

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. STATUTORY REQUIREMENTS – PUBLIC REVIEW

- 1. Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Sec. 122(a)(3)]***

State Board of Education

The State Board of Education is scheduled to approve this State Plan at its regular meeting in March 2008.

The Process of Public Review

From February 2007 through March 2008, ODE actively involved over one hundred people from across the state, from a variety of constituencies, in the development of the State Transition Plan and the State Five-Year Plan. A list of the task force meeting dates and electronic links to participant lists are provided. (Attachments 1-6).

Ongoing dialogue regarding the State Plan was conducted during monthly meetings with the Career and Technical Education Network (CTE Network) during 2007, and dialogue continues. Additionally, Oregon posted the State Plan electronically on the ODE website and sent notices to groups across the state that the State Plan was available for public review. Interested parties were encouraged to comment in writing through a designated Perkins electronic mailbox. The electronic comment period was open from December 13th, 2008 until January 31, 2008. The State Plan remains posted on the ODE website.

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- 2. Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. [Sec. 122(a)(3)]***

(1) Plan Size and Scope

Several responders expressed concern about their perception of the lack of specificity of actions/requirements related to several topics (e.g., targeting specific high demand career areas such as engineering, the target audiences and outcomes for state conducted professional development and technical assistance).

Agency Response

The State Plan was designed and developed to represent the numerous recommendations of the Perkins Task Forces. Many of the recommendations must be implemented at a statewide system level, which may reach beyond the scope of Perkins resources and authority. However, ODE and CCWD have developed a supporting document, the Perkins Implementation Plan (Implementation Plan), which identifies the specific activities, deliverables and timelines to be conducted by state staff. This document will be available upon request. This Implementation Plan is a dynamic document which will be revised as issues, needs and opportunities arise.

(2) Single Parent/Displaced Homemaker (SP/DH) Funding

Advocates for the Single/Parent Displaced Homemaker and pre-vocational services responded regarding access to Perkins Funds for pre-Career and Technical Education (CTE) supportive services.

Agency Response

ODE is working with CCWD to respond to the comments from the Oregon community colleges. Perkins IV requires resources be directed to students enