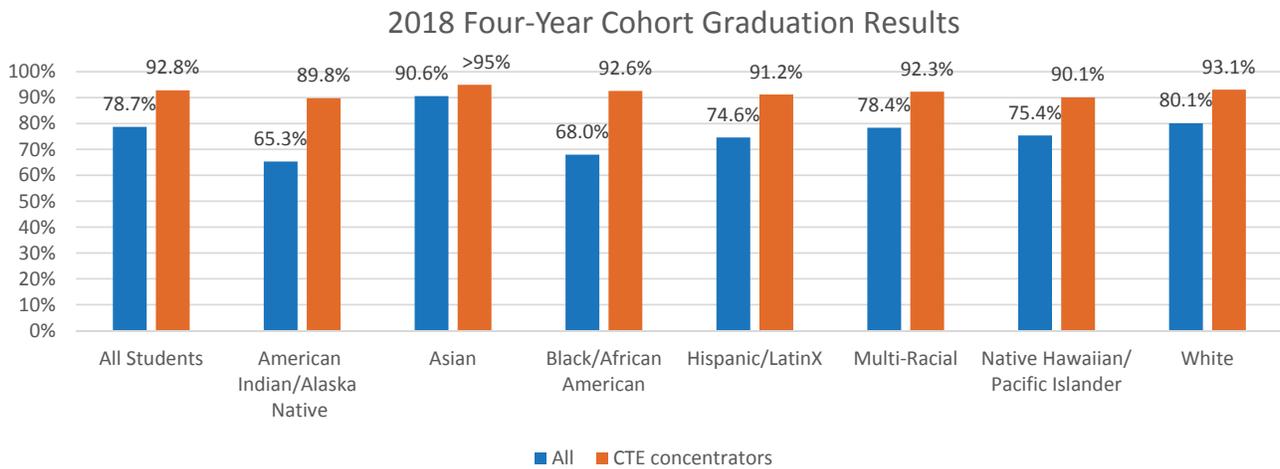
Vision for CTE

Building on CTE's past vision and based on input from CTE stakeholders and agency staff, Oregon has identified the following vision for CTE that will guide Oregon's CTE State Plan:

Oregon will reimagine and transform learner experiences to enhance learners' future prospects; empower their communities; and ensure equity in an inclusive, sustainable, innovation-based economy.

1 Defined in Glossary, [Appendix N: CTE State Plan Glossary, on page 77.](#)

Chart A: High School Graduation and CTE

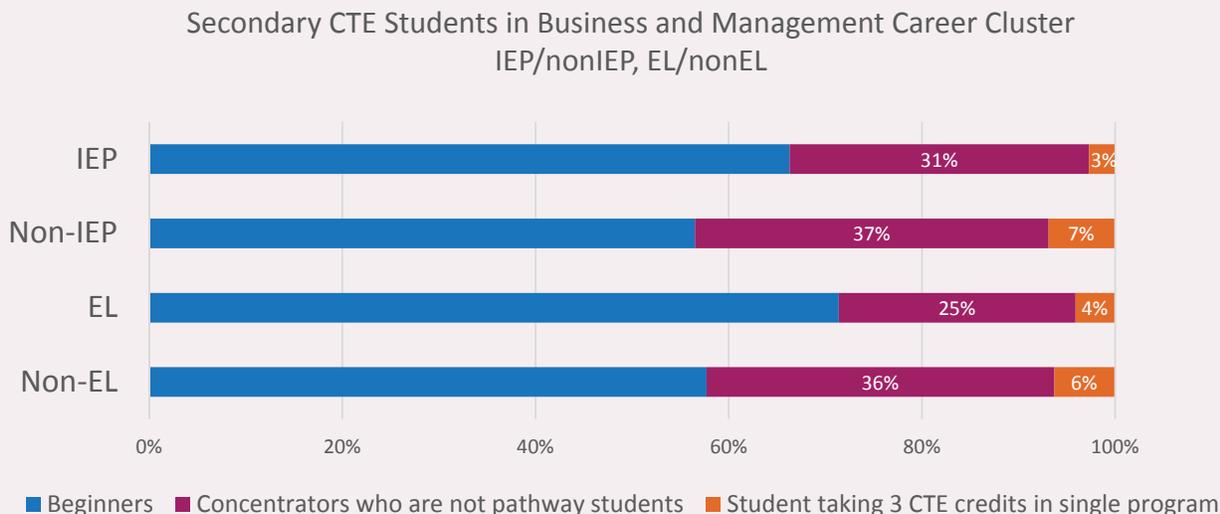


“Concentrator” in this graph represents the Perkins IV secondary definition of one credit of CTE.

CTE can celebrate the fact that participation rates (students taking one CTE course) match secondary student demographics across the state and the consistent achievement of higher graduation rates across all student groups taking one year of CTE in high school. However, a deeper dive into the data shows that students of color, students navigating poverty, students with disabilities, and emerging bilingual students are underrepresented in in-depth CTE, defined as the completion of three high school credits in a single career area. An upcoming Regional Education Laboratory report highlights these opportunity gaps, but as an example, in the Business and Management Career Cluster®, a greater percentage of students who are not on an IEP and not emerging bilingual concentrate in a CTE program and complete three credits in the program (see Chart B). These findings are significant because greater benefits of

CTE in terms of graduation, college success, and smooth transitions into a career are associated with in-depth participation. Thus, far too often, students of color, students navigating poverty, students with disabilities, and emerging bilingual students are not benefiting from the promise of CTE at the same level as students who are white, not experiencing poverty, or not identified as having a disability. Chart B shows the range of CTE secondary participation from one course to three credits for students with disabilities (IEP) and emerging bilingual students (EL) and students who are not members of these groups. There is a clear gap in the percentage of students taking more CTE courses for these two student groups. Understanding how all of our learners fit into the learning environment and supporting them accordingly is necessary to achieve our vision.

Chart B: Gap in CTE Participation Versus Completing Three Credits in Secondary CTE Programs



Data and information on students with disabilities also indicate that such students experience better retention and post-school outcomes when they participate in one credit of CTE compared to students with disabilities who are not involved with CTE.² Oregon has a responsibility to build systems that purposefully remove barriers in light of these compelling facts. The Oregon Department of Education (ODE) is building partnerships with vocational rehabilitation and students services and offering training and support to local CTE and special education practitioners through regional trainings and conference presentations to increase access and for the participation of students with disabilities in CTE.

Additionally, too often participation rates vary by gender in specific Programs of Study. For example, females are underrepresented in Computer Science and Manufacturing programs and males are underrepresented in Education programs. Oregon has partnered with NAPE to train regional cohorts of instructors and advisors over the past six years to identify and overcome barriers to success. Oregon will continue to support strategies to address gender inequities by sponsoring recruiting events, providing statewide training, and using state leadership funds to support regional and local evidence-based programs.

² Upcoming report from the Oregon Department of Education.

Achieving Our Vision



Implementing Oregon's CTE State Plan and disrupting current inequities in programming, participation and outcomes requires that workforce, higher education, K-12, and business and industry come together to align our work and support our common goals.³ Our commitment to improved systems alignment and equity drive our planning.

Stakeholders spoke loudly and clearly about the need for the state to strive to align the work across agencies and departments. Oregon's CTE State Plan integrates with the broader priorities and goals in other Oregon plans, as we believe that orchestrating our collective effort and investing together in Oregon's future are essential. The first step was to build our CTE State Plan in alignment with the principles, commitments, and priorities laid out in the [Governor's Future Ready Oregon Plan](#), [Oregon's K-12 Education Plan](#), the [Higher Education Coordinating Commission's \(HECC\) Strategic Priorities](#), the [Workforce and Talent Development Board's Strategic Plan](#), and the [Oregon STEM Education Plan](#). The next

step to building coherence between the Workforce Investment and Opportunity Act and the CTE State Plan is a joint commitment to ongoing dialogue and partnership among offices and teams implementing the many interwoven strategic initiatives across the state. In particular, a cross-agency team will work together on supporting work-based learning across the state. This will be a joint effort that connects workforce investment and CTE priorities. This collaboration will be guided by the Workforce Systems Executive Team (WSET).

A group of CTE leaders including administrators, regional CTE coordinators and instructors along with stakeholders from business, industry and workforce development met twice during fall 2019 to identify areas where our collective focus has the greatest opportunity to influence statewide change. The group will continue to meet throughout 2020-21, focusing on expanding the group to ensure business and industry involvement to develop robust work-based learning opportunities. The state is creating a structure for continuous communication,

³ Consistent with section 122(e)(1) the plan, including use of Perkins funds was done in consultation with both agencies responsible for secondary, adult and community college CTE programming.

mutually reinforcing activities, and shared measurement of outcomes and will be providing guidance on braiding funding and working toward cross-agency funding opportunities. The goal will be to create mutually reinforcing communications and support for our regional and local partners involved in both CTE and workforce development.

We identified five essential components that CTE provides at both the secondary and postsecondary levels. These five essential components are necessary to achieve our vision for CTE. We used these components as the organizing structure for the goals we set for our state and the actions we will take as we implement our CTE State Plan.

With a vision for CTE in Oregon driven by a commitment to equity, ODE has collaborated with its partners and stakeholders to identify the following five essential components necessary to transform student experiences and achieve the vision:

1. All learners will benefit from high-quality CTE programs of study leading to meaningful careers in high-skill, high-wage, in-demand careers that provide the individual with a sense of pride and contribution to their communities.
2. All learners, at all age levels, will be empowered with information to successfully navigate career pathways to a meaningful career through intentional exposure and communication about careers.
3. All learners will be able to make connections between technical and academic learning in education settings and the workplace through work-based learning opportunities.
4. All learners will learn from knowledgeable experts who contextualize learning and create robust integration of academic and technical content.
5. All learners will benefit from flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs.

We are committed to advancing equity in these five essential elements through the following practices:

1. **Centering on equity in rule-making, budgeting, and resource allocation processes** by drawing upon data and stakeholder feedback to identify and interrupt patterns of inequity.
2. **Building fluency and comfort with change** through continually working to strengthen systems and partnerships to remove barriers.
3. **Pursuing meaningful collaboration with communities and students who are affected by decisions about CTE** by providing comprehensive outreach and communication about CTE.

Our commitment to equity means that we will examine all policies, practices, and procedures with a focus on ensuring access to high-quality CTE, which in Oregon means tight alignment with labor needs and a high rating on the [CTE Program of Study Quality Rubric](#).

When participation and benefit from CTE programming cannot be predicted by a learner's zip code or other demographic characteristics, we will have achieved our equity goal. This ongoing work requires the intentional examination of policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some learners and perpetuate disparities. We will keep equity at the center of our work and monitor our progress toward improved outcomes at both the secondary and postsecondary levels. During spring 2020, we will build internal accountability to monitor our progress on integrating our equity commitment into the state work. [Appendix A: CTE Equity and Access, on page 22](#), describes our internal plans to keep equity at the center of our work around CTE as well as our plans to support local entities on their journey to remove barriers and expand equitable CTE opportunities, including training on root cause analysis, bias training and culturally relevant teaching. At the state level, we will continue to use Oregon's equity lens. Several equity lens-focused beliefs and our equity stance will guide our mindset as we implement this work:⁴

⁴ [HECC Equity Lens](#), ODE Education Equity Stance: Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil-rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

- We have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- Speaking a language other than English is an asset, and our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for emerging bilingual students.
- Students receiving special education services are an integral part of our educational responsibility, and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets.
- Students who have previously been described as “at risk,” “underperforming,” “underrepresented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our state education goals.
- Every learner should have access to information about a broad array of career opportunities and apprenticeships.
- Communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will be successful only if we are able to truly partner with the community; engage with respect; authentically listen; and have the courage to share decision-making, control, and resources.
- We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Understanding that there have been barriers that have limited opportunities for various groups of students to benefit from high-quality CTE, we will focus on better understanding and then removing these barriers for our students, including but not limited to students of color, students with disabilities, homeless students, Native American students, rural students, students navigating poverty, students pursuing non-traditional careers by gender, youth in or formerly in the foster care system, and adults who desire to increase their basic

skills attainment to participate as fully as possible in meaningful careers.

Successful implementation of the CTE State Plan relies on the engagement and support of our CTE stakeholders: students, families, tribes, diverse communities, educators, schools, colleges, business and industry, workforce development, local governments, and other state agencies. All of us play a role in supporting CTE and our learners who are seeking to build and expand their careers. Participants who helped craft the CTE State Plan felt strongly that they wanted to see their role in the work and the actions they could take to achieve our state vision. [Appendix P: Implementing the Plan – Proposed Stakeholder Actions, on page 82](#), provides many of the recommended ways stakeholders can support operationalization of this plan. There will also be an overarching CTE State Plan Implementation Advisory Committee formed to help monitor progress in the state and guide the work moving forward, as well as opportunities to engage around development of Statewide Programs of Study, work-based learning guidance, career exploration, and communication around CTE.

Perkins V Shifts

The granular work to achieve the vision for CTE can be rolled up into four major shifts in the focus of our CTE work ([Shifts in Oregon CTE with Perkins V](#)):

1. Create statewide Programs of Study aligned to workforce priorities identified in our Workforce Innovation and Opportunity Act (WIOA) state plan to better integrate education and workforce/economic development.
2. Expand work-based learning opportunities in equitable ways so that more of our learners have the professional skills and social capital to be successful when they transfer from education into the workforce.
3. Expand career exploration into middle school to support diversifying the students entering prioritized CTE programs.
4. Support more comprehensive career advising across K-12 and college through adulthood to communicate the economic opportunities available in our state.

These shifts in focus will be catalysts for the larger process of transforming Oregon’s CTE.

Developing the CTE State Plan

ODE serves as the recipient of federal Perkins V funds for CTE and partners with the HECC's Office of Community College and Workforce Development (CCWD) to administer and support CTE in Oregon. Staff from both agencies served as the CTE Core Team. The CTE Core Team met weekly starting in December 2018 to manage the creation of the CTE State Plan and engage stakeholders to inform the development of the plan. The development of the plan was broken into four phases:

Phase 1: Creating a Vision (October 2018 to February 2019)

Phase 2: Identifying Focus Areas (March 2019 to June 2019)

Phase 3: Identifying Recommended Goals and Actions (June 2019 to October 2019)

Phase 4: Refining Our Goals and Actions and Building Our Plan (October 2019 to January 2020)

During the development of the CTE State Plan, ODE and CCWD partnered with leaders of the state and local workforce boards; Science, Technology, Engineering, and Math (STEM) Council; Youth Development Division; WIOA Title II Adult Education Director, and state staff implementing the Every Child Succeeds Act to align the CTE State Plan and their ongoing efforts with a particular focus on work-based learning. We also consulted with our nine federally recognized tribes and engaged multiple stakeholder groups for input into our CTE State Plan. Those we engaged included but were not limited to:

- Representatives of secondary and postsecondary CTE programs, including CTE Regional Coordinators and Community College CTE Leaders
- Teachers, faculty
- School leaders
- Specialized instructional support personnel
- Career and academic counselors and advisors
- Parents
- Mentors
- Students and community organizations (e.g., In 4 All, STAND for Children, Native American Youth Organization, Immigrant and Refugee Community Organization)
- Local government and chambers
- Members and representatives of special populations
- Representatives of business and industry (e.g., Oregon Business and Industry, Oregon Business Council, Homebuilders Association, Oregon Restaurant and Lodging Association)
- Small business representatives

- Youth development division representatives
- Reengagement hub grant recipients
- State coordinator of the McKinney-Vento Homeless Assistance Act
- Representatives of federally recognized Indian tribes
- Tribal organizations located in or providing services in the state
- Individuals with disabilities and representatives from special education

Stakeholder input into the plan started with Phase 1 in listening to constituents' vision for the future of CTE in Oregon and refining our state vision for CTE. In Phase 2, we assessed the state's strengths and weaknesses in CTE programs and supports and listened to the stakeholder's priorities for moving CTE forward. Stakeholder input led to the creation of our in-depth workgroups and defined the priority areas for our new CTE State Plan. During Phase 3, educators, administrators, and business partners met to recommend specific goals for the CTE State Plan. Phase 4 included taking the workgroup recommendations to broader audiences for feedback and refinement. The action plans (found in Appendices C through H) were largely developed and refined through this process. Additional stakeholder feedback not incorporated into the action plans is referenced in footnotes. [Appendix B: Stakeholder Engagement, on page 25](#), provides more information about the process ODE and CCWD followed to include stakeholder voice in the development of the CTE State Plan.

Strengthening our approach to ongoing communication and stakeholder engagement will be a major focus of the next few years. One strategy to intentionally amplify perspectives that have been historically

Developing the Oregon CTE State Plan



Focus on Equity

Serving our state by maintaining a focus on equity and removing barriers

OVER 1,300 INDIVIDUALS

Including CTE educators, business and industry representatives, CTE leaders, counselors, and students ENGAGED IN THE PLANNING



9 STATEWIDE CONFERENCES



Presentations and discussions with organizations representing CTE educators, school counselors, student mentors, school administrators, school human resources, Workforce Investment Boards, community college leaders

12 CROSS-AGENCY MEETINGS



Discussions and alignment between Youth Development, Workforce Development, STEM, Workforce and Talent Council, Chronic Absenteeism Advisory, Adult Basic Skills director

4 MEETINGS WITH OREGON'S TRIBES



Two discussions at government-to-government meetings and two discussions at American Indian Education Advisory Board meetings

65 PEOPLE ON WORKGROUPS

Workgroups on accountability, work-based learning, career exploration, and CTE Program of Study approval and renewal met to draft recommendations for the plan. The workgroups represented key stakeholders (e.g., employers, regional coordinators, state agency representatives, K-12 and higher education, Adult Basic Skills educators, virtual schools, homeless youth, chambers of commerce, workforce development, etc.).



52 CORE PLANING TEAM MEETINGS



Weekly meeting with community college and Oregon Department of Education staff

ALIGNMENT TO 7 STATEWIDE PLANS

Intentional alignment to other state plans such as Every Student Succeeds Act (ESSA), Workforce Investment and Opportunity Act (WIOA), Science Technology Engineering and Math (STEM), Future Ready Oregon.



OVER 700 STUDENTS

Provided input on priorities and student experiences



underrepresented in order to integrate our work more tightly within ODE through our High School Success and Student Success Act implementation and engage intentionally with our community advisory groups, including those advisory groups convened to build and implement targeted student success plans such as our African American/Black Student Success Plan, American Indian Alaskan Native Strategic Plan, English Learner Strategic Plan, and Latinx Student Success Plan.⁵ This work is in its beginning phases but will be a priority for how ODE moves forward with supporting complex educational system development.

We will develop new advisory groups based on the five essential components of the CTE State Plan, leaning on business and industry leaders and regional CTE expertise



Photo Courtesy of Mt. Hood Community College

to inform our implementation of the CTE State Plan and to act as partners in achieving our goals and increasing transparency. A Statewide CTE Advisory Committee representing students, counselors, educators, and administrators from secondary and postsecondary education institutions; workforce development; and business and industry partners will provide ongoing advice, guidance, and feedback on the strategies and corresponding progress being made throughout the implementation of the CTE State Plan and its goals.

In addition, regions, consortia, colleges, and school districts will be engaging stakeholders in their regional and local strategic planning process starting with a local CTE needs assessment (see [Appendix M: CTE Needs Assessment, on page 64](#)). The goal is to have regional and local CTE program development, resource allocation, and integration be a transparent and inclusive process. We are starting this work at the state level by including our four-year action plans as appendices to our CTE State Plan, building intentional communication plans across our work, conducting regional public presentations of Perkins grant applications, and planning ongoing and meaningful engagement with stakeholders involved in the creation of our CTE State Plan.

⁵ K-12 education has experienced a legislatively directed increase in funding of over \$1 billion/year. The state is working on creating a more seamless system for school districts to receive these additional state funds and leveraging our state-created systems to serve both state and federal requirements.

Matching Goals to the Vision

CTE Programs of Study are a core component of our CTE State Plan, and the goals in this plan will contribute to improvements in Programs of Study in terms of quality, equity, and access. Intentionally building robust pathways showing multiple on and off ramps for instruction starting in middle school and moving through adulthood will be key in communicating relevancy and opportunity. In Oregon, only state-approved CTE Programs of Study are eligible for Perkins funding because of the demonstrated links among secondary, postsecondary, and employers. Of the [16 National Career Clusters](#), Oregon's Programs of Study are organized around the following six: Agriculture, Food, and Natural Resource Systems; Arts, Information and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems. After program completion at the secondary level, a student may continue in a program (in high school or as a college student at a postsecondary institution) to earn an industry-recognized credential, a certificate, or an associate or baccalaureate degree. CTE programs at our postsecondary institutions are the heart of our link to the needs of business and industry and provide flexible opportunities for CTE learners of all ages.

Oregon CTE Programs of Study provide instruction in technical, academic, and employability skills that can lead to high-wage, high-skill, and in-demand occupations. A CTE Program of Study in Oregon describes a prescribed 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 industry needs. Many Programs of Study provide opportunities for high school students to earn college credit, though Oregon continues to work on transferability of credits.

Essential Element 1: High-Quality Education Leading to Meaningful Careers

Providing high-quality CTE education to all Oregonians is fundamental to the state's vision for CTE. An important tool to deliver that vision is the CTE Program of Study. The State Plan includes action steps to provide a number of resources and strategies that will help build and maintain high-quality CTE Programs of Study.

The size, scope, and, quality definition creates the foundation for a CTE Program of Study. [Appendix J: CTE Program Size, Scope, and Quality, on page 48](#), will be used jointly by secondary and postsecondary institutions to demonstrate that a newly proposed CTE Program of Study has the fundamental pieces in place. The expectation is that this minimum definition will be maintained at all times and reviewed during the CTE Program of Study renewal process every three years.

The [CTE Program of Study Quality Rubric](#) is a tool designed to help secondary and postsecondary institutions explore a CTE Program of Study more deeply and create a plan for continuous improvement. Secondary and postsecondary institutions, CTE regional leaders and business and industry partners will be expected to develop and document continuous improvement goals related to each CTE Program of Study and submit those as part of the initial CTE Program of Study application and the periodic renewal. Approved CTE Programs of Study must have a purposeful alignment between a sequence of courses in high school and a community college certificate or degree that leads to a high-wage, high-skill, and in-demand career (as defined in Appendix N) and progress in specificity of content to avoid duplication (See [Appendix I: CTE Program Approval Process, on page 46](#)). The alignment can result in an opportunity for high school students to earn college credit and increase Oregon's achievement of our goals for postsecondary credential attainment.

The size, scope, and quality definition and the CTE Program of Study Quality Rubric provide guidance on the direction for continuous improvement. The local and regional needs assessment provides the focus and evidence.

The development of statewide CTE Program of Study Frameworks has been identified by stakeholders as an important new direction for Oregon. It will help

ensure consistent quality of programs across the state and support more efficiently leveraging connections to college programs and business and industry needs.

Related Goals

Oregon's CTE State Plan focuses on high-quality education by:

1. Continuing to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students (specifically relative to key populations) in programs leading to high-wage, high-skill, and in-demand careers.
2. Creating voluntary statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in the development of CTE programs across the state, and encourage the use of shared resources.⁶
3. Focusing on a continuous improvement model using the [quality program rubric](#)⁷ for CTE Programs of Study and ensuring that they are of sufficient [size, scope, and quality](#) (See [Appendix J: CTE Program Size, Scope, and Quality, on page 48](#)).⁸
4. Strengthening meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation.

5. Creating a multiple measures indicator of career and college readiness using three metrics—college credit while in high school, industry-recognized credentials, and work-based learning—to support well-rounded, equitable approaches to preparing learners for career and college transitions after their secondary education.⁹

[Appendix C: High-Quality Education Action Plan, on page 28](#), has further description of how Oregon will work to create high quality education experiences.

Oregon defines the stages of career development through a continuum of Career Connected Learning, a framework of career awareness, exploration, preparation and training that are both learner-relevant and directly linked to professional and industry-based expectations. The next two essential elements in this plan: Navigate Pathways to Career, and Transition Seamlessly, follow the career connected continuum.

Navigating pathways to a career focuses on providing multiple paths to success (and are selected by individual learners based on their own lived experiences, skills, interests, learning styles and life goals.) Regional and local educators, counselors, business and industry, and community leaders work as partners to deliver career connected learning opportunities.

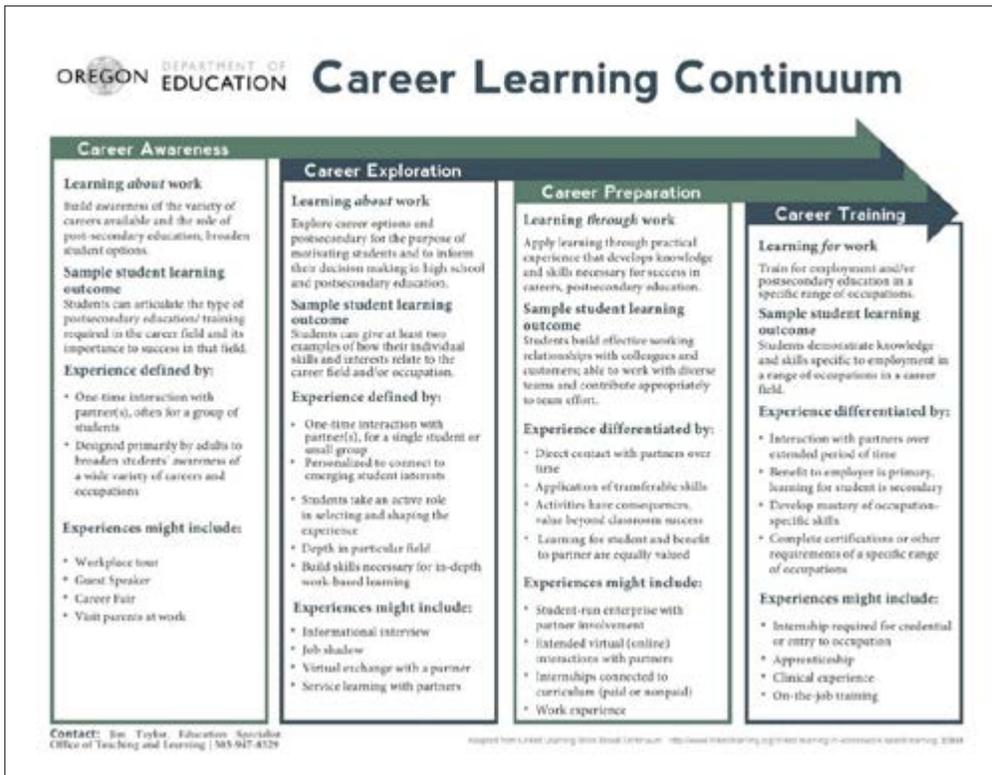
Seamless transitions recognize that learners may have multiple entry and exit points as paths diverge and reconnect over time. Individuals should have opportunities to build academic, technical, entrepreneurial and work-ready skills through work-based learning that will prepare them for meaningful careers and life-long learning.

⁶ We heard from both industry partners and educators about the need for more consistency and support from the state in CTE structure. Some business stakeholders would like to see required statewide CTE Programs of Study while some educators feared a loss of control and flexibility if statewide programs were mandated. Our state is choosing a path that allows voluntary use of statewide Program of Study Frameworks as we pilot this new approach. Evaluating our success will be part of our work over the next four years.

⁷ Our CTE Regional Coordinators are feeling the pressure as CTE in Oregon grows. We heard from this group that our processes need to be simplified and streamlined so that more focus could go toward continuous improvement of programs.

⁸ The state was going to move to requiring three credits for a CTE Program of Study to acknowledge the growth and depth of the majority of our CTE programs and to bring our programs more in line with national standards. However, due to stakeholder feedback we will be delaying this shift as we support our program in growing in depth, and we potentially will create a waiver process for small rural and alternative programs if our work shows this as a critical need.

⁹ To honor the drawbacks and benefits of the three secondary quality indicators and the concerns of stakeholders as well as acknowledge the regional career area differences in focus, Oregon will provide data for all three measures, but will use participation in work-based learning as the performance metric for accountability. This will allow for growth in all three areas and create a more equitable approach to quality programs.



Essential Element 2: Pathways to Navigate to a Career

Our CTE State Plan will empower learners with the information they need to navigate their pathway to a meaningful career. All Oregonians need access to careers that fuel our economy and provide stability for themselves and their families. One way to achieve access is to provide improved information about the career opportunities available in the state and expand the opportunities for learners to see themselves in a variety of career fields, including ones that may be unfamiliar. Intentional exposure and communication about career opportunities is one strategy to improve participation that is more equitable by gender in fields such as engineering and education. All learners, including those from communities that have not had access to CTE or have not participated in CTE due to other barriers, will have access to the information and

resources needed to explore and navigate paths to meaningful careers. Oregon will support opportunities for young people to explore careers at an earlier age and support implementation of a coherent system of career development. Communication and outreach will be culturally responsive and accessible. Oregon is committed to expanding opportunity and access to high-wage, high-skill, and in-demand jobs through a coordinated career exploration and guidance system.

Related Goals

Oregon's CTE State Plan focuses on career exploration and navigation by:

1. Allowing Perkins funds to be spent in middle school so that learners can experience careers earlier by participating in activities linked to CTE Programs of Study.¹⁰

¹⁰ Several stakeholders reinforced the need to communicate that career paths that do not include four-year universities are valid and critical. They called for more intentional marketing and attention to registered apprenticeships and certificate pathways. Other stakeholders raised concern about diluting the available funds by spending Perkins in the middle schools. This will be a local decision based on the needs identified by the community.

2. Developing systems and support for Oregon learners, counselors, advisors, employers and others to support career education through career-connected learning.
3. Building a scope and sequence for career exploration and development, supporting implementation of the scope and sequence by regional and local entities, mapping resources and assets, and integrating the scope and sequence with comprehensive counseling programs and community college guided pathways.
4. Providing K-12, postsecondary, and adult learners systems of support and professional learning about career opportunities and the paths for entering those careers in Oregon.
5. Providing work-based learning opportunities for educators and students to support seamless transitions and career-connected learning across the learning spectrum from middle school through career.
6. Working with Adult Basic Skills providers to strengthen the connections to CTE.

[Appendix D: Career Exploration Action Plan, on page 31](#), has further description of how Oregon will support career exploration and guidance.

Essential Element 3: Seamless Transitions Starting with Work-Based Learning

Our CTE State Plan will support seamless transitions, including those between technical and academic learning in education and the workplace as well as those between secondary or Adult Basic Skills and postsecondary education.¹¹ One of the priorities identified through the stakeholder engagement process was expanding and improving learners' opportunities

to apply their knowledge and skills in workplace or simulated workplace settings. For this reason, the state will focus on supporting work-based learning as a strategy for supporting seamless transitions. This work also aligns with the priorities of our Workforce and Talent Development Council, Youth Development Division, and STEM Council. Leaders across multiple agencies and offices are holding ongoing meetings to align the advancement of work-based learning in Oregon. Creating robust and Program of Study-aligned work-based learning experiences is foundational to building seamless transitions. Our statewide stakeholder engagements have clearly identified a need for stronger systems and connections among education, employment, and learner success.¹²

Related Goals

In collaboration with business and industry leaders, local and regional CTE leaders and others, creating an Oregon work-based learning, Oregon's CTE State Plan focuses on seamless transitions by integrating work-based learning into education experiences through:

1. Creating an Oregon work-based learning website.
 - Identify current resources, materials, policies, lesson plans, and other guidance documents.¹³
 - Convene sub-workgroup under the Career Connected Learning workgroup to develop the OWBL handbook.
 - Design an OWBL website.
2. Adopting a vision for work-based learning in Oregon.
 - Develop a communication strategy to inform education partners including but not limited to CTE Regional Coordinators, community college CTE deans, representatives from local education agencies, etc. to share the

¹¹ Multiple stakeholder, including business partners and educators, cited a need to reexamine Oregon's graduation requirements to ensure that all students are gaining the skills necessary to be successful in the rapidly changing world. A reexamination of Essential Skills, career related learning experiences, and requirements were all cited as possibly needing an update.

¹² Business and industry partners and others called out a need to reexamine graduation requirements to ensure that the high school day has the time, space, and focus for career readiness experiences. There were also comments that professionalism (work-ready) skills need be called out in Oregon's diploma or that there should be a statewide honors/CTE diploma to identify students who participated fully in CTE.

¹³ Many smaller schools were concerned about the implementation of work-based learning and requested clear guidance and support for how it can be effectively implemented in school buildings and rural communities.

work-based learning work plan and technical assistance for implementing work-based learning.

- Research and gather business and industry engagement strategies/tools/solutions.
 - Research and identify barriers to work-based learning activities at the education and workforce levels.
 - Create an equity-focused continuous improvement model to gather feedback from groups including but not limited to education, business, and industry.
3. Implementing a work-based learning data collection system with clear definitions and measurements for Oregon.
- Create a work-based learning data collection system.

[Appendix E: Work-Based Learning Action Plan, on page 36](#), has further information about our plans to expand work-based learning in Oregon. This will be a large lift to build understanding and support for work-based learning and strategies to create quality equitable experiences.

Essential Element 4: Knowledgeable Experts

Our CTE State Plan will provide students the opportunity to learn from a range of knowledgeable experts who contextualize learning and create robust integration of academic and technical content. At the heart of every CTE program are the educators. Without quality educators who build relationships with our learners and support the journey from education to career, all the systems in the world will not achieve improved outcomes across our population of diverse students. The recruitment and support of our educators, mentors, counselors, and business and industry partners is an essential element of achieving Oregon’s vision for CTE. Therefore, we are committed to building a diverse educator workforce in both secondary and postsecondary but recognize that challenges of educator shortages and mismatch in systems of compensation for educators from traditional pathways and those who enter the profession from business and industry continue to be barriers.

Related Goals

Oregon’s CTE State Plan focuses on students having access to knowledgeable experts by:

1. Improving the recruitment and retention of secondary and postsecondary CTE educators, including individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.
 - Collect and analyze data to better understand recruitment and retention needs.
 - Support districts and colleges to actively recruit teachers from cultural and linguistic backgrounds that mirror Oregon’s student population.
 - Collaborate with pre-service education institutions to develop a robust, inclusive, and intentional CTE teacher pipeline.
 - Provide strong induction of new CTE educators into the profession.
2. Aligning systems of secondary 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.
 - Streamline licensing and training for new CTE educators in partnership with Teachers Standards and Practices Commission (TSPC).
 - Provide professional learning and technical assistance for secondary and postsecondary CTE educators in key areas related to Oregon’s equity stance and aligned with statewide educator workforce needs in partnership with the Educator Advancement Council.
 - Increase industry and school district awareness of secondary and postsecondary CTE educator opportunities and students’ need for access to industry experts.
 - Close communication and awareness gaps between the state and local school districts and colleges regarding the value of CTE programs for students.

[Appendix F: Educator Recruitment, Retention, and Training Action Plan, on page 39](#), has further

information about our plans to support educator recruitment and retention and to diversify our educator workforce.

Essential Element 5: Flexible Learning

Our CTE State Plan will focus on flexible learning systems that allow Oregonians to gain necessary skills where and how it best meets their needs. Flexible learning helps achieve equity goals by acknowledging learners’ diverse needs and competing priorities while providing the tools and techniques that are critical to the success of a range of learners. CTE Program of Study choices vary by school and college location; the differences are often substantial and inequitable. Rural communities often have fewer CTE opportunities due to resource constraints, greater distances to population centers, and the nature and assortment of industries found in these areas. Supporting flexible learning is a way to explore creative solutions to bolster program offerings for rural communities.

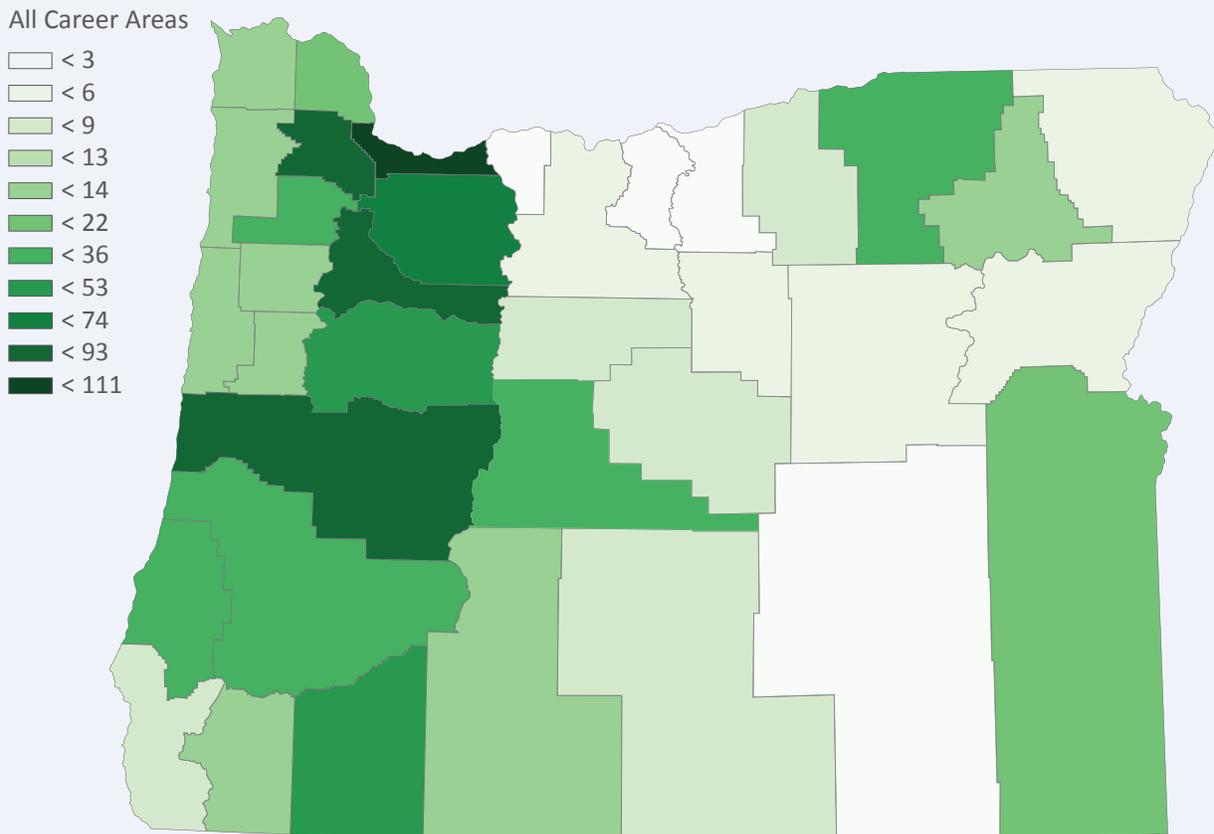
Related Goals

Oregon’s CTE State Plan focuses on flexible learning by:

1. Incentivizing innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally.
2. Supporting at the state level creation of online CTE Programs of Study in collaboration with Oregon virtual charter schools, rural schools and others as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.
3. Supporting and sharing practices such as competency-based education, credit for prior learning, and accelerated learning.

[Appendix G: Flexible Learning Action Plan, on page 42](#), has further information about our plans to support flexible learning in CTE.

Count of CTE Programs of Study by County (July 2019)



Sources: Esri, HERE, Garmin, FAO, NOAA, USGS © OpenStreetMap contributors and the GIS User Community

Accountability

Oregon will continue to focus on accountability through monitoring state-identified performance targets and local implementation of CTE Programs of Study and use of funds. Oregon involved a stakeholder group including K-12, postsecondary, and business and industry partners to set our state-determined performance targets. The group analyzed statewide CTE data over the past three years and helped develop our performance targets. The group had extensive discussions about setting the baseline targets and identifying growth that was both reasonable and ambitious. At the secondary level, we chose work-based learning as our secondary quality performance indicator and strengthened our definition of a CTE concentrator. See [Appendix L: Performance Targets, on page 51](#), for a full description of our state-determined performance targets and the process for arriving at these levels.

The new CTE State Plan requires more in-depth use of data and feedback. One new accountability component is a commitment to engage stakeholders throughout both the development and the implementation of Oregon's CTE State Plan. Part of that process includes

implementation of the CTE needs assessment (see [Appendix M: CTE Needs Assessment, on page 64](#)) by each Perkins fund recipient to ensure that spending matches needs.

Related Goals

Oregon's CTE State Plan focuses on the use of data and feedback by:

- Improving the use of data to inform equitable and continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for Perkins-identified special populations.
- Improving data reporting systems for various end users of the data that informs decisions and supports our commitment.
- Improving data quality.

[Appendix H: Data Literacy and Accountability Action Plan, on page 44](#), has further information about our plans to support use of data for CTE program improvement and equity.

Fiscal Guidance and Support

We will provide support to local education entities (school districts, regional recipients, and colleges) receiving both federal and state sources of CTE funding to ensure proper stewardship of those funds. Federal CTE funds are allocated according to federal guidelines.¹⁴

Our federal funds are split evenly between secondary and postsecondary recipients (see [Appendix K: Perkins Budget, on page 50](#)). This is not only based on a long history of equitable sharing of funds, but was reaffirmed during stakeholder discussions.

Perkins Basic Grant recipients will submit a local application to the state to receive their federal Perkins funds. The proposal will be a four-year strategic plan for CTE based on their local CTE needs assessment, which will be informed by their stakeholder engagement process. The proposal will tie the local needs to academic and technical skill attainment activities that will lead to a recognized postsecondary credential. Prior to approval, the local application will be presented publicly for peer and stakeholder review. A team of staff

¹⁴ Secondary eligible recipients that do not qualify for the \$15,000 minimum or postsecondary that does not qualify for the \$50,000 minimum; or eligible recipients that cannot sustain a program of sufficient size, scope and quality will be encouraged to form or join a consortium with another eligible recipient.

The funds generated by all eligible recipients within will be awarded to the fiscal agent of the consortium and shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for Programs authorized under Perkins V .

from both ODE and CCWD will review, and approve the proposals to ensure that they align to the identified needs. There will be an annual submission of a budget, budget narrative, and one-year CTE action plan to ODE and CCWD staff that demonstrate a tight connection to improving equitable access to and benefit from CTE and meeting needs identified in the CLNA. We are committed to ensuring that CTE works for Oregon and that the use of public funds supports the vision and goals of our state.¹⁵ Oregon will monitor local recipients based on the process outlined in our [Perkins manual](#).

Leadership Set Asides:

The state is also committed to focusing resources on areas of identified needs. Each year Oregon receives 10% of the federal funding for CTE (Perkins funds) for use in state leadership. A portion of these funds support staff at the state level to implement the action plans. The remaining funds will be focused toward achieving our vision and addressing the following identified needs including:

1. Our engagement process provided a clear call for creating more consistent (quality CTE programs), and Oregon will use state leadership funds to host convenings to develop statewide CTE Program of Study Frameworks. Additionally, virtual charter school programs will be offered technical assistance and support in the development of quality CTE programs.
2. To support learners navigating paths to careers, the state will use leadership funds to pilot middle school career exploration programs and trainings on implementing our career development scope and sequence.
3. We will use state leadership funds to support the recruitment of special populations into CTE programs.
4. To support seamless transitions the state will focus 2% of its leadership funds on CTE in correctional institutions through grants to local consortia made on behalf of youth and adult corrections so that learners will have career knowledge and experiences to transition back into our communities.
5. Oregon has a long history of working closely with National Association for Partners in Education (NAPE) to address non-traditional learners' equitable access to high quality CTE programming.
6. We will support knowledgeable experts by providing our CTE educators professional learning on creating inclusive learning environments. We will also work with our education preparation programs to provide targeted training programs with a focus on increasing the diversity of our CTE educators

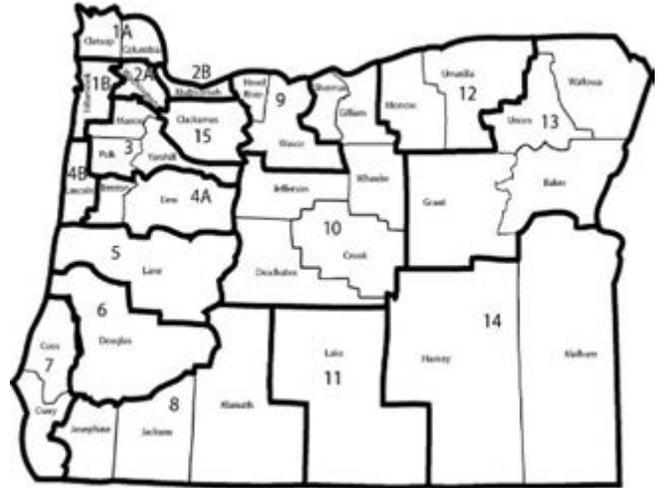
¹⁵ Oregon requires each Basic grant recipient to set aside a minimum of 15% for professional development needs identified. Additionally, there is a maximum cap of 30% of the Basic grant allocation that can be used for staffing costs associated with program leadership.

Perkins Reserve Fund Use

Oregon has a rich history and believes strongly in the value of regional coordination of CTE programs and the value of supporting partnerships between colleges, school districts, education service districts, workforce development and regional employers. Oregon has a regional CTE structure already in place, which is supported by 15 CTE Regional Coordinators. These regional structures allow for economies of scale, minimize duplication and support coherent partnerships. In order to leverage this existing framework, the maximum set aside of 15% of the local funding will be placed into the Perkins Reserve Grant to support implementation of the Oregon CTE Plan.

Each region will be eligible to apply for a 2-year, non-competitive Perkins Reserve Grant through the CTE Regional Coordinator. For 2020-2022, the priority focus will be on the development and implementation of work-based learning and career exploration within the context of CTE Programs of Study, especially in rural areas of Oregon. Projects will be monitored with an eye toward scaling the most impactful practices across the state.

Oregon's CTE State Plan provides an outline of our state's work over the next four years and focuses on the areas of growth identified by our stakeholders. This work builds on Oregon's CTE Perkins IV plan. While our CTE State Plan is ambitious, we can be successful in this plan only if we work together, partner strategically, and continually focus on the needs of our learners and those who have not been successfully included before.



Appendix A: CTE Equity and Access

Oregon's CTE State Plan will coordinate a seamless system of education that meets diverse learning needs from cradle to career and ensures that each student graduates high school with the support and opportunities to prosper. Perkins V expanded its population demographics of historically underserved populations (i.e. Special Populations), and this provides an opportunity for Oregon's CTE State Plan to deepen and improve upon Oregon's existing commitments to equity.

The requirements of Perkins V and our commitment to ODE's equity stance establish the expectation that Oregon's CTE leaders and stakeholders:

- **Center on equity in rule-making, budgeting, and resource allocation processes** by drawing upon data and stakeholder feedback to make improvements.
- **Build fluency and comfort with change** through continually working to strengthen systems and partnerships to remove barriers.
- **Pursue meaningful collaboration with communities and students who are affected by decisions about CTE** by providing comprehensive outreach and communication.

In particular, the intent is to increase the benefits of participating in CTE and expand high-skill employment opportunities in in-demand industries, for populations who are:

- Chronically unemployed or underemployed;
- English Learners;
- Individuals with disabilities;
- Homeless individuals;
- Individuals from economically disadvantaged families;
- Individuals preparing for non-traditional fields;
- Low-income youth and adults;
- Out-of-workforce individuals;
- Single parents, including single pregnant women;
- Youth who are in, or have aged out of the foster care system; and
- Youth with a parent who is a member of the armed forces and is on active duty.

Additional Detail

1. Center on equity in rule-making, budgeting and resource allocation processes by drawing upon data and stakeholder feedback to make improvements.
 - a. Adopt a continuous improvement model for equity that improves outcomes at both the secondary and postsecondary levels by:
 - i. *Strengthening data sharing between secondary and postsecondary institutions;*
 - ii. *Investing in training on utilization of disaggregated data;*
 - iii. *Providing professional development in data-driven decision-making as a part of approved CTE Programs of Study;*
 - iv. *Practicing identifying and analyzing root causes;*
 - v. *Disseminating research-based actions/strategies to confirm/mitigate barriers;*
 - vi. *Implementing evidence-based strategies; and*
 - vii. *Integrating a feedback loop to incorporate stakeholder voice at each stage of the continuous improvement process.*
 - b. Embed continuous improvement model into local and regional needs assessments that apply the Oregon equity lens by:

- i. Identifying local and regional needs that address gaps in services;*
 - ii. Analyzing the impact of CTE resource allocations on removing barriers;*
 - iii. Identifying areas for relevant professional development and technical assistance; and*
 - iv. Practicing inclusion and engagement of stakeholder voices who have not historically been heard.*
 - c. Implement the High Quality Program of Study Rubric which puts equity at the center by:*
 - i. Applying the Oregon Equity Lens during CTE program design and continuous improvement process;*
 - ii. Researching culturally responsive practices for CTE to inform instructional strategies, support services, and accommodations; and*
 - iii. Providing technical assistance and training on the use of disaggregated data to identify equity gaps (i.e., performance, enrollment, participation, completion).*
- 2. Build fluency and comfort with change through continually working to strengthen systems and partnerships to remove barriers.
 - a. Deepen engagement across agency departments and communities.
 - b. Identify internal roadblocks to implementing meaningful collaborations and design around them.
 - i. Continue existing 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, Adjudicated Youth, Homeless, Foster Youth;*
 - 3. Office of Equity, Diversity, and Inclusion: African American/Black Student, English Learners, Latin Student Success Plan;*
 - 4. Office of Workforce Investment;*
 - 5. HECC CCWD; and*
 - 6. Oregon Department of Human Services.*
 - ii. Implement Equity Tune Up protocol to support a culture of collaboration, feedback, and deep reflective inquiry;¹⁶*
 - iii. Conduct an internal peer review of policies, practices, and procedures to ensure equity; and*
 - iv. Contact an internal review of disaggregated data to inform priorities.*
- 3. Pursue meaningful collaboration with communities and students who are affected by decisions about CTE by providing comprehensive outreach and communication.
 - a. Identify resources required to offset potential burdens on community-based organizations (CBOs) so they can participate in meaningful collaborations and create strategies to share data gathered from CBOs system-wide.
 - b. 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.
 - c. Implement Critical Friends training and practices to support a culture of collaboration, feedback, and deep reflective inquiry.¹⁷

¹⁶ An ODE procedure to review work through the equity lens.

¹⁷ Equity training provided by ODE.

Local CTE Equity and Access

While the state sets the tone, policy, and expectation of equity and access, the work that most directly affects learners is done at the local and classroom levels. Each local recipient of state or federal CTE funds is expected not only to ensure that discrimination against special populations does not occur in CTE programs, but also to take a much closer look at practices and policies to ensure equity of access, participation, and benefit from CTE. It is the role of the state to enforce this expectation through monitoring, program approval and oversight

Each local recipient will conduct a CTE needs assessment that includes examination of disaggregated student enrollment and performance data. Priorities and spending on their grant application must match needs identified through this process. Recipients will describe how they will provide access and accommodations to CTE Programs of Study. They will also describe recruitment and supports that specifically target populations that are not experiencing the benefits of CTE locally.

The continuous improvement process of CTE Program of Study implementation will focus on equity and examination of practices that make CTE programs more welcoming and inclusive to all of Oregon's learners, but particularly those that have historically experienced systematic marginalization.

A major shift with the new CTE State Plan is the requirement for broader and more in-depth stakeholder engagement in developing local CTE plans and programming. Recipients of state and federal support for CTE programming will continuously evaluate how stakeholders are engaged and whose voices might be missing and need to be brought into the process. The state will align this work with the process set up by the [Student Investment Account](#).

Appendix B: Stakeholder Engagement

Process for Engagement

Broader engagement of stakeholders is a key theme for CTE under Perkins V. Our goals for engagement included:

1. Creating a plan for CTE in Oregon that is informed by the voices of all our stakeholders;
2. Building sustained momentum and informed support for CTE in Oregon;
3. Addressing systemic barriers that have prevented equitable outcomes for Oregonians; and
4. Facilitating opportunities for families, communities, business and industry, and education leaders alike to share input that informs the crafting and implementation of the State Plan.

The state created a CTE Core Team consisting of ODE and HECC CTE and High School Success staff. The CTE Core Team met weekly starting in December 2018. The Core Team managed the creation of the CTE State Plan and stakeholder engagement. During the development of the CTE State Plan, ODE and the Office of CCWD engaged all the required stakeholders.

In addition, we partnered with leaders of the Workforce and Talent Development Board, STEM Council, Youth Development Division, Title II Adult Basic Skills, and Every Student Succeeds Act to align the CTE State Plan with their ongoing efforts focused on work-based learning. Our creation of statewide CTE Programs of Study will align with our workforce sector strategies.

Phase 1: Creating a Vision

(October 2018 - February 2019)

Oregon started engagement activities before drafting the State Plan. We started by listening to what stakeholders wanted in CTE (December 2018-March 2019). Stakeholders included ODE; CCWD; and leaders of the Workforce and Talent Development Board, STEM Council, Youth Development Division, Title II Adult Basic Skills, and Oregon's Every Student Succeeds Act plan. We also consulted with our nine federally recognized tribes and engaged the following stakeholders for input:

Representatives of secondary and postsecondary CTE programs, teachers, faculty, school leaders, specialized instructional support personnel, career and academic counselors and advisors, parents, mentors, students and community organizations (e.g., In 4 All, STAND for Children, Native American Youth Organization, Immigrant and Refugee Community Organization), local government and chambers, members and representatives of special populations, representatives of business and industry (e.g., Oregon Business and Industry, Oregon Business Council, Homebuilders Association, Oregon Restaurant and Lodging Association), small business representatives, Youth Development Division, representatives and reengagement hub grant recipients, the state coordinator of the McKinney-Vento Homeless Assistance Act, representatives of federally recognized Indian tribes and tribal organizations located in or providing services in the state and individuals with disabilities and representatives from special education.

We incorporated information gathered by the Committee on Student Success (a legislative committee seeking education funding that engaged communities, families, students, education leaders, and business partners across the state). The state's Every Student Succeeds Act also informed our vision, as did interactions with CTE Regional Coordinators, STEM Hubs, workforce investment, and business and industry partners including trade associations.

Through these engagements, we heard some common themes:

- Equitable opportunities to benefit from high-quality CTE leading to high-skill, in-demand careers that provide a living wage;
- No tracking into dead-end careers or classes that are not relevant to a student's future;
- Opportunities for youth to gain experience and apply their knowledge and skills in work-based learning;
- Career exploration for younger students to learn about career opportunities; and
- Multiple pathways into and out of CTE that accommodate individual needs;

- More skilled educators, advisors, and mentors to guide CTE for youth and adults; and
- Strong alignment to business and industry and strong partnerships between schools, colleges, and communities.

Phase 2: Identifying Focus Areas

(March 2019-June 2019):

We targeted communication about the enactment of Perkins V to stakeholder groups interested in CTE, such as the CTE Regional Coordinators, K-12 administrators, CTE deans, CTE teachers and faculty, school counselors, business and industry partners on the CTE Revitalization Advisory Committee, STAND for Children, Oregon tribes, the Chronic Absenteeism Advisory Committee, the Youth Development Division, the state homeless coordinator, the Student Services Office, and leadership at ODE and HECC to hear about their hopes for a new CTE State Plan. As part of the discussion with our key stakeholders, we framed the shifts in the new federal law and shared the need for equity to be at the center of the work we do. We conducted a [statewide needs assessment](#) with the support of Advance CTE/Association for Career and Technical Education (ACTE) from mid-March to late April 2019. The needs assessment used multiple research methods to identify focus areas for our State Plan:

- An online survey (513 respondents) distributed via email to CTE networks around the state;
- Interviews with 12 individuals identified by the State CTE Director and state CTE staff, including individuals representing state, regional and local secondary and postsecondary CTE as well as individuals representing community colleges and one person representing the business community;
- A literature review of online and print CTE, education and workforce development documents produced by ODE, CCWD, and other Oregon state agencies, and resources by third-party organizations addressing Oregon CTE and the broader economic and social context in Oregon; and
- Recommendations gleaned from an in-person stakeholder meeting of CTE leaders, business representatives, educators, tribes, special population representatives, workforce development, Adult Basic Skills providers, homeless education coordinators, and state agency staff facilitated by ACTE and Advance CTE staff.

The statewide needs assessment helped define the vision and focus of our work in developing our CTE State Plan. (Oregon Perkins V Planning [Appendix M: CTE Needs Assessment, on page 64.](#))

Phase 3: Identifying Recommended Goals and Actions

(June 2019-October 2019)

During the third phase of stakeholder engagement, we began connecting with stakeholders about how to flesh out a plan to build a CTE system in the state that works for Oregon based on the results of the statewide needs assessment. CTE federal funding is meant to address equity issues, and our CTE State Plan needs to address these issues and be consistent with our value of creating inclusive systems. To help meet this goal, we placed a significant priority on engaging historically and currently marginalized groups in the process. We began the formal process of tribal consultation with follow-up meetings with our Office of Indian Education to plan our presentation at our government-to-government convening. We listened to the nine federally recognized tribes about the needs and hopes of our tribal communities and developed an engagement strategy based how they wished to be involved in the CTE State Plan development. Some tribes asked to be members of the workgroup or to join the group by providing feedback virtually. They asked that we become a regular agenda item on the Government-to-Government meetings. We connected with our homeless student liaison, Office of Student Support Services, Equity Diversity and Inclusion Office, directors in the Office of Teaching Learning and Assessment, our postsecondary WIOA Title II director, Office Workforce Investment Office, community advisory group working on reducing chronic absenteeism, and Oregon business and industry groups.

During this phase, we recruited members to serve on four workgroups facilitated by Advance CTE/ACTE. The workgroups consisted of key CTE stakeholders, including CTE Regional Coordinators, STEM Hub directors, community college leaders, CTE administrators, CTE teachers, data and research staff from K-12 and higher education, community members, employers, virtual schools, business and industry partners, tribal members, equity staff, and state agency staff. We shared Oregon's equity lens with all workgroup members and emphasized the importance of examining our decisions and

recommendations around the context of our historically and currently underserved groups. The workgroups explored key issues of CTE in the state and developed recommendations to improve Oregon's work-based learning; data and accountability; program of study application, review, and approval quality; and career awareness and advisement structures. These topics were chosen because of the focus that emerged on these issues during earlier stakeholder engagement activities.

A broader group of stakeholders, which included 440 interested individuals, also had the opportunity to give input over the summer through additional short surveys administered online to help inform the workgroups as they drafted their recommendations. A summary of the workgroups' recommendations and their influence on our CTE State Plan is included in our [Workgroup Summary](#). Throughout this process, CTE Core Team staff continued to engage with other key agency staff from within ODE and HECC to maintain alignment and connection with our WIOA Plan and our Every Student Succeeds Act (ESSA) plan.

Phase 4: Refining Our Goals and Actions and Building Our Plan

(October 2019-January 2020)

After creating draft components of the CTE State Plan, the CTE Core Team solicited further public input to validate, refine, and hone the draft CTE State Plan. This engagement included in-person presentations to groups such as: Oregon Business and Industry Education Committee, Oregon State Board of Education, HECC, School Counselor Association Annual Meeting, APRIRE Mentor annual training, American Indian Education Advisory Group, CTE deans meeting, Working Together (a local workforce investment board), Regional CTE Educators Professional Learning Committees, HR Professional Association, the Confederation of School Administrators Conference, and the Students with Disabilities Conference. In addition to in-person feedback opportunities, draft documents were posted online, and invitations to provide comments were sent to target stakeholders such as CTE educators, student leadership organization members, tribal education coordinators, English learner coordinators, homeless liaisons, school counselors, recipients of youth reengagement grants, recipients of African American/Black Student Success grants, dual credit coordinators, business and industry associations, Parent Teacher Association members, and student associations. The state team offered webinars

for the public highlighting draft plan goals and actions and held our 60-day formal public comment around the CTE performance targets. The Governor's Office was also apprised of the plan and planning process. The state convened a CTE Summit for our communities of color to allow participants to voice their concerns and hopes for how CTE in Oregon will engage with people of color and meets their needs. All of these engagements helped refine and hone the CTE State Plan.

Representatives of these diverse advisory groups will be asked to participate in our CTE advisory group and engage as we implement our CTE State Plan.

Our State Determined Performance Targets were open for public comment October 10, 2019 through December 9, 2019. The proposed targets were shared with all stakeholder workgroups, sent through the Department of Education and Community College and Workforce Development's communications team to all stakeholders.

Phase 5: Public Comment

(January-February 2020)

ODE presented the CTE State Plan to the State Board of Education for a first read on February 20, 2020. The plan became available for public comment on January 21, 2020. ODE also sent a Notice of Public Comment to all stakeholders who had been involved in the plan development, and ODE announced public opportunities to provide comment via our listservs, Twitter, Facebook, and education partners. ODE also provided notice through ODE's listservs, Twitter feed, State Board announcements, and formal public hearing processes, and through HECC's listservs and newsfeeds. ODE submitted the amended CTE State Plan to the governor for signature in February 2020. ODE staff summarized and addressed public comments in the final CTE State Plan adopted by the Oregon State Board of Education on March 19, 2020.

Appendix C: High-Quality Education Action Plan

CTE Program Approval, Renewal, and Continuous Improvement

Goal 1 – Continue to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students in programs leading to high-wage, high-skill, and in-demand careers.

Strategy 1.1 – Support CTE Programs of Study and career awareness in middle schools to increase the number and diversity of students engaged in CTE beyond middle school.

Action	Benchmarks
Identify, evaluate and disseminate models for CTE in middle schools that align to CTE Programs of Study, provide equitable access to CTE, and increase enrollment in CTE.	Models identified, evaluated and communicated by fall 2021.
Implement fiscal policy allowing use of Perkins V funds for middle school CTE that aligns with high school CTE Programs of Study.	Policy developed and implemented by summer 2020.
Develop and pilot a system for collecting quality data on middle school CTE enrollment that includes uniform reporting guidance and technical assistance.	Data guidance and technical assistance available starting spring 2021.
Collect data on middle school CTE enrollment.	Data collection begins spring 2022 with first statewide data report in fall 2022.
Strategy 1.2 – Provide secondary and postsecondary institutions professional development and technical assistance related to potential barriers for reaching underserved populations in CTE Programs of Study.	
Provide statewide professional development on strategies to identify underserved populations and remove barriers for those populations.	Professional development available starting fall 2020.
Expand civil rights data collection to analyze and identify participation of underserved populations in CTE programs.	Civil rights data collection expanded starting fall 2020.

Goal 2 – Create voluntary statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in a very tangible manner in the development of CTE programs across the state, and allow for resources to be more efficiently shared.

Strategy 2.1 – Develop voluntary statewide CTE Programs of Study frameworks for all Career Clusters to provide consistency and quality in implementation and support aligned to the workforce development’s sector strategies.

Action	Benchmarks
Develop a common model for a statewide CTE Programs of Study within 3-4 content areas.	Model developed and adopted by summer 2020.
Develop and implement a synchronized application and renewal process that accounts for statewide programs as well as locally developed programs.	Plan developed by summer 2020.

Goal 2 – Create voluntary statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in a very tangible manner in the development of CTE programs across the state, and allow for resources to be more efficiently shared.

Convene statewide advisory committees that represent employers and secondary and postsecondary educators to assist ODE and CCWD in the development and piloting of statewide CTE Programs of Study in the three-four content areas.	First convening in fall 2020. First local implementation of statewide CTE Programs of Study in fall 2021.
Create statewide program advisory committees to help ODE and CCWD maintain the relevance of statewide CTE Programs of Study in the three-four content areas.	First advisory committee created spring 2021.
Provide technical assistance, through state policy and training materials, to support the effective implementation of statewide CTE Programs of Study in the 3-4 content areas.	Technical assistance available 2020-21 academic year.
Document the process for statewide CTE Program of Study development with clearly defined roles for all who are involved in the process.	Documentation completed spring 2021.
Evaluate the effectiveness of statewide CTE Programs of Study by comparing outcomes with local CTE Programs of Study.	Evaluation plan identified by fall 2021. First evaluation data collected spring 2023.

Strategy 2.2 – Develop an online system to streamline the CTE Program of Study application and renewal process.

Action	Benchmarks
Develop an online data system that merges all CTE Program of Study application and renewal with program updates.	System available fall 2020.
Provide ongoing technical assistance for users (secondary and consortium members) of the new data system.	Technical assistance begins fall 2020.
Document the process for CTE Program of Study application and renewal with clearly defined roles for all who are involved in the process.	Documentation developed summer 2020.

Goal 3 – Focusing on a continuous improvement usage and ensure they are of sufficient size, scope, and quality.

Strategy 3.1 – Support use of a [Quality Rubric](#) that provides guidance for developing continuous improvement goals.

Action	Benchmarks
Communicate the intent and timeline for implementation of the CTE Program of Study Quality Rubric.	Communication begins spring 2020.
Provide professional development and technical assistance on a continuous improvement process that uses the CTE Program of Study Quality Rubric.	Professional development and technical assistance available summer 2020.
Collect feedback on the implementation and use of the CTE Program of Study Quality Rubric to identify needed changes in the product or process.	Collection of feedback begins spring 2021. Any necessary changes made for summer 2021.

Goal 3 – Focusing on a continuous improvement usage and ensure they are of sufficient size, scope, and quality.

Strategy 3.2 – Use a [definition for program size, scope, and quality](#) that promotes a focus on identified need, collaboration between education partners, and involvement of community partners.

Action	Benchmarks
Communicate the intent and timeline for implementation of the definition of program size, scope, and quality.	Communication begins spring 2020.
Provide professional development and technical assistance on using the definition of program size, scope, and quality to improve CTE Program of Study quality.	Professional development and technical assistance available summer 2020.
Collect feedback on the implementation and use of the definition for program size, scope, and quality to identify needed changes in the definition.	Begin collection of feedback spring 2021. Make any necessary changes for summer 2021.

Strategy 3.3 – Provide technical assistance and other support so that the high school portion of each program of study include at least three credits of CTE by 2024.

Action	Benchmarks
Identify local and state barriers to increasing minimum credits for a CTE Program of Study from 2 to 3 credits.	Barriers identified by winter 2021.
Provide technical assistance and develop policy related to alleviating barriers to increasing minimum credits in the high school component of a CTE Program of Study.	Technical assistance and policy changes available by fall 2022.
Work with individual programs to identify plans for mitigating the impact of phasing out programs with fewer than 3 credits.	Begin mitigation assistance spring 2023.

Goal 4 – Strengthen meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation

Strategy 4.1 – Support increasingly meaningful collaboration between secondary and postsecondary education and employers in program of study application, design and implementation through joint needs assessment, and improved communication and transparency.

Action	Benchmarks
Convene community college and secondary CTE leaders to identify best practices and policies that improve collaboration and secondary and postsecondary Program of Study development and maintenance.	Begin convening group by summer 2020. Recommendations implemented by summer 2021.
Identify a state leadership team to provide ongoing evaluation and improvement in collaboration between secondary and postsecondary education.	Leadership team established spring 2020. Group charter established spring 2020. Scheduled meetings begin by summer 2020.

Goal 5 – Create a multiple-measures indicator of career and college readiness that looks at college credit while in high school, industry-recognized credentials, and work-based learning to support well-rounded, equitable approaches to preparing learners for life after secondary education.

Appendix D: Career Exploration Action Plan

Goal 1 – Focus on providing learners with opportunities to experience careers earlier by allowing Perkins funds to be spent in middle school to support activities linked to CTE Programs of Study.

Strategy 1.1 – Organize existing work in middle schools to align with current high quality high school Programs of Study.

Action	Benchmarks
Identify existing and promising practices of middle school career-related learning experiences (network, promising practices).	2019-2020, ongoing – practices identified through survey, research, and convening of workgroup
Identify gaps in providing career exploration, education, and guidance opportunities to historically underrepresented and underserved students (equity).	2019-2020 – gaps identified; apply equity lens to level of current engagement in middle school and through to high school and college
Identify gaps in transitions and student supports for students moving from middle school to high school (equity, network).	2019-2020 – compile identified gaps from local needs assessment and through survey, research, and existing workgroups
Strategy 1.2 Develop systems and support for expansion of career related learning at middle grades	
Coordinate and align efforts between ODE departments and other state agencies to build the scope and sequence and avoid duplication of work (network, equity).	2020-2021 – develop scope and sequence Summer 2020 – professional learning and technical assistance available
Identify and/or create materials and resources to support implementation of career education scope and sequence (equitable support, network, effective practices).	2019-2021 – develop clearinghouse and resource website 2020-2021 – create new and/or adaptable materials for field, as needed
Identify and/or develop resources to implement the career exploration scope and sequence based on adolescent development science and research (equity).	2019-2020 - research and collect current and effective practices at local, regional, statewide and national level 2020-2021 – establish rubrics and guidance via evidence based research for quality materials and resources
Provide technical support and guidance to districts in the application and use of Perkins funding for expansion of career related experiences in themiddle grades (equity, effective practices).	2019-2020 – ongoing – identify current practices Summer 2020 – professional learning and technical assistance available 2020-2021, ongoing – develop and provide clearinghouse and resource center for middle school career-related experiences

Goal 2 – Develop systems and support for Oregon career education for all learners.

Strategy 2.1 – Use CTE local needs assessment and stakeholder gatherings.

Action	Benchmarks
Identify existing and promising practices and data at the local, state, regional, and national levels (promising practices, data).	2019-2020 – practices identified
Map secondary, postsecondary, employer, and community partners and assets in all communities and regions statewide (network).	2019-2020 – partner and asset map developed; update ongoing
Identify gaps in providing quality career exploration, education, and guidance opportunities to historically underrepresented and underserved students (equity).	2019-2020 – gaps identified; apply equity lens to level of current engagement in middle school, high school, and college
Align and analyze local needs assessments to prioritize the investment of time and resources to address key findings (data).	2019-2020 – analyze Career Exploration and Guidance component and crosswalk with all other categories within the CTE State Plan
Perform ongoing review of rules, policies, and practices to align with current effective and promising practices of career exploration, education, and guidance (promising practices).	2019-2020 – review of rules, policies, and procedures within Division 22 (graduation requirements, Personal Education Plan, CTE as elective/ requirement, career exploration requirement) 2020-2021 – analyze, rewrite, and/or adapt internal and cross-agency rules, policies, and procedures for consideration and/or adoption

Goal 3 – Build a scope and sequence for career exploration and development, map resources and assets, and integrate with comprehensive counseling programs and community college guided pathways.

Strategy 3.1 – Create a PK-20 scope and sequence for Oregon career education system.

Action	Benchmarks
Identify a cross-agency lead team and statewide committee of stakeholders to coordinate and align efforts to build the scope and sequence and to avoid duplication of work (network, equity).	2019-2020 – set floor for diversity of members, secondary/postsecondary partners, authority on decision-making around coordination and alignment of supports and strategies 2019-2020 – propose and establish lead team and statewide stakeholders with convening in spring 2020 2020-2021 – develop scope and sequence Summer 2020 – professional learning and technical assistance available
Identify and/or develop resources for students in career exploration, education, and guidance based on adolescent developmental science and research (equity).	2019-2020 – research and collect current and effective practices at local, regional, statewide, and national levels 2020-2021 – establish rubrics and guidance via evidence-based research for quality materials and resources
Identify existing and create needed materials and resources to support implementation of the career education scope and sequence (equitable support, network, effective practices).	2019-2021 – develop clearinghouse and resource website 2020-2021 – create new and/or adaptable materials for field, as needed

Goal 3 – Build a scope and sequence for career exploration and development, map resources and assets, and integrate with comprehensive counseling programs and community college guided pathways.

Strategy 3.2 – Collaborate and align strategies and initiatives of career education across offices and agencies.

Action	Benchmarks
Partner with work-based learning, CTE Programs of Study, and comprehensive school counseling programs to align and streamline efforts for students to earn college credit, and industry-recognized credentials and participate in work-based learning (equity, accessibility).	2019-2020, ongoing – partnerships in existence and developing further norms for streamlining and cohesion
Support the incorporation of the most effective and promising career exploration, education, and guidance practices into CTE Programs of Study, comprehensive counseling programs, and core subjects (equity and promising).	2019-2020 – investigate programs for consideration and funding in local, regional, and statewide pilot mode 2019-2020 – cross-agency crosswalk and pollination of practices 2019-2021 – professional or work-ready Skills list/expectations established and incorporated into system and/or policies

Goal 4 – Provide K-12, postsecondary, and adult learners systems of support and professional learning about career opportunities and the paths to entering those careers in Oregon.

Strategy 4.1 – Communicate and promote Oregon career education scope and sequence.

Action	Benchmarks
Support the release of the scope and sequence, resources, and materials via multiple platforms and in languages of students and families in their respective communities (network, equity).	2019-2020, ongoing – all materials discovered or created for traditional media, social media, promotional and marketing arenas and advertising made accessible to all – regardless of status, background, and age 2020-2021 – professional learning and technical assistance available
Streamline communication of Oregon Career Pathway programs and opportunities available through various Oregon Community Colleges (network)	2019-2021 – ODE and HECC evaluate and affirm ongoing Oregon Career Pathway communication methods, develop aligned supports, develop aligned professional learning and technical assistance

Strategy 4.2 – Partner to implement systems of Oregon career education.

Action	Benchmarks
Maintain a cross-agency lead team to align efforts around implementation of career exploration, education, and guidance and to avoid duplication of work (network).	2019-2020 – establish a regular calendar of review and develop a continuous improvement process 2020-2021, ongoing – maintain the regular calendar of review and engage in the continuous improvement process

Goal 4 – Provide K-12, postsecondary, and adult learners systems of support and professional learning about career opportunities and the paths to entering those careers in Oregon.	
Evaluate the efficacy of state and federal resource allocation based on a continuous improvement process (equity).	2019-2021 – establish a rubric of quality and associated continuous improvement process 2020-2021, ongoing – engage in the continuous improvement process and responsive activities 2020-2021, ongoing – establish a resource base of promising practices and awareness activities that promote career exploration and decision-making, likely linked to the clearinghouse and resource center
Collaborate with and help secondary and postsecondary education institutions to share and align practices and resources around career exploration, education, and guidance (network).	2019-2020 – establish networks and engage in evaluation 2020-2021, ongoing – affirm practices and resources, support professional learning and technical assistance
Partner to collect and analyze data on access use, and efficacy of exploration, education, and guidance efforts within career education system (data).	2019-2021 – align data collection systems between agencies so they can effectively interact with one another 2020-2021, ongoing – engage in the continuous improvement process and responsive activities
Collaborate with networks to provide clear communication on the pathways and on-ramps to education and training that link graduates with careers (promising practices).	2019-2020, ongoing – work with postsecondary partners to identify and remove barriers for transfer students 2019-2020, ongoing – work with secondary partners to identify means and methods to communicate opportunities to underrepresented and underserved populations 2020-2021, ongoing – develop easy-to-understand and clear roadmaps to all careers and jobs for reference and/or implementation at secondary and postsecondary institutions
Strategy 4.3 – Align within departments of ODE and cross-agency partners.	
Action	Benchmarks
Support cross-agency partners in attracting and retaining career exploration educators, para-educators, and advisors who reflect students in their community (equity).	2019-2020, ongoing – work with the Educator Advancement Council, ODE, and HECC to align efforts and outreach to attract and retain educators and para-educators of color
Provide content support and system integration with secondary college and career readiness, comprehensive school counseling program specialists, postsecondary institutions, and WorkSource Oregon.	Summer 2020, ongoing – begin braided professional learning and technical support of integrated system
Expand the capacity and availability of support materials and programs through an integrated resource center in collaboration with postsecondary partners and WorkSource Oregon (network, equity).	2019-2020 – design and develop clearinghouse and resource website 2020-2021, ongoing – build the capacity and availability of support materials in various languages and programs with bilingual staff and online bilingual resources.
Strategy 4.4 – Improve delivery of career exploration, education, and guidance to students.	
Action	Benchmarks
Promote effective and promising practices for career guidance and advising with secondary, postsecondary, and adult audiences (promising practices).	Summer 2020, ongoing – annual career training and technical assistance for all secondary counselors, community college faculty and professional advisors, and adult students. Engage community-based partners.

Goal 4 – Provide K-12, postsecondary, and adult learners systems of support and professional learning about career opportunities and the paths to entering those careers in Oregon.

Enhance partnerships with school, college/university, business, industry, and civic partners through regular support and communication in a continuous improvement cycle and process (network).	2020-2021, ongoing – establish a regular calendar for a continuous improvement process to update and maintain the clearinghouse and resource website
Link diverse and knowledgeable experts to students at an earlier and more formative age (promising practices).	2019-2021, ongoing – analyze and implement middle school opportunities for career awareness and exploration and alignment to the high school CTE Programs of Study and Oregon career pathways.

Goal 5 – Provide work-based learning opportunities for educators and students to support seamless transitions.

Strategy 5.1 – Implement seamless transitions to support learners.

Action	Benchmarks
Partner and provide support for the transfer of credits and credentials between secondary and postsecondary and employers (network).	2019-2020, ongoing – ODE, HECC, and business and industry to align transfer of credit and credential systems 2020-2021, ongoing – provide technical assistance 2020-2021, ongoing – engage in a continuous improvement process and review student learning outcomes at all levels of instruction

Strategy 5.2 – Support career connected learning through a focus on work-based learning.

Action	Benchmarks
Support school-based and work-based learning (equity).	2019-2020, ongoing – study the expansion internships/externships and other means/methods of work-based learning to all students in all regions of state 2020-2021, ongoing – implement the expansion of work-based learning, connected to career exploration, education, and guidance with professional learning and technical assistance
Use workplace and continuing education to promote progression in a Career Cluster (promising practices).	2019-2020, ongoing – partner with HECC and business and industry to align messaging and awareness of progression in Career Clusters and emerging sectors

Appendix E: Work-Based Learning Action Plan

Goal 1 – Create a Oregon work-based learning (OWBL) website	
Strategy 1.1 – Identify current resources, materials, policies, lesson plans, and other guidance documents.	
Action	Benchmarks
Create a survey to assess Oregon's current education and workforce landscape for resources, materials, policies, lesson plans, and other guidance documents.	Survey created and reviewed by sub-workgroup by February 2020
Distribute survey to secondary and postsecondary partners including teachers, counselors, administrative staff, and business and industry partners.	Survey distributed by March 2020 with responses expected by mid-April 2020
Curate and review survey results for developing an Oregon work-based learning handbook (OWBLH); identify missing pieces to be included in the handbook.	Survey results curated and reviewed for integration into OWBLH by August 2020
Strategy 1.2 – Convene sub-work under the group to Career Connected Learning workgroup to develop the OWBLH.	
Action	Benchmarks
Identify and invite field representation to participate in the sub-workgroup.	Invitations sent out by January 2020
First sub-workgroup meeting scheduled in early February 2020 (review survey before distribution).	First face-to-face meeting scheduled for early February 2020
Second sub-workgroup meeting scheduled in April 2020 (review survey results and curated documents).	Second sub-workgroup meeting scheduled in April 2020
Third sub-workgroup meeting scheduled in June 2020 (assemble OWBLH).	Third sub-workgroup meeting scheduled in June 2020
Share draft OWBLH with Oregon communities for review/comment.	Draft ready to share by September 2020 with review period ending in November 2020.
Review comments about shared OWBLH for potential changes/edits.	Review comments about shares OWBLH by December 2020
Post OWBLH to OWBL clearinghouse website.	Handbook ready for distribution by January 2021
Strategy 1.3 – Design an OWBL website.	
Actions	Benchmarks: 2019-2021
Identify funding needs to work with a vendor on developing an OWBL website.	Funding proposal prepared by February 2020
Work with ODE procurement and develop an RFP protocol.	RFP process begun by end of February 2020
Identify potential vendors for OWBL website design.	RFP process closed by March 2020
Contract with website vendor.	Signed contracts by August 2020
Design and complete OWBL website.	Website launched by January 2021

Goal 2 – Adopt a vision for work-based learning in Oregon.**Strategy 2.1 – Develop a communication strategy to inform education partners, including but not limited to CTE Regional Coordinators, community college CTE deans, local education agencies, etc., to share work-based learning work plan.**

Action	Benchmarks:
Synthesize Oregon CTE State Plan survey comments focused on work-based learning as part of communication.	Work to begin by January 2020
Create an FAQ based on Perkins V requirements for the program quality indicator.	Work to begin January 2020; ready for distribution by March 2020
Create a Perkins V data entry/collection based off of work-based learning activities and definitions for secondary partners.	Work begun in October 2019; ready for distribution by March 2020
Share the current work-based learning work-plan with education partners.	In development; ready for distribution by January 2020

Strategy 2.2 – Research and gather business and industry engagement strategies/tools/solutions.

Action	Benchmarks:
Gather current resources focused on business and industry engagement.	See strategy 1.1
Curate materials and resources to post on OWBL website.	Completed by July 2020
Post on OWBL website.	By January 2021

Strategy 2.3 – Research and identify barriers to work-based learning activities at the education and workforce levels.

Action	Benchmarks:
Include in local/regional Perkins V needs assessment	Work started in 2019; included in assessment due in December 2019.
Explore ways business, industry, and education can create culturally responsive workplaces.	Work to start in 2020
Materials and resources of ROI to business and industry to diversify their workforce.	Work to start in July 2020 and posted on work-based learning website in January 2021
Support business and industry in connecting work-based learning opportunities for underrepresented populations with organizational equity goals.	Work to start by January 2020.

Strategy 2.4 – Create a continuous improvement model to gather feedback from stakeholders including but not limited to education, business, and industry.

Action	Benchmarks:
Collect lessons learned and stakeholder feedback from the first year of implementation.	Work to start in July 2020; first year review in July 2021.
Conduct a continuous improvement review of program quality indicator for implementation the next year.	Work to start in July 2020; first year review in July 2021.

Goal 2 – Adopt a vision for work-based learning in Oregon.	
Share promising practices and lessons learned on the OWBL website.	Post in January 2021
Create an evaluation system for work-based learning involving employers and other stakeholders.	Work to start in July 2020
Research promising practices in measuring employability skills and career readiness skills as part of the evaluation process.	Work to start in July 2020
Develop a continuous improvement process to help programs achieve higher levels of quality and equitable experiences.	Process development to begin in July 2020

Goal 3 – Implement a work-based learning data collection System with clear definitions and measurements for Oregon.	
Strategy 3.1 – Create a work-based learning data collection system.	
Action	Benchmarks:
Work with ODE IT team and Perkins data accountability specialist to integrate work-based learning fields into Perkins V data entry/collection.	Work started in July 2019; to be integrated into Oregon’s new database, which is in development for implementation by or before 2021
Research promising practices and solicit stakeholder feedback on how to collect work-based learning data while ensuring that student outcomes and interests are at the forefront.	Work in progress; to be ready for Oregon’s new database by or before 2021
Provide technical assistance trainings to secondary data management teams about how to measure and enter work-based learning information.	See strategy 2.1

Appendix F: Educator Recruitment, Retention, and Training Action Plan

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

Strategy 1.1 – Collect and analyze data to better understand current recruitment and retention practices and priorities.

Action	Benchmarks
Provide available data related to the recruitment and retention of CTE educators on the ODE website.	2020-2021 – data sources identified – ODE, HECC/CCWD, TSPC and webpage created
Develop and maintain a statewide CTE educator database system in collaboration with CCWD and the Teacher Standards and Practices Commission (TSPC).	2020-2021 – database in development 2021-2022 – database in use
Analyze CTE licensure, educator assignment and local and regional workforce needs data and share with statewide education and business and industry partners.	2020-2021 – analysis of data documented on meeting agendas with CTE Regional Coordinators, region education networks, and workforce partners

Strategy 1.2 – Actively recruit teachers from cultural and linguistic backgrounds that mirror Oregon’s student population

Action	Benchmarks
Partner with statewide education networks to create a comprehensive recruitment strategy focused on historically underrepresented and underserved communities.	2020-2021 – regular meetings scheduled with the Educator Advancement Council executive director and region education network coordinators 2021-2022 – recruitment of CTE teachers specifically included in statewide educator recruitment efforts for all license types
Clearly articulate the accessible pathways for business and industry experts wanting to enter the teaching profession.	2019 – ongoing technical assistance provided to applicants, regional coordinators, and TSPC evaluators 2020-2021 – application process clarified and streamlined 2021-2022 – new pathways identified
Develop an inclusive and intentional statewide framework for future PK-12 educators as part of CTE programs in middle and high school.	2020-2021 – workgroup(s) convened to develop statewide Program of Study framework for education 2021-2022 – statewide framework piloted

Strategy 1.3 – Collaborate with pre-service education institutions to develop a robust, inclusive, and intentional CTE teacher pipeline.

Action	Benchmarks
Research innovative CTE educator preparation programs with a focus on academic and technical skill integration.	2019-2020 – technical assistance provided to current programs at Portland Community College and Clackamas Community College 2020-2021 – research and technical assistance ongoing as new programs develop
Support pre-service education institutions currently providing coursework for CTE educators in expanding and enhancing their offerings.	2019 – ongoing technical assistance 2020-2021 – serve on advisory council(s)

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

Develop new partnerships with Oregon schools and colleges of education to create CTE teacher preparation programs.	2020-2021 – membership established with Oregon Association of Colleges of Teacher Education 2021-2022 – new CTE teacher preparation programs in development
Infuse CTE into administrator licensure programs.	2021-2022 – CTE modules included in administrator preparation
Strategy 1.4 – Provide strong induction of new CTE educators into the profession.	
Action	Benchmarks
Identify successful apprenticeship and mentoring programs for CTE educators to share promising practices.	2020-2021 – website developed to share information and resources 2021-2022 – convening held to showcase apprenticeship and mentoring programs
Connect new and experienced CTE educators to local, regional, and statewide professional development and resource networks.	2020-2021 – meetings with Regional Coordinators and region education networks to create network system for CTE educators 2021-2022 – resource hub created

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.

Strategy 2.1 – Streamline licensing and training for new CTE educators.

Action	Benchmarks
Analyze regional and statewide needs assessments to identify the challenges to CTE licensure for individuals in groups underrepresented in the teaching workforce, potential applicants from business and industry, and currently licensed teachers wanting to add a CTE endorsement .	2020-2021 – needs assessment data analyzed with Regional Coordinators
Partner with TSPC on the development and ongoing review of CTE licensure requirements policies and procedures.	2019 – ongoing monthly meetings with TSPC licensure staff 2020-2021 – CTE presentation scheduled at TSPC Commission meeting

Strategy 2.2 – Provide professional learning and technical assistance for CTE educators in key areas related to Oregon's equity stance and aligned with statewide educator workforce needs

Action	Benchmarks
Explore administrator training for resource braiding and oversight of CTE programs.	2019 – ongoing technical assistance provided to Confederation of Oregon School Administrators (COSA) 2019 – ongoing presentations made at COSA conferences 2020-2021 – meeting with University of Oregon administrator licensure program director

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.

<p>Provide initial and ongoing professional development for both secondary and post-secondary CTE educators in areas such as trauma-informed practices, culturally responsive teaching methods, classroom management (especially as it may function differently in shops, labs, off-campus learning spaces, and job sites), inclusivity consistent with Oregon’s equity stance, analyzing data to close gaps, and mentoring and supportive coaching. These activities will be designed to help provide educators, leaders and support staff with the knowledge and skills needed to work with and improve instruction for special populations.</p>	<p>2020-2021 – meetings with current CTE preparation programs to integrate new course content 2021-2022 – new training developed, presentations made at CTE regional workshops, summits, and conferences</p>
<p>Strategy 2.3 – Increase industry and school district awareness of CTE educator opportunities and students’ need for access to industry experts.</p>	
<p>Action</p>	<p>Benchmarks</p>
<p>Explore opportunities for industry experts to engage with students in the classroom other than through teaching (career days, completion judging, mentoring and advising, etc.).</p>	<p>2019- ongoing visits scheduled to industry partners across the state to learn about Oregon workforce needs and discuss CTE opportunities 2020-2021 – workgroup(s) convened on work based learning and employer engagement strategies 2021-2022 – guidance documents created</p>
<p>Provide technical assistance to employers, advisory boards, workforce development boards, and industry associations.</p>	<p>2019 – ongoing technical assistance</p>
<p>Strategy 2.4 – Close communication and awareness gaps between the state, local school districts, and employers regarding the value of CTE programs for students.</p>	
<p>Action</p>	<p>Benchmarks</p>
<p>Communicate regularly with school districts, employers, and community colleges to promote available CTE opportunities.</p>	<p>2019 – ongoing technical assistance provided 2020-2021 – CTE job board created and available on a website</p>
<p>Provide guidance to districts and community colleges about how to leverage local employer relationships to connect experts to schools.</p>	<p>2020-2021 – guidance document developed</p>

Appendix G: Flexible Learning Action Plan

Goal 1 – Incentivize innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally.

Strategy 1.1 – Regionally align career pathways and career guidance.

Action	Benchmarks
Work with Perkins Reserve Grant recipients to align career pathway guidance.	Colleges implementing guided pathways have connections with their local high schools by summer 2022
Share success stories of regions building innovative approaches to communicating on-ramps and off-ramps to CTE programs across Reserve Grant recipients.	Three different regions have shared success stories during network meetings by summer 2022

Goal 2 – Support at the state-level creation of online CTE Programs of Study as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.

Strategy 2.1 – Have state staff act as CTE Regional Coordinators for all online schools offering CTE statewide.

Action	Benchmarks
Meet with online schools association to talk about CTE Program of Study application process.	Training provided to online schools by spring 2020
Work with online school to develop grant process to receive Perkins funds (through State Leadership dollars).	Grant process in place by spring 2020
Hold ongoing meetings to share promising practices in online CTE programs.	Ongoing

Goal 3 – Support and share practices such as competency-based education, credit for prior learning, and accelerated learning.

Strategy 3.1 – Communicate clear transfer paths for CTE dual credit.

Action	Benchmarks
Work with dual credit Coordinators across the state to share dual credit pathways for CTE.	Communications plan tied to career guidance summer 2022
Incorporate transferable CTE dual credit into the statewide CTE Programs of Study frameworks.	Ongoing

Strategy 3.2 – Share promising practices around competency-based education and credit for prior learning.

Action	Benchmarks
Gather case studies of competency-based education in CTE to share with practitioners.	Case studies published by fall 2021
Communicate opportunities and strategies for districts and colleges to offer competency based CTE/academic credit.	Communication plan implemented by spring 2021
Share best practices in CTE credit for prior learning with college partners.	Fall 2021

Appendix H: Data Literacy and Accountability Action Plan

Goal 1 – Improve the use of data to inform continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for historically underserved students.

Strategy 1.1 – Develop statewide measures beyond those required for federal accountability that improve understanding of the impact of CTE on all students.

Action	Benchmarks
Convene secondary and postsecondary CTE leaders to identify high-value questions that can be answered using existing data sources and have potential as leading indicators as well as questions that may need new data sources.	Recommendations provided to ODE/HECC by January 2021. Recommendations implemented by summer 2021.
Create a career and college readiness measure at the secondary level that incorporates multiple data sources.	Measure developed and piloted by summer 2021.
Develop a reporting system for statewide performance on career and college readiness measures.	First report released fall 2022.
Provide technical assistance and professional development related to the use of new data reporting in continuous improvement.	Initial professional development and technical assistance available beginning summer 2021.
Track disaggregated data on student persistence in CTE and enrollment in specific CTE programs to identify trends in equitable access, participation, and outcomes for historically underserved students.	Data available for review beginning September 2020.
Strategy 1.2 – Provide technical assistance and professional development related to use of data in continuous improvement.	
Develop and disseminate data tools, professional development, and technical assistance for local recipients that can be used to identify local continuous improvement goals.	Tools, professional development, and technical assistance available spring 2020.

Goal 2 – Improve data reporting systems for various end users of the data.

Strategy 2.1 – Improve public access to and awareness of CTE data.

Action	Benchmarks
Create a template and communication strategy based on stakeholder feedback for annually reporting statewide secondary and postsecondary CTE data to the general public including making the reports available in multiple languages.	Template developed by summer 2020 First statewide CTE report released December 2020
Strategy 2.2 – Improve data reporting for CTE decision-makers.	
Action	Benchmarks
Convene key CTE decision-makers and stakeholders to identify potential improvements in data accessibility and usefulness.	Convening held by fall 2020
Modify and develop data summaries and reports based on recommendations from CTE decision-makers and stakeholders.	Modifications implemented by fall 2021

Goal 3 – Improve data quality.**Strategy 3.1 – Provide professional development and technical assistance related to data reporting.**

Action	Benchmarks
Publish an annual data-reporting schedule for secondary and postsecondary recipients.	First reporting schedule published February 2020
Develop and disseminate up-to-date and on-demand resources related to data reporting.	Data reporting resources available beginning spring 2020
Communicate regularly with secondary and postsecondary administrators about the value and use of quality CTE data.	Communication begins spring 2020
Provide in-person training on CTE data submission particularly for data administrators who are new to the CTE data collection.	Training begins spring 2020
Conduct an annual review of CTE data submission to identify issues and needed adjustments to technical assistance.	First annual review conducted by fall 2020
Develop strategies to improve the accuracy and reliability of postsecondary placement data (3S1).	Strategies identified by summer 2021 Implementation of strategies begins fall 2021

Appendix I: CTE Program Approval Process

CTE Program of Study Description:

- A CTE Program of Study consists of a secondary component and a post-secondary component leading to a post-secondary certificate of completion, a degree, or an industry-recognized credential.
- CTE Programs of Study must lead to occupations in high-skill, high-wage, in-demand career areas (as listed at [Regional High Demand, High Wage Occupations, in-demand](#)).
- Courses within a CTE Program of Study must be based on, and aligned with, industry-validated technical and academic standards.
- CTE Program of Study content standards and assessment strategies must be validated by local or regional employers or industry groups.
- The secondary component and post-secondary component may be approved separately or jointly. **Separate approval must explicitly show the alignment of standards across the two educational levels.**

CTE Program of Study Purpose:

- Provide cornerstones for quality CTE program design;
- Contribute to the systemic development, evaluation and continuous improvement of programs;
- Ensure opportunities for students to engage in standards-based, industry-validated curriculum, instruction, and assessment;
- Ensure a program is of sufficient size, scope and quality to serve the needs of the students;
- Provide students quality learning experiences that lead to the attainment of academic, technical and employability skills, high school diploma requirements and preparation for post-secondary opportunities; and
- Promote—where possible—a consistent process for regional or statewide program approval, program evaluation, and overall program quality.

Core Elements of a CTE Program of Study: Standards and Content, Alignment and Articulation, Accountability and Assessment, Student Support Services, Professional Development.

Program Design and Development — A summary

CTE Program of Study approval is the process for determining a program's ability to establish and sustain the CTE Program of Study Core Elements, to address workforce development and education needs and to provide students with the necessary academic and technical skills for entry to a postsecondary opportunity. The process is also a vehicle for identifying program quality, continuous improvement, and possible technical assistance needs. CTE Program of Study approval establishes eligibility for Perkins federal funds to supplement local funding. To attain a CTE Program of Study approval, a program must have documented implementation evidence for each of the Core Elements' indicators. New programs (never before offered) desiring to access Perkins funds must receive authorization to apply from the local or regional Perkins eligible entity and ODE.

Appendix C describes an ambitious action plan which includes technical assistance provided to eligible recipients to ensure:

- Information is available to students, parents and other partners about programs and pathways available to students.
- Coordination of programs and services available that include multiple entry and exit points and that include an understanding of all aspects of learning including a workbased learning opportunity.
- The use of current state, regional and local labor market data are used to design relevant programs to meet demand; and
- Equal access to CTE programs of study by non-traditional and special populations resulting in a reduction of performance gaps for CTE concentrator.
- Collaboration among eligible recipients through our regional coordinator

For more information, contact your CTE Regional Coordinator (see the [CTE Regional Coordinator list](#)).

Postsecondary CTE

As noted in the beginning of this section, CTE Programs of study include a secondary and a postsecondary component. On occasion, there is a postsecondary program that is not reasonably aligned to a secondary program. When these programs are identified, the CCWD works in partnership with ODE to coordinate the postsecondary education component of CTE Programs of Study, which are supported by Perkins V.

All postsecondary CTE programs must demonstrate alignment to business and industry needs. CCWD staff will guide the CTE program application and approval process to ensure that approval time frames can be met. After completion of the approval process, the CCWD director sends a letter to the college president indicating that the program has been approved.

Planning Guide

The Planning Guide is a quick reference to the steps and timelines that apply to degrees and certificate of completion approval. See Program Awards and Application Components. Learn more about CTE.

Postsecondary CTE Program Approval Point of Contact Responsibilities

The CTE point-of-contact (POC) was established in 2005 to streamline communications between colleges and CCWD, increase local capacity at the campus level, and lead the local program development and application process. Many college POCs are the CTE deans or instructional administrators with responsibilities for CTE programs. College POCs are recognized as a key resource for staff and other administrators for questions and issues related to CTE program approval. Local POCs are the first line of communication with state staff POCs (CCWD) to assist in the process of program approval.

College POCs are expected to contact CCWD early in the program conception, design, and development process. As soon as this notification is received, an education specialist in the career area related to the new program, will be identified to work with the colleges to provide technical assistance and guidance.

Appendix J: CTE Program Size, Scope, and Quality

Evidence for Program Size, Scope, and Quality

The size, scope, and, quality definition creates the foundation for a CTE Program of Study. The Evidence for Program Size, Scope, and Quality will be used jointly by secondary and postsecondary institutions to demonstrate that a newly proposed CTE Program of Study has the fundamental pieces in place. The evidence ranges from objective measures of available credits to documentation of certain aspects of the CTE Program of Study Quality Rubric or community college accreditation. The expectation is that this minimum definition will be maintained at all times and reviewed during the CTE Program of Study renewal process. The

evidence of Program Size, Scope, and Quality will be used in conjunction with the CTE Program of Study Quality Rubric and the CTE needs assessment to help create a plan for continuous improvement and a focus for allocation of resources.

Size, scope, and quality is the 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.

	Evidence	Benchmark
Size	Credits	Secondary component has a minimum of two credits and aligns to a community college certificate or degree that is at least 36 credits. (NOTE: By 2024, the number of required credits for the secondary component will increase to three.)
	Current and Relevant Technology	The full program of study is a Level 3 or higher on Facilities and Equipment in the CTE Program of Study Quality Rubric.
	Current and Relevant Curriculum	Secondary and postsecondary components are at Level 3 or higher on Coherent Curriculum in the CTE Program Quality Rubric. Postsecondary may use the accreditation equivalent as evidence.
	Qualified Staff	The full program includes an appropriately licensed secondary teacher and a postsecondary instructor who meets institution requirements.
Scope	Depth of Program	The program includes a sequence of courses that progress from introductory to advanced content, providing students with the opportunity to become secondary and/or postsecondary concentrators.
	Breadth of Program	The program is built on industry-based technical, academic, and workplace skills, such as the Oregon Skill Sets. The program is a partnership between secondary and postsecondary that includes at least one community college and one high school.

	Evidence	Benchmark
Quality	Based on Community Need	Program goals and professional development are linked to local and regional needs assessments that include labor market information and the voice of historically and currently underserved populations within the community.
	Informed by Data	The program uses disaggregated data to inform continuous improvement, including a focus on student retention and completion, particularly for special populations.
	Student Engagement	Secondary and postsecondary components are at Level 3 or higher on Engaged Learning in the CTE Program of Study Quality Rubric. Students are provided the opportunity to participate in Career Technical Student Organizations. Postsecondary may use the accreditation equivalent as evidence.
	Career Development	Level 3 for Career Development in the CTE Program of Study Quality Rubric. Students are actively encouraged to use career services and academic advising at the postsecondary institution.

Appendix K: Perkins Budget

State Name: OREGON

Fiscal Year (FY): 2020

LineNumber	Budget Item	Percentage of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$15,357,123
2	State Administration	5%	\$767,856
3	State Leadership	10%	\$1,535,712
4	▪ Individuals in State Institutions	2%	\$30,714
4a	▪ Correctional Institutions	Not required	\$15,357
4b	▪ Juvenile Justice Facilities	Not required	\$12,133
4c	▪ Institutions That Serve Individuals with Disabilities	Not required	\$3,224
5	▪ Non-Traditional Training and Employment	Not applicable	\$60,000
6	▪ Special Populations Recruitment	.1%	\$50,000
7	Local Formula Distribution	85%	\$13,053,555
8	▪ Reserve	10%	\$1,305,355
9	▪ Secondary Recipients	50%	\$652,677
10	▪ Postsecondary Recipients	50%	\$652,677
11	▪ Allocation to Eligible Recipients	75%	\$11,748,200
12	▪ Secondary Recipients	50%	\$5,847,100
13	▪ Postsecondary Recipients	50%	\$5,847,100
14	State Match (from non-federal funds)	Not applicable	\$767,856

Appendix L: Performance Targets

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	91.00%	91.00%	91.50%	92.00%	92.50%
1S2: Extended Graduation Rate	92.00%	92.00%	92.50%	93.00%	93.50%
2S1: Academic Proficiency in Reading Language Arts	80.00%	80.00%	80.50%	81.00%	81.50%
2S2: Academic Proficiency in Mathematics	42.00%	42.00%	43.00%	44.00%	45.00%
2S3: Academic Proficiency in Science	54.00%	54.00%	55.00%	56.00%	57.00%
3S1: Postsecondary Placement	58.00%	58.00%	59.00%	62.00%	63.00%
4S1: Non-Traditional Program Enrollment	27.50%	27.50%	28.00%	28.50%	29.00%
5S3: Program Quality – Participated in Work-Based Learning ¹⁸	10.00%	10.00%	15.00%	23.00%	31.00%
Postsecondary Indicators					
1P1: Postsecondary Retention and Placement	78.50%	78.50%	79.00%	79.50%	80.00%
2P1: Earned Recognized Postsecondary Credential	48.75%	48.75%	49.25%	49.75%	50.25%
3P1: Non-Traditional Program Enrollment	18.00%	18.00%	18.50%	19.00%	19.50%

Overview of Secondary Performance Indicators

Data collection and reporting has been part of CTE since 1998. Specific indicators have changed over time, but the importance of using data to inform decisions has been consistent. Both secondary and postsecondary institutions routinely report student data as a required component of their CTE programs. ODE and HECC report that data for statewide accountability and planning.

¹⁸ This performance indicator was adjusted February 2020 based on public comment. The targets were lowered to allow for guidance to be more broadly disseminated and ensure a fidelity of measurement across the state that focused on quality work-based learning experiences.

Perkins V requires annual reporting of eight performance indicators at the secondary level. Five of the indicators are equivalent to what was required under Perkins IV. Extended Graduation Rate, Academic Proficiency in Science and Program Quality are new indicators under Perkins V. Technical Skill Attainment, an indicator under Perkins IV, is no longer required.

This document includes the proposed indicator targets for the next four years. Targets reflect analysis of previous data, when available, factoring in a change in the definition for a Secondary CTE Concentrator. As part of the federal requirements, Oregon does not have the option to change the performance indicators, but we may choose our targets.

Secondary CTE Concentrator

The Perkins V legislation defines a secondary CTE concentrator as a student who has taken at least two courses in a single CTE Program of Study. Oregon proposes the following operational definition:

A secondary CTE concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.¹⁹

This definition, recommended by a workgroup of employers and educators, uses the term “credits” as a proxy for courses to allow for parity in schools using different grading periods (e.g. trimester and semester). The definition significantly changes the student count in Perkins V as compared to Perkins IV by doubling the number of credits needed to become a concentrator from one to two. The number of secondary CTE concentrators using the new definition will decrease by 45 to 55 percent but will also reflect students who have more intentional participation in CTE, in line with congressional intent.

For the last four years, the number of credits contained within a CTE Program of Study has increased. The primary driver of the trend has been the Secondary Career Pathways incentive funding. To receive that funding, a program must have at least three credits available to students. Programs receive funding based on the number of students who earn at least three credits, making the Perkins V concentrator definition a solid - intermediate measure. Research related to course-taking patterns in CTE demonstrates that an increased number

of CTE credits earned by students in a single program increases the likelihood of graduation and future earnings. As a result of the incentive funds, about 93% of all approved programs have at least three credits.

Course-Level Descriptors

The secondary CTE concentrator definition includes a course-level descriptor. The descriptor emphasizes the importance of creating a course sequence within a CTE Program of Study. National research has demonstrated the positive impact of CTE on student outcomes when taught through a sequence of courses rather than a number of loosely connected electives. Under Perkins V, course-level descriptors will be:

- **Introductory Course** – A course that focuses on raising career awareness and learning basic professional and technical skills associated with the CTE Program of Study. The course helps develop student interest rather than technical proficiency in a CTE Program of Study.
- **Intermediate Course** – A course that focuses on exploring careers and learning specific technical and professional skills. The course builds on basic skills and moves toward technical proficiency in preparation for a career.
- **Advanced Course** – A course that focuses on preparing for a career and refining specific technical and professional skills. The course integrates multiple skills through project-based instruction and/or work-based learning. These courses focus on preparing students for entry-level work or postsecondary programs.

Attention to Equity

Perkins V requires disaggregation of data to reveal any impact on different student groups. Initial data analysis indicated that reducing the number of students captured in the data had no significant impact on demographic distribution. Our statewide Perkins performance targets have the opportunity to provide information to local education entities to identify gaps that may exist for our historically and currently marginalized students so these students can engage in CTE and benefit from career education training. Currently, at the state level CTE concentrators mirror the demographic distribution

¹⁹ Stakeholders gave positive feedback on making the CTE concentrator definition more rigorous.

of all students. We do not see a significant change in demographics of CTE concentrators when we shift to a more rigorous definition.

The change in the secondary CTE concentrator definition has the potential to make it more difficult for students with disabilities and English learners who might have scheduling conflicts with other support courses to become CTE concentrators. The state will need to ensure training and support for local education providers to create schedules and CTE courses that are accessible to all of our students, particularly those who have been historically excluded from quality career education opportunities.

Performance Indicators and Targets

Each of the performance indicators that follow includes:

- A brief summary of the indicator;
- The data definition of the numerator and denominator used to calculate the indicator;
- The proposed targets; and
- A rationale for the chosen targets.

1S1: Four-Year Graduation Rate

The percentage of secondary CTE concentrators who graduate within four years. This indicator uses the same definition for a high school graduate as the one used to determine overall state four-year graduation rates.

Numerator: # of CTE concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the four-year adjusted cohort graduation rate.

Denominator: # of CTE concentrators in the state's adjusted four-year cohort in the reporting year. The adjusted four-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year plus those students who transferred into the cohort within these four years and minus those students who transferred out of the cohort within these four years.

Proposed Targets

School Year	Target
2019-2020	91.00%
2020-2021	91.50%
2021-2022	92.00%
2022-2023	92.50%

Rationale

The four-year graduation rate for CTE concentrators has consistently exceeded the statewide average for all students. Historically, the four-year graduation rate has hovered around 90%. The impact of a change in the definition for a secondary CTE concentrator under Perkins V appears to be about a 1.5% increase. The expectation is that increases in graduation rate will slow as it approaches 100%. For these reasons the targets start near current levels with small increases each year.

1S2: Extended Graduation Rate

The percentage of secondary CTE concentrators who graduate within five years. This indicator uses the same definition for a high school graduate as the one used to determine overall state five-year graduation rates.

Numerator: # of CTE concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the five-year adjusted cohort graduation rate

Denominator: # of CTE concentrators in the state's adjusted five-year cohort in the reporting year. The adjusted five-year cohort includes students who were first enrolled in high school five years prior to August of the reporting year plus those students who transferred into the cohort within these five years and minus those students who transferred out of the cohort within these five years.

Proposed Targets

School Year	Target
2019-2020	92.00%
2020-2021	92.50%
2021-2022	93.00%
2022-2023	93.50%

Rationale

This is a new measure under Perkins V however; it is reported as part of ESSA. This graduation rate for all students typically exceeds the four-year rate by about 1%. The proposed target for this indicator reflects that 1% increase.

2S1: Academic Proficiency in Reading/ Language Arts

The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.²⁰

Numerator: # of CTE concentrators who have met the proficient or advanced level on Oregon’s **reading/ language arts** assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act

Denominator: # of CTE concentrators who took the ESEA assessment in **reading/language arts**

Proposed Targets

School Year	Target
2019-2020	80.00%
2020-2021	80.50%
2021-2022	81.00%
2022-2023	81.50%

Rationale

The most recent data for this target increases by 2.5% when the new Secondary CTE Concentrator definition is applied. However, over the last three years this indicator has decreased by approximately the same amount for both CTE concentrators and the general student population. In addition, Oregon is experiencing a reduction in the number of students who take the statewide assessment. Consequently, the proposed target starts at the same level used in Perkins IV increasing by 1.5 percentage points after four years.

2S2: Academic Proficiency in Mathematics

The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.

Numerator: # of CTE concentrators who have met the proficient or advanced level on Oregon’s **mathematics** assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act

Denominator: # of CTE concentrators who took the ESEA assessment in **mathematics**

²⁰ There was a vigorous discussion about the denominator for the academic proficiency indicators for secondary students. The consensus is that reporting the data in the year the student takes the assessment leads to actionable data and better captures the influence of CTE on academic achievement. If there is a need to look more broadly beyond the ESSA required testing to include state-required demonstration of essential skills, ODE will pull and share this data separately.

Proposed Targets

School Year	Target
2019-2020	42.00%
2020-2021	43.00%
2021-2022	44.00%
2022-2023	45.00%

Rationale

The most recent data for this target increases by 2.5% when the new secondary CTE concentrator definition is applied. However, over the past three years this indicator has decreased significantly for secondary CTE concentrators and the general student population. In addition, Oregon is experiencing a reduction in the number of students who take the statewide assessment. Consequently, the proposed target starts at the previous actual value increasing by 3.0 percentage points after four years.

2S3: Academic Proficiency in Science

The percentage of secondary CTE concentrators who demonstrate proficiency in science as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during the 11th grade.

Numerator: # of CTE concentrators who have met the proficient or advanced level on Oregon's science assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act

Denominator: # of CTE concentrators who took the ESEA assessment in science

Proposed Targets

School Year	Target
2019-2020	54.00%
2020-2021	55.00%
2021-2022	56.00%
2022-2023	57.00%

Rationale

This is a new performance indicator under Perkins V using data from a new statewide assessment. In addition, the statewide assessment in science is new. The initial target is set at a level equal to the high school performance in 2018-2019. CTE Programs of Study in Career Clusters such as Agriculture and Health Sciences have significant connections to science content, justifying the proposed growth.

3S1: Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.

Numerator: # of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)); or are employed

Denominator: # of CTE concentrators who exited secondary education during the reporting year.

Proposed Targets

School Year	Target
2019-2020	60.00%
2020-2021	61.00%
2021-2022	62.00%
2022-2023	63.00%

Rationale

ODE is currently only able to collect data on education and employment for students who have exited high school. Under Perkins IV, employment data was not available. ODE is working with the Oregon Employment Department to gain access to that data. The proposed targets are an increase from Perkins IV since the data will include employment. Under Perkins V, ODE will explore data sources that will allow inclusion of advanced training, military service, and service programs. The

changes in targets reflect two years of collecting and incorporating employment data followed by increases resulting from improved data collection and a focus on work-based learning.

4S1: Non-Traditional Program Enrollment

The percentage of CTE concentrators in CTE programs and Programs of Study that lead to fields that are non-traditional for the gender of the concentrator.²¹ These programs are identified using national data.

Numerator: # of CTE concentrators who concentrated in a state-approved Program of Study that leads to a non-traditional field

Denominator: # of CTE concentrators who concentrated in a state-approved Program of Study

Proposed Targets

School Year	Target
2019-2020	27.50%
2020-2021	28.00%
2021-2022	28.50%
2022-2023	29.00%

Rationale

This indicator replaces two similar indicators used for Perkins IV. The previous indicators differed from each other by the number of CTE credits earned by students. The initial target for this measure falls between the targets for the two previous measures.

5S1: Program Quality—Participated in Work-Based Learning

All three measures under program quality are important and measured to some degree in Oregon. The workgroup recommended using work-based learning as it is the most versatile measure because it can be done in any community regardless of zip code, diversity or program offerings. The percentage of CTE concentrators graduating from high school having participated in work-based learning. Work-based learning is defined as:

Proposed: 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.

[See more in-depth initial guidance on the work-based learning definition.](#)

Numerator: # of CTE concentrators who participated in work-based learning during high school, and who graduated from high school during the reporting year

Denominator: # of CTE concentrators who graduated from high school during the reporting year

Proposed Targets²²

School Year	Target
2019-2020	10.00%
2020-2021	15.00%
2021-2022	23.00%
2022-2023	31.00%

²¹ We had questions about how to include students that not identify as either male or female. In Oregon, we have a third reported gender field. We will be working with the federal agency to determine how we can include this data in 4S1.

²² We originally set our target at 25%, 27%, 29%, and 31%. Based on public comment and concern that our guidance around work-based learning would not be fully developed in 2019-2020 and in honoring the need for technical assistance and support for implementing authentic, equitable work-based learning, we lowered our performance targets for the first two years to allow for building fidelity of the measurement of work-based learning experiences.

Rationale

This is a new indicator under Perkins V. Some high schools in Oregon have been reporting data on career related learning experiences (CRLE). That data is not used currently by ODE, and there has been no technical assistance on what should be recorded. Even without that support, ODE determined that 49% of CTE concentrators had a CRLE before graduating. The initial target is set lower to reflect uncertainty in the validity of existing data. Projected increases are based on increased technical assistance on work-based learning for schools and districts.

Overview Postsecondary Performance Measures

Overview

Perkins V requires annual reporting of three performance indicators at the postsecondary level, similar to those required under Perkins IV. Postsecondary Technical Skill Attainment, an indicator under Perkins IV, is no longer required.

This document includes the proposed indicator targets for the next four years. Targets reflect analysis of previous data, when available, factoring in the change in the postsecondary CTE concentrator definition under Perkins V.

Postsecondary CTE Concentrator

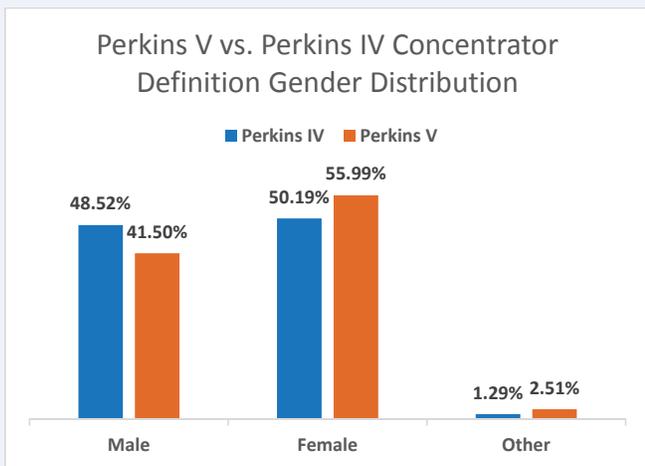
The Perkins V legislation defines a postsecondary CTE concentrator as a student who has earned at least 12 credits within a CTE program or Program of Study or has completed the program if it is fewer than 12 credits. Oregon proposes the following definition (additional language italicized and bolded).

A student who has earned at least 12 credits, ***of which nine program credits are CTE specific***, within a CTE program or Program of Study; or completed the program if it is fewer than 12 credits; ***or has completed a CTE award of more than 45 credits (or a Career Pathways Certificate)***.

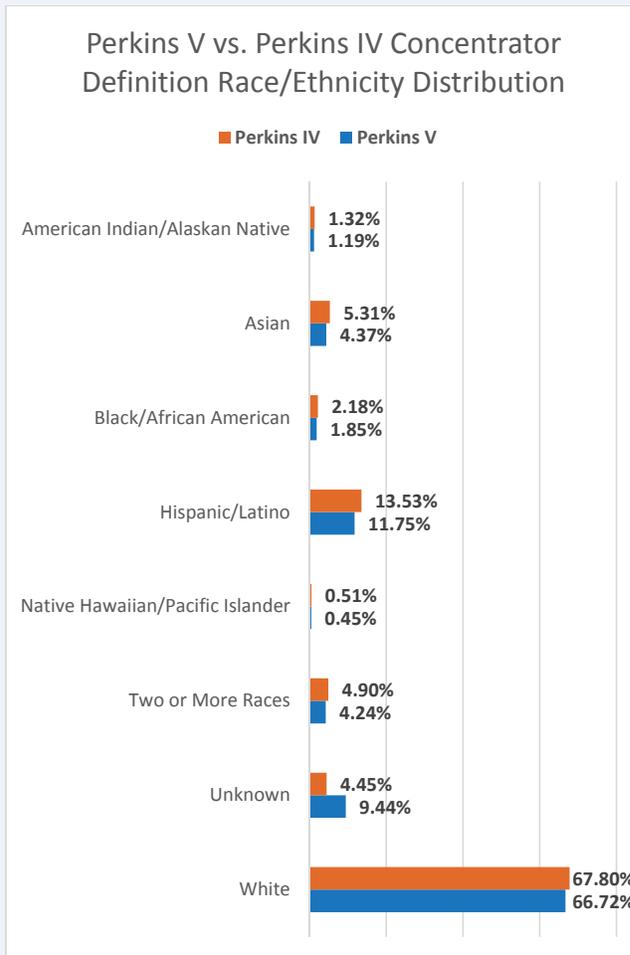
This definition, recommended by a workgroup of employers and educators, refines the Perkins V concentrator definition to align closely with the definition under Perkins IV with only one difference: Perkins V requires a concentrator to have earned at least 12 credits in a CTE program or Program of Study; Perkins IV required a concentrator to have earned at least 18 credits in a CTE program or Program of Study. Using Oregon's proposed definition, the number of postsecondary CTE concentrators will increase by approximately 18 percent.

Attention to Equity

Perkins V requires disaggregation of data to reveal any impact on different student groups. Initial data analysis indicated that an increase in the number of CTE concentrators under Perkins V was reflected by a decrease in the number of male concentrators, an increase in female students considered CTE concentrators, and a small increase in the number of concentrators not identified as either male or female.



Preliminary analysis also indicates similar race/ethnicity distribution of Perkins VI and Perkins V concentrators with two exceptions: a decrease in the Hispanic/Latino concentrator population and an increase in the unknown race/ethnicity concentrator population.



In preparing to implement Perkins V, intentional examination of policies is needed to ensure that the new concentrator definition does not adversely impact student progress to ward meeting the concentrator credit requirements, especially among the Hispanic/Latino student population.

Performance Indicators and Targets

Each of the performance indicators that follow includes:

- Analysis of historical performance and a brief summary of the new indicator;
- The data definition of the numerator and denominator used to calculate the indicator;
- The proposed targets; and
- A rationale for the chosen target.

1P1: Postsecondary Placement

Analysis and Summary

Under Perkins IV, placement in postsecondary education, training, military service, employment, or service programs was measured in two performance indicators: 3P1: “Student Retention or Transfer,” which measured the percentage of CTE concentrators who remained enrolled in either the original postsecondary institution or transferred to another two- or four-year postsecondary institution, and 4P1: “Student Placement”, which captured the number of CTE completers who were placed or retained in employment, military service, or an apprenticeship program in the second quarter following postsecondary education exit. Oregon’s performance in these indicators for the past three program years is shown in Figures 1 and 2, respectively.

Figure 1: 3P1: Student Retention or Transfer

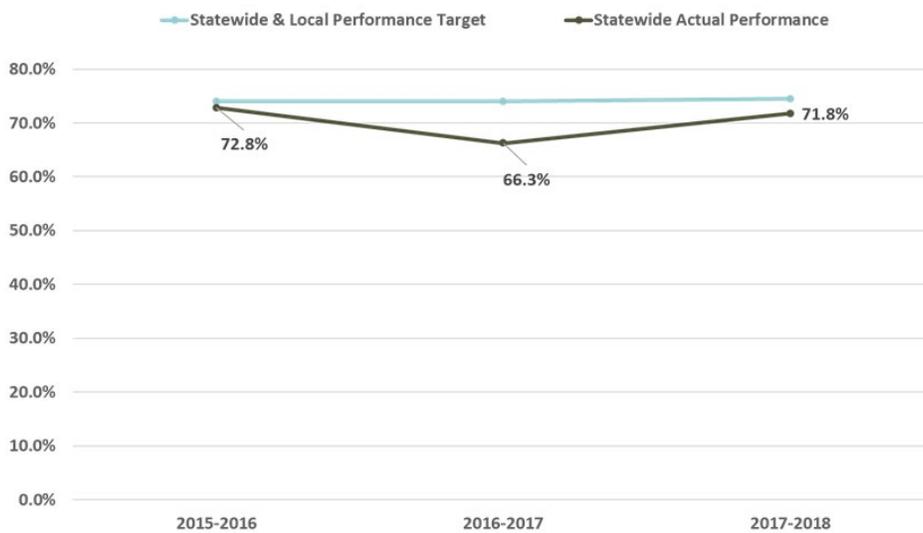
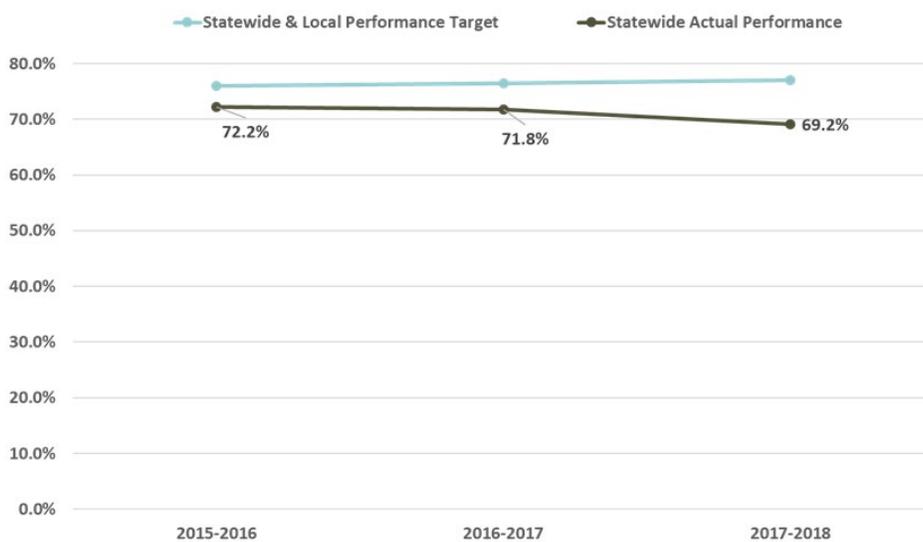


Figure 2: 4P1: Student Placement



In Perkins V, these outcomes are combined and measured in the 1P1 performance indicator, “Postsecondary Placement,” which measures the percentage of CTE concentrators who complete a program and then continue in postsecondary education; are in advanced training, military service, or a service or volunteer program; or are placed or retained in employment.

Numerator: # of CTE concentrators who completed a program or Program of Study and, at second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a service program that receives assistance under Title I of the National Community Service Act of 1990; are volunteers as described in Section 5(a) of Peace Corps Act; or are placed or retained in employment.

Denominator: # of CTE concentrators who completed a program or program of study during the reporting year.

In analyzing the most recent data available, performance in placement outcomes for the 2016-17 CTE completers cohort would be 79.70%, using the new concentrator definition under Perkins V. Further analysis of historical data using Perkins V definitions is indicated in Table 1.

Table 1: Perkins V Analysis with Historical Perkins IV Data

	2016-2017	2015-2016	2014-2015	3-year average
	Perkins V	Perkins V	Perkins V	
Numerator	5,116	5,308	5,292	5,239
Denominator	6,419	6,701	6,875	6,555
Performance	79.70%	79.21%	76.97%	78.60%

Proposed Targets

Table 2: Proposed Performance Targets Under Perkins V

Program Year	Proposed Target
2020-2021	78.50%
2021-2022	79.00%
2022-2023	79.50%
2023-2024	80.00%

Rationale

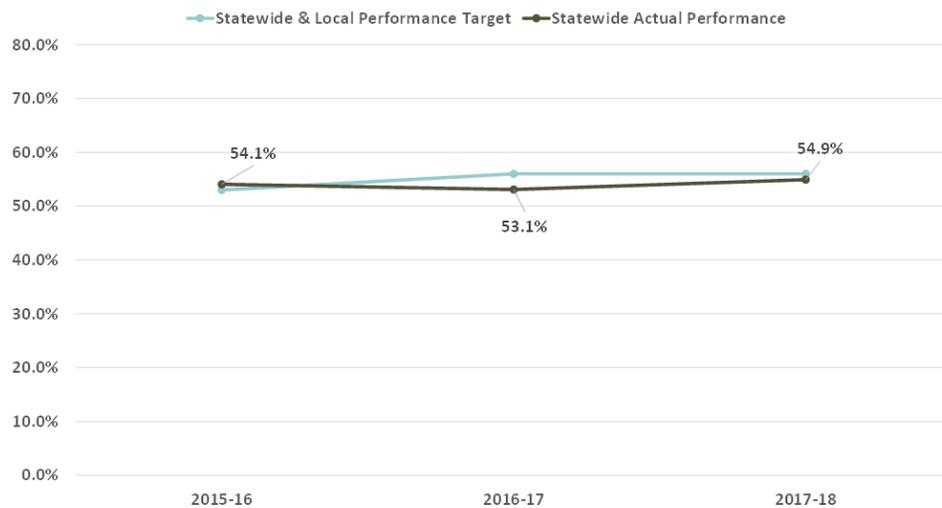
The recommended targets for the Perkins V 1P1: “Postsecondary Placement” performance indicator for program years 2020-2021 through 2023-2024 are indicated in Table 2 and are based on preliminary results of the three-year average performance using Perkins V definitions. In the 2017-2018 program year, 7,814 students completed a CTE program and would, therefore, make up the denominator for 2017-2018. Using the three-year average for the numerator calculation, an additional 895 students would need to be placed in postsecondary, advanced training, military, or a service or volunteer program or be employed at the second quarter after completing the program in order to meet the proposed target for 2020-2021 (78.50%). It is important to note that placement in advanced training, military service, or service or volunteer programs was not included in the preliminary analysis as the data is not readily accessible at this point in time. The state is in negotiations with service and volunteer programs to expand available data.

2P1: Earned Recognized Postsecondary Credential

Analysis and Summary

Under Perkins IV, performance in earning postsecondary credentials was measured with the 2P1 performance indicator “Credential, Certificate, or Degree Completion.” Oregon’s performance in this indicator for the past three program years is shown in Figure 3.

Figure 3: 2P1: Credential, Certificate, or Degree Completion



In Perkins V, this outcome is measured with the 2P1 performance indicator “Earned Recognized Postsecondary Credential,” which calculates the percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Numerator: # of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion

Denominator: # of CTE concentrators who left postsecondary education in the prior reporting year

In analyzing 2016-2017 federal reporting data using the new concentrator definition under Perkins V and current interpretation of the indicator components, preliminary results indicate that Oregon performance would be 54.91%. Further analysis of historical data using Perkins V definitions is indicated in Table 3.²³

²³ During public comment, 2P1 was defined as always 100%. Based on feedback from other states and stakeholders the definition was adjusted to provide more useful data on program performance.

Table 3: Perkins V Analysis with Historical Perkins IV Data

	2016-2017	2015-2016	2-year average
	Perkins V	Perkins V	
Numerator	8,162	7,511	7,837
Denominator	14,864	14,082	14,473
Performance	54.91%	53.34%	54.15%

Proposed Targets

Table 4: Proposed Performance Targets Under Perkins V

Program Year	Proposed Target
2020-2021	48.75%
2021-2022	49.25%
2022-2023	49.75%
2023-2024	50.25%

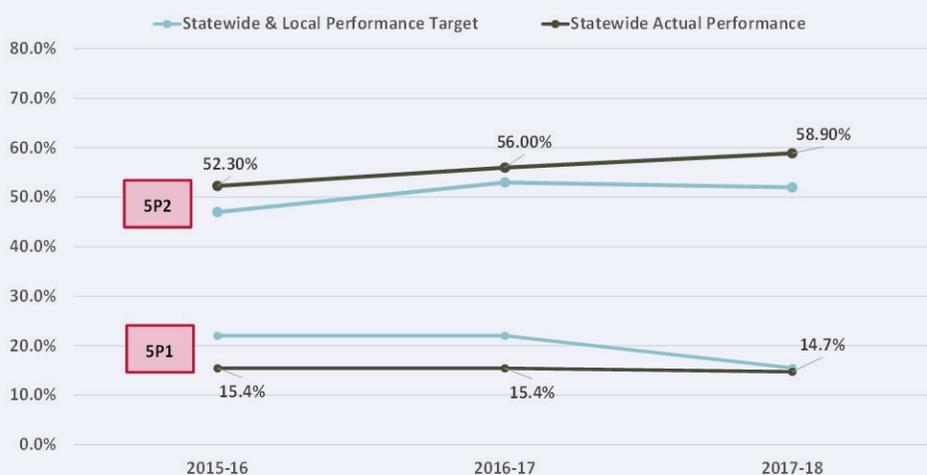
Rationale

The recommended targets for Perkins V 2P1: “Earned Recognized Postsecondary Credential” performance indicator for program years 2020-2021 through 2023-2024 are indicated in Table 4 and based on preliminary results using Perkins V definitions. Due to constraints with historical data, a two-year average was used to determine proposed targets. Proposed targets are calculated using 90% of the two-year average performance to factor in a transition period for implementing new Perkins V definitions and to ensure performance targets can be met.

3P1: Non-Traditional Program Concentration

Analysis and Summary

Figure 4: 5P1: Non-Traditional Participation and 5P2: Non-Traditional Completion



Under Perkins IV, performance in the number of CTE students from underrepresented gender groups participating in a program that led to employment in non-traditional fields was measured with the 5P1: “Non-Traditional Participation” and 5P2: “Non-Traditional Completion” performance indicators. An important distinction between these two indicators: 5P1 measured CTE participants, defined as individuals who earned one or more CTE credits in a program of study; 5P2 measured CTE concentrators who completed a program. Oregon’s performance in these indicators for the past three program years is shown in Figure 4.

In Perkins V, this outcome is measured in the 3P1 performance indicator “Nontraditional Program Concentration,” calculates the percentage of CTE concentrators from underrepresented gender groups who participate in CTE programs and Programs of Study that lead to non-traditional fields. This revised indicator does not measure CTE “participants” or “completers” as in Perkins IV, but it measures CTE concentrators as defined.

Numerator: # of CTE concentrators from underrepresented gender groups who participated in non-traditional programs

Denominator: # of CTE concentrators who participated in non-traditional programs

In analyzing 2017-2018 federal reporting data using the Perkins V revised concentrator definition, preliminary results indicate that Oregon performance would be 18.62%. Unlike the other two Perkins V performance indicators, this indicator is not comparable with Perkins IV data and past performance because non-traditional concentrator involvement in CTE was not measured under Perkins IV. Further analysis of historical data using Perkins V definitions is indicated in Table 5.

Table 5: Perkins V Analysis with 2017-2018 Perkins IV Data

	2017-2018	2016-2017	2015-2016	3-year average
	Perkins V	Perkins V	Perkins V	
Numerator	1,752	2,482	2,749	2,328
Denominator	9,409	12,304	13,185	11,633
Performance	18.62%	20.17%	20.85%	20.01%

Proposed Targets

Table 6: Proposed Performance Targets Under Perkins V

Program Year	Proposed Target
2020-2021	18.00%
2021-2022	18.50%
2022-2023	19.00%
2023-2024	19.50%

Rationale

The proposed targets for Perkins V 3P1: “Nontraditional Program Concentration” performance indicator for program years 2020-2021 through 2023-2024 are indicated in Table 6, calculated using 90% of the three-year average performance to factor in a transition period for implementing new Perkins V definitions and to ensure performance targets can be met.

Appendix M: CTE Needs Assessment

A major component of Oregon's CTE State Plan is the use of a CTE needs assessment to drive strategic planning and resource allocation. Recognizing the value of a regional approach, Oregon has two levels of needs assessment. The regional CTE Needs assessment will be used to guide the work of the Perkins Reserve grants and the local CTE needs assessment will guide the work of the Perkins Basic Grant and local use of state CTE funding. To build better efficiency and alignment with workforce needs and workforce development, the labor market analysis for all needs assessment will be completed at the regional level. Both the needs assessment and the grant applications will be housed in an online grant management tool. Following are the guides to help local recipients complete the needs assessment requirements.

Guide to the Regional CTE Needs Assessment

Merging Needs Assessment Findings and Setting Priorities

Likely there are considerably more issues and actions than can be addressed at this time; however, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving CTE program size, scope, and quality and ensuring labor market alignment;
- Improving program quality, alignment of programs, and smoothing the path from secondary to postsecondary to career;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part such as:

- Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?

- Are secondary, postsecondary, and support systems aligned to ensure that students can move through the pathway without barriers or replication? Are the credentials awarded to students of economic value to students and employers?
- What support is needed to recruit and retain effective teachers and instructors?
- Which programs are strong and need to be supported? Which programs are struggling and need to be re-evaluated and possibly combined with other programs to create an even better option or be reshaped to be of adequate size, scope, and quality and better align with industry needs? Do specific components of program quality present challenges across career areas?
- Are there diversity gaps in business and industry that could be addressed by focused attention in CTE? Are there regional approaches to improving recruitment into these careers?

Labor Market and System Alignment

The law requires eligible recipients to evaluate the alignment between programs offered and local, regional, tribal, and state labor market needs—now and in the future. See Perkins V Section 134 (c)(2)(B)(ii).

Materials to Review

- Regionally and locally defined lists and projected growth of in-demand industry sectors and/or occupations
- State, regional, and local labor market information
- Current list of CTE programs at both the secondary and postsecondary levels in the region including enrollment data
- Input from business, labor, and industry representatives, with particular reference to opportunities for special populations
- Job postings or local tribal employment needs

Questions to Ask

1. Which industries meet the state-determined definition of “in-demand” and/or “high-wage” and are projected to grow the most in your local region in the short, medium, and long terms?
2. How well do your CTE program enrollments match projected job openings in the state, region, or local area?

1 2 3 4

(1 not very well to 4 great match)

- 2a. Where are the biggest gaps, particularly in in demand or high-wage jobs?
3. Are there information and job opportunities in your region that are not captured by the data? Y/N
 - 3a. If yes, how will you use this less visible information in your plan?
 4. How comprehensive are your CTE offerings? Are they exposing learners to all the in-demand options in your region?

1 2 3 4

(1 not very broad to 4 comprehensive)

- 4a. If there are gaps in the CTE offerings, what are they?
5. To what degree do your CTE program offerings expose learners to the emerging high-wage and in-demand industry sectors or occupations in your region?

1 2 3 4

(1 not at all 4 we are on top of emerging job trends)

6. Are there emerging careers that need focus and support to build? Y/N
- 6a. If yes, describe the needs in the area of emerging industries.
7. What industry-identified skills could be incorporated more strongly into your programs?

Other Deep Dive Questions:

How are you being intentional about educating and providing supports for learners with disabilities, English learners, and other special populations in high-skill, high-wage, in-demand programs and Programs of Study? Are labor market needs being addressed by other programs and service providers in your region? How are

you incorporating work-based learning opportunities in your region? What skills do industry partners need that could be incorporated into your programs? Where are completers of your program finding success in the labor market? Are there industries in which placement rates are low? If so, why? How are you preparing students for the potential workplace of the future, using new trends and innovations?

Summary and Priorities

- Highlight the regional strengths
- What are the top program needs identified above?
- What are the priorities identified for the region based on needs and gaps?

Oregon Equity Lens: *Do the decisions and priorities being made ignore or worsen existing disparities or produce other unintended consequences? What racial/ethnic and underserved groups are affected?*

Recruitment, Retention and Training of CTE Educators (Regional)

The law requires eligible recipients to assess and develop plans to improve the quality of their faculty and staff through recruitment, retention, and professional development, with particular attention paid to diversity in the profession. See Perkins V Section 134 (c)(2)(D).

Materials to Review

- Regional CTE priorities from labor market analysis
- Data on faculty, staff, administrator, and counselor preparation, credentials, and demographics
- Description of professional development, mentoring and externship opportunities and data on participation
- Findings from surveys/focus groups of educators needs and preferences
- Current list of CTE programs in the region and data on retention and teacher shortage areas

Questions to Ask

1. How likely are you to have the faculty and staff (including instructors, support staff, guidance and advisement professionals, and other key staff) needed to offer high-quality programs of study based on future CTE program growth?

1 2 3 4

(1 not very likely to 4 you are confident you do or will have all the staffing needed)

2. In what career areas do you need to develop or recruit more instructors due to impending retirements, growing student interest, or emerging priority employment areas?
3. Does the makeup of CTE educators and program staff reflect the demographics of your community? Do you have staff from underrepresented groups in the programs based on gender, race, ethnicity, disability, English learner status, or other demographics/identities, or their intersections?

1 2 3 4 5

(1 not very representative to 5 we have a diverse staff that represents the demographics of our learners)

3a. List your largest gaps.

4. What processes are in place to recruit and retain new instructors and staff particularly from diverse backgrounds? How appropriate and efficient are these processes particularly for candidates coming from industry?

1 2 3 4

(1 not very appropriate to 4 is extremely appropriate)

Summary and Priorities

- Strengths of teaching/faculty recruitment and training in region
- List top three teacher/faculty gaps in terms of training
- List top priority recruitment needs

Oregon Equity Lens: *How do you validate your assessment? How will you modify or enhance your strategies to ensure that each learner's and each community's individual and cultural needs are met? What resources are you allocating for training in culturally responsive instruction?*

Equity and Participation

The law requires eligible recipients to evaluate their process in providing CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations. See Perkins V Section 134 (c)(2)(E).

SPECIAL POPULATIONS in Perkins V—individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in or have aged out of the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Materials to Review

- Data on participation, performance, and employment for special populations
- List of service providers who support special populations with accommodations, modifications, and supportive services in the region
- Recruitment activities for special populations
- Procedures/opportunities for work-based learning for special populations
- Findings from surveys/focus groups with students, parents, and community representatives of special populations

Questions to Ask

1. Which population groups are underrepresented in CTE and employment at the Career Cluster and program levels? Which are overrepresented?
2. How effective have you been in recruiting diverse populations of learners into your programs?

1 2 3 4

(1 not effective to 4 extremely effective)

- 2a. Which efforts at recruitment have been most effective?
- 2b. Have the efforts included culturally responsive teaching or equity training? Y/N
3. Are there additional enrollment discrepancies related to high-wage, high-skill, and in-demand occupations?
4. What barriers currently exist that prevent certain populations of learners from accessing your programs?
5. How effective are your current differentiated accommodations, modifications, and supportive services to ensure the success of special population groups?
- 1 2 3 4**
- (1 not very effective to 4 very effective)*
- 5a. What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs? How do you know?
6. How well do you involve students in improving equitable practices in CTE programs?
- 1 2 3 4**
- (1 students are not involved to 4 students very involved)*

Summary and Priorities

- Strengths of equity and participation in region
- List of top gaps in terms of equity
- List of top priority equity needs

Guide to the Local CTE Needs Assessment/Environmental Scan and Stakeholder Engagement

Our new CTE State Plan requires a tight link between use of funds and local needs based on both data and stakeholder input. Both High School Success and CTE grant funds in Oregon require a process to identify priorities and needs in partnership with a range of stakeholders. Oregon is evaluating needs at the state, regional, and local levels. This guide will help focus the local conversations, which will occur in consortia, at schools and or school districts, and at community colleges.

Goals of the Needs Assessment:

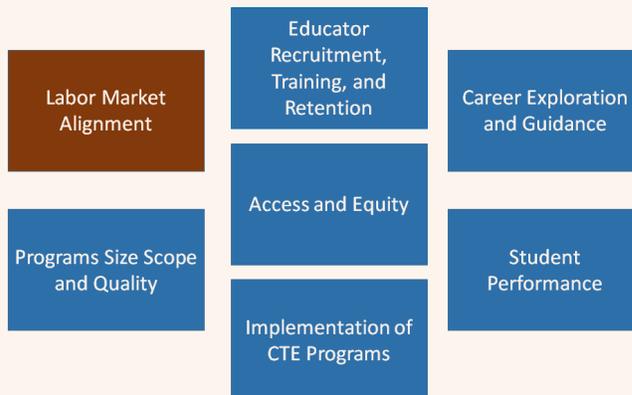
- Regularly engage in conversation with stakeholders around quality, impact, alignment, and equity of CTE programs and integration of systems.
- Set strategic goals and priorities to ensure equity, systematic improvement processes, and innovation.
- Support CTE programs and opportunities that ensure participation and success for Oregonians and lead to high-wage, high-skill, and in-demand occupations.
- Ensure that CTE Programs of Study are aligned to and validated by local, regional, and statewide workforce needs and economic priorities.
- Coordinate and align the work of K-12, higher education, workforce and economic development, and community groups serving our special populations ([see page 66](#)).
- Align local and regional priorities.

Stakeholders:

The local needs assessment/CTE environmental scan will be the basis for all CTE grant applications, particularly Perkins. Your region will also be going through a needs assessment to determine regional priorities for at the minimum labor market alignment. The local needs assessment will need to incorporate regional priorities and the assessment of the remaining requirements; program size, scope, and quality, student performance; access and equity, implementation of CTE programs; career exploration; and educator recruitment and training. If you are an entity receiving High School Success funds for CTE, you will need to complete the local CTE needs assessment as part of your High School Success plan. High School Success recipients will be going through the CTE needs assessment individually and updating their CTE plans. If you are a consortium that includes all Perkins eligible recipients in your region, you will submit one needs assessment to serve as both your regional and your local needs assessment. It will be the basis for your Perkins Basic Grant application. If you are a community college direct recipient of a Perkins Basic Grant, you will complete the local needs assessment and participate in your regional needs assessment discussion.

Required Stakeholders:

- CTE teachers from **secondary school programs** including teachers; faculty; administrators; career guidance and advisement professionals; and other staff, such as middle school administrators and teachers
- CTE faculty, advisors, and administrators from **postsecondary institutions**
- State or local workforce development board representatives (This requirement can be met from the regional CTE needs assessment.)
- Representatives from Indian tribes or tribal organizations, (Districts with an enrollment of 50% or greater and/or a Title VI Indian Education grant of more than \$40,000 are required to consult with tribal nations. Tribal consultation is a separate process from stakeholder engagement.)
- Representatives from a range of local businesses and industries, particularly those representing labor market needs
- Students and parents (using multiple avenues such as existing meetings, surveys, focus groups)
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth, foster youth, STEM Hubs, and [Regional Educator Networks](#)



Engaging Stakeholders:

Start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those affected by CTE. This is an excellent opportunity to diversify your partnerships and build a stronger career pathways system among education, workforce, and community leaders through sustained relationships.

Principles to Guide Stakeholder Engagement

Inclusive	Accessible	Ongoing	Well-Informed	Focused
Engage a wide range of people and organizations, with a commitment to engaging historically excluded voices.	Make it easy for people to participate, to understand what is happening, and to be heard.	See stakeholder engagement as a continuous process involving ongoing dialogue—not as a one-time, static event.	Ensure that information shared is clear, accurate, and timely. Put feedback loops in place.	Use opportunities to engage as a stepping-stone toward building long-term partnerships that can help education systems improve and sustain success.

Engaging new and diverse stakeholders in the conversations around CTE is an important step to produce quality future-focused CTE programs that are beneficial to our entire community. But, not all audiences have felt included and heard in the planning process. The above principles on stakeholder engagement will help make the process more successful.

Additional Stakeholder Engagement Resources

- [The Council of Chief State School Officers produced a guide](#) to help drive stakeholder engagement.
- Oregon created a [stakeholder engagement guide](#).
- Appendix A includes facilitation strategies for gathering input.

Local CTE scan/needs assessment process:

1. Identify a leadership team to plan, coordinate, and run the needs assessment engagement process.
2. Gather your materials, data, and questions.
3. Bring together your stakeholders to review the materials, discuss strengths and opportunities, and gather evidence to respond to the guiding questions. Remember, your institution or consortium may have questions not on this guide that are critical to your local needs. This does not all have to occur at one meeting. You may engage different groups at different times. Some feedback can be gathered by surveys and focus groups. The expectation is that we will improve as we practice broader stakeholder engagement. Successful practices will be shared to improve our outreach and communication each year. The important part is to communicate, involve all stakeholders, and keep the communication channels open as the needs assessment, application, and implementation of the CTE plan occur.
4. Summarize your results and set priorities that address your needs. These priorities will be the basis for your application for funds.
5. Review your priorities through an equity lens. It is important to think about who might not have had a voice or say in the process, such as out-of-school youth, English learners, communities of color, adult basic skills learners, people with disabilities, and chambers of commerce. After each section there will be questions to help think about how decisions affect currently and historically marginalized communities.
6. Communicate the results broadly across your community.

Oregon Equity Lens: *How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment?*

Secondary Recipients:

You have gone through the High School Success Self-Assessment and are currently undertaking the Continuous Improvement Process using the [ORIS framework](#). The CTE needs assessment is a complement to this work. It identifies programmatic and systems issues at a finer grain than the ORIS framework. It should be used in conjunction with the ORIS. The CTE needs assessment will fulfill a portion of the High School Success needs assessment moving forward. You may have received stakeholder input during the fall Student Success Act engagement and needs assessment process. This information can inform your work and be integrated into ongoing engagement and communication. If you spend High School Success funds on CTE, you will be required to complete this local CTE needs assessment.

Postsecondary Recipients

If you have completed another self-assessment/needs assessment in the previous 11 months, you can use that as a basis for your conversation, but you must ensure input from all required stakeholders. However, much of the work may already be done. Some examples of other assessments include the [Alliance for Quality Career Pathway Local/Regional Partnership Self Assessment](#), the guided pathways adoption template, or your Performance Measures Certification for WorkSource Oregon. Please make sure that you have involved the required stakeholders in a discussion and answered the questions necessary for creating a snapshot of your local CTE needs.

Merging Needs Assessment Findings and Setting Priorities

Likely there are considerably more issues and actions than can be addressed at this time; however, it is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality,
- Ensuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each part, such as:

- Which performance areas are presenting the most difficulty? For what student groups? What can be done to address those needs?
- Which programs are strong and need to be supported to keep up momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Are secondary, postsecondary, and support systems aligned to ensure that students can move through the pathway without barriers or replication? How are you supporting multiple on-ramps and off-ramps for learners? Are credentials awarded to students of economic value to students and employers?
- How can you get educators and professionals from industry to join your staff? What support is needed to retain effective teachers and instructors?
- Which populations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long-term solutions to ensuring that all student populations are successful?

CTE Student Performance

The law requires eligible recipients to evaluate their learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, and special population group. See Perkins V Section 134 (c)(2)(A).

Materials to Review

Perkins performance data for the past several years, aggregated and disaggregated by CTE program and student group

- Perkins Spotlight data

- Participation, concentration, and, where available, completion rates disaggregated by special populations, race, gender, and program

Questions to Ask

1. Which federal performance accountability indicator targets are you not meeting at the eligible recipient, Career Cluster, and program levels?
2. Are there gaps in performance and opportunity for special population, ([see page 71](#)) in your CTE programs in comparison to students not identified as special populations at the eligible recipient, Career Cluster, and program levels? Y/N
 - 2a. If so, where are the gaps? Which populations lack opportunities to participate and succeed in CTE? What might be the root causes for the gap? (Page 5 of the [ODE Comprehensive Needs Assessment Guide](#) has several tools for root cause analysis.)
 - *Program/career Area*
 - *Who is not participating or benefiting?*
 - *Potential Root Cause*
3. How well are learners from different genders, races, and ethnicities performing in your CTE programs at the eligible recipient, Career Cluster, and program levels?

1 2 3 4

(1 performing below general population to 5 performing as well or better than all CTE students [no gaps])

- 3a. Where are the gaps? List programs/career areas:
 - *Program/Career Cluster*
 - *Who is not benefiting?*
 - *Potential root cause*
4. Are there CTE programs that have small percentages of students persisting to concentrator or completer status? Y/N
 - 4a. If so, which ones and what might be the root causes?
 - *Program/Career Cluster*
 - *Who is not persisting?*
 - *Potential root cause*

5. Are there certain CTE programs with special populations that are performing above average? Below average?

- *Program/Career Cluster*
- *Performing better than average/below average*
- *Structures, partnerships, supports that may be contributing to performance*

Thought questions: How might the structure, partnerships, supports, and teaching in the high-performing programs inform your strategic plan?

6. On which federal accountability indicators are learners in your CTE programs performing better or worse in comparison to non-CTE learners?

- *Federal performance indicator*
- *CTE higher performance/CTE Lower performance*
- *Implication*

Deep dive questions: Where do the biggest gaps in performance exist between special population groups of learners for each accountability indicator? Which Career Clusters and programs have the highest outcomes, and which have the lowest?

Summary and Priorities

- Strengths of CTE student performance at your institution and/or consortium
- List top gaps that exist in student performance by student population and career cluster/CTE program.
- List top priority needs for improving student performance

Oregon Equity Lens: *Will the priority needs identified ignore or worsen existing disparities or produce other unintended consequences? What are the barriers to more equitable outcomes (e.g., mandated, political, emotional, financial, programmatic or managerial)? How will you modify or enhance your strategies to ensure each learner's and each community's individual and cultural needs are met?*

Equity and Participation

The law requires local eligible recipients to evaluate their progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations. See Perkins V Section 134 (c)(2)(E).

SPECIAL POPULATIONS in Perkins V—individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Materials to Review

Data must also be disaggregated by race and gender.

- Data on participation, performance, and employment for special populations
- Data on participation and performance for each of the special populations listed in Perkins and mobile students (students transferring into your institution)
- List of services and support for special populations
- Recruitment activities for special populations
- Procedures/opportunities for work-based learning for special populations
- Findings from surveys/focus groups with students, parents, and community representatives of special populations

Questions to Ask

1. Which student population groups are underrepresented in CTE programs?

Special Population

- Individuals from economically disadvantaged families
- Individuals preparing for non-traditional fields
- Single parents (including pregnant mothers)
- Youth who are in, or have aged out of, the foster care system
- Homeless individuals
- Out-of-workforce individuals
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals with disabilities
- English learners

Race/Ethnicity

- American Indian/Alaska Native
- Multi-racial
- White
- Asian
- Native Hawaiian/Pacific Islander
- African American/Black
- Hispanic/Latinx

Gender

- Male
- Female
- Non-binary

2. How effective have you been in recruiting diverse populations of learners into your programs?

1 2 3 4

(1 not effective to 4 extremely effective).

2a. Have the efforts included Culturally responsive teaching or equity training? Y/N

2b. Which efforts at recruitment have been most effective?

3. What are the additional enrollment discrepancies related to high-wage, high-skill, and in-demand occupations?

4. What barriers currently exist that prevent certain populations of learners from accessing your programs?

5. How effective are your current differentiated accommodations, modifications, and supportive services at ensuring the success of special population groups?

1 2 3 4

(1 not effective to 4 very effective)

5a. How do you know?

5b. What accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

6. How well do you involve students in improving equitable practices in CTE programs?

1 2 3 4

(1 students are not involved to 4 students provide ongoing input on program equity)

6a. How are students involved in improving equitable practices in CTE programs?

Summary and Priorities

- Strengths of equity focus at your institution and/or consortium.
- List of top gaps that exist in terms of equitable participation and benefit from your CTE programs.
- List of top priority needs for improving equity in CTE participation and outcomes.

Oregon Equity Lens: *How will you modify or enhance your strategies to ensure that each learner's and each community's individual and cultural needs are met? What resources are you allocating for training in culturally responsive instruction and universal design?*

Program Size, Scope, and Quality

The law requires local eligible recipients to evaluate whether their programs, as a whole and individually, meet the state's specific definition of size, scope, and quality. See Perkins V Section 134 (c)(2)(B)(i).

[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.

Materials to Review

- List of CTE programs and the courses and enrollments in each program
 - Student performance data by CTE program
 - Enrollment data by CTE program
 - Results of survey from business and industry about the quality of the skills of learners entering workforce
 - Results of survey/interview of CTE students about the quality of their CTE experience
 - CTE Program of Study Quality Rubric results by program
1. How does the number of Programs of Study offered compare to student and community interests and needs based on surveys or stakeholder engagement meetings?

1	2	3	4
----------	----------	----------	----------

(1 CTE programs do not align very well to community interests or community is not consulted to 4 programs are aligned to community and student interests while still maintaining alignment to workforce needs)
 2. Availability of CTE programs: How easy is it for students to enroll in the CTE programs you offer as an aggregate?

1	2	3	4
----------	----------	----------	----------

(1 many students are unable to participate because of schedule and enrollment limits to 4 all students are able to easily enroll in CTE programs)

Oregon Equity Lens: *How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How does the investment, or resource allocation, advance opportunities for historically underserved students and communities?*

3. To what degree are your facilities and equipment adequate and current with business and industry standards, given your program and program of study offerings?

1 2 3 4

[\(See CTE Program of Study Rubric\)](#)

4. To what degree do your CTE programs attend to the full range of CTE expectations (e.g., transferable, career-ready, or employability skills; broader Career Cluster-level skills; industry-specific skills; and academic skills)?

1 2 3 4

[\(See CTE Program of Study Rubric\)](#)

5. Where are the gaps in size, scope, and quality of your CTE programs?
6. To what degree do your CTE programs have intentional course sequences that begin with introductory content and progress to more specific career-related content over time?

1 2 3 4

7. If class size is high, are you offering a sufficient number of courses, and course sections, within programs? Y/N

7a. If it is low, are you offering programs with too low of an enrollment to justify the costs? Y/N

8. How well do you implement a continuous improvement process for CTE programs?

1 2 3 4

(1 have not yet implemented to 4 embedded continuous improvement process)

9. List any programs that are no longer fulfilling a community need and may need to be transformed, terminated, or invested in to align with current workforce and community needs?

Summary and Priorities

- Strengths of CTE programs at your institution and/or consortium
- List of top gaps that exist in terms size, scope, and quality of your CTE programs
- List of top priority needs for improving the size scope and quality of your CTE programs

Labor Market and System Alignment

The law requires eligible recipients to evaluate whether the alignment between programs offered and local, regional, tribal, and state labor market needs now and in the future. See Perkins V Section 134 (c)(2)(B)(ii) .

Materials to Review

- Results and priorities from your regional needs assessment

Questions to Ask

- Are your programs in line with regional priorities?
- What do you need to do to bring your school programs in better alignment with regional needs?
- Did you go through the required tribal consultation?

Implementation of CTE Programs

Materials to Review

- Documentation of course sequences and aligned curriculum
- Curriculum standards for academic, technical, and employability skills
- Credit transfer agreements
- Data on student retention and transition to postsecondary education within the Program of Study
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Data on student credential attainment

Questions to Ask

- How fully is your program aligned and articulated across secondary and postsecondary education?

1 2 3 4

(1 not strongly aligned to 4 strongly aligned with opportunities to earn college credit)

- Where do you need to strengthen connections between secondary and postsecondary CTE?

- How well are you structuring CTE programs so that students have multiple entry and exit points?

1 2 3 4

(1 students experience barriers to entering programs mid-point or leaving programs with transferable skills; to 4 students can easily enter program at multiple points based on prior knowledge and skills and can leave with recognized skills at multiple points)

- What barriers exist for learners who may transition into or out of your institution(s) and/or program in terms of participating in and continuing with CTE programs?

- How well does your program support building skills to enter the world of work (career readiness) through work-based learning experiences, the earning of industry-recognized credentials, or the earning of postsecondary credit relevant to students' next steps?

1 2 3 4

(1 students are not getting the opportunities to build skills to 4 students have the opportunity to build skills to enter the world of work through multiple pathways and authentic experience with no unintentional bias for historically marginalized student groups)

- Where do you see gaps in opportunities for learners to participate in work-based learning, earning industry credentials, or earning postsecondary credit relevant to their next steps? Identify which of the three might need the most support. **Transportation is often identified as one of the biggest barriers for homeless youth; examine any transportation gaps you may have.**

- To what degree are business and industry partners involved in the current Program of Study development and delivery?

1 2 3 4

(1 not very involved mostly a sign off to 4 authentic partners who contribute to the learning in the programs)

- Where do you need to strengthen connections to business and industry partners?

5. How far along are your programs in implementing a continuous improvement process to set goals and priorities, check on progress, and revise priorities based on the ongoing look at progress?

1 2 3 4

(1 not yet to 4 fully embedded process)

6. How integrated is the learning in your CTE programs with academic, technical, and employability skills?

1 2 3 4

(1 not very to 4 fully integrated)

- 6a. What are the biggest areas of need based on your student performance data and community input?

Summary and Priorities

- Strengths of CTE program implementation at your institution and/or consortium
- List of top gaps that exist in CTE program implementation
- List of top priority needs for improving CTE program implementation

Recruitment, Retention, and Training of CTE Educators (Local)

The law requires eligible recipients to evaluate whether the alignment between programs offered and local, regional, tribal, and state labor market needs now and in the future. See Perkins V Section 134 (c)(2)(B)(ii).

Materials to Review

- Data on faculty, staff, administrator, and counselor preparation, credentials, and demographics
- Description of professional development, mentoring and externship opportunities and data on participation
- Findings from surveys/focus groups of educators needs and preferences

1. How much do you anticipate needing to hire faculty and staff (including instructors, support staff, guidance and advisement professionals, and other key staff) to offer high-quality Programs of Study based on future CTE program growth?

1 2 3 4

(1 high level of need for new staff and faculty to 4 we have all the staff we will need)

- 1a. In what subject areas do you need to develop or recruit more instructors and or support staff due to impending retirements, growing student interest, or emerging priority employment areas?

2. How will/does the makeup of CTE educators and program staff reflect the demographics of your community?

1 2 3 4

(1 there is a big difference in the demographics of CTE educators and participants to 4 the demographics of staff mirrors the demographics of students)

- 2a. Where are your largest gaps in educators representing student groups in the programs based on gender, race, ethnicity, disability, English learner status, or other demographics/identities, or their intersections?

3. What processes are in place to recruit and retain new instructors and staff?

4. How appropriate are these processes, especially for instructors coming from industry?

1 2 3 4

(1 many processes are inappropriate to the needs of instructors coming from industry to 4 processes take into account adults transitioning careers)

Summary and Priorities

- Strengths of teaching/faculty in region
- List of top three teacher/faculty gaps
- List of top priority recruitment needs

Oregon Equity Lens: *What is your commitment to professional learning for equity? What resources are you allocating for training in cultural responsive instruction? What data and how are you collecting data on race, ethnicity, and native languages to inform practices?*

Career Exploration and Guidance

- List of student leadership career technical student organization opportunities in school, district, and/or region
- List of student interests and skills and tools to gather them
- Work-based learning opportunities and regional system to support connecting business, industry, and labor to schools and college
- Regional collaborative action plan around career awareness and exposure
- List of local and regional partners who provide career exploration and guidance support
- Other regional data or training around career exposure, career fairs, camps, and partnerships
- Data on career exposure and impact on student success (local, regional, national and historical research)

Questions to Ask

1. Transition programs or services for learners?
 - a. Elementary to Middle School
Y/N
 - b. Middle to High School
Y/N
 - c. High School to Postsecondary Training/
Education
Y/N
 - d. High School to Career
Y/N
 - e. Community College to University
Y/N
 - f. Post-secondary Training to Career
Y/N
 - g. Adult to Career Training/Education
Y/N
2. Do all students in your institution (middle school, high school, college) take a career and college exploration course sometime during their educational experience? Y/N
3. Do all students have the opportunity to participate in career-related learning experiences that are meaningful to their goals? Y/N

4. How well does your institution or consortium provide equitable access to career exploration and development activities?

1 2 3 4

(1 not at all to 4 fully equitable career exploration and development)

- 4a. What opportunities could your region provide to have a broader range of students, youth, and adults participate in career exploration and development?

5. How well does your region support an organized system of career guidance and academic counseling before and during CTE?

1 2 3 4

(1 not an organized system to 4 fully supported system)

- 5a. What are the gaps in the support for career and academic advising/counseling in your institution or consortium?

6. How well does your region provide training, information and support to educators, counselors, family, and administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and pathways?

1 2 3 4

(1 does not yet provide to 4 fully embedded providing training information and support to relevant stakeholders)

- 6a. What opportunities exist in your region to improve communication and information flow to create a more coherent and inclusive process?

Summary and Priorities

- Strengths in career exploration and development
- List of top gaps in terms of career exploration and development
- List of priority needs for career exploration, guidance, and development

Oregon Equity Lens: *What is your commitment to professional learning for equity? Have staff participated in bias training to ensure equity in advising practices? Are you using a strengths-based approach to advising?*

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 students 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.

CTE Program (Postsecondary): collegiate-level coursework that is designed to prepare persons for entrance into and employment stability and advancement in specific occupations or clusters of closely related occupations. CTE programs result in the achievement of a state-approved certificate of completion, associate of applied science degree, or associate of applied science degree option.

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): A postsecondary program that allows students who are enrolled in CTE programs to combine classroom studies with work-related experiences. Most community college CTE programs (including some career pathways programs) include CWE credit requirements so students can expand their knowledge of, and experience in, an industry while earning college credit. CWE means the placement of students by the college in a structured work-based learning experience that is directly related to their classroom studies and under the control of the college. The college instructor or supervisor visits the field work site regularly. Supervision toward achievement of college-identified and approved student learning outcomes and measurable learning objectives is also provided by the employer or other individual contracted to provide field experience. 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 colleges 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.

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: As defined in Perkins V includes individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty. 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 or simulated in the classroom, lab, or other site.

Workforce Innovation Opportunity Act (WIOA): A 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.

Appendix O: Additional CTE Resources

[Local Needs Assessment](#)

[Oregon's Shifts with Perkins V](#)

[Perkins Basic Grant Application Draft](#)

[Perkins Reserve Grant Application Draft](#)

[Statewide Assessment of Need](#)

[Workgroup Impact Summary](#)

[CTE Program of Study Quality Rubric](#)

Appendix P: Implementing the Plan – Proposed Stakeholder Actions

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.

Appendix Q: Summary of Public Comment

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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholder 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 stakeholders to have formal collaboration mechanisms, such as statewide advisory committees moving forward.
 - **Response:** Oregon that stakeholders want to be involved in improving CTE. State staff will develop mechanisms to engage a broader range of stakeholders 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 is posted on the [Oregon Department of Education webpage](#).



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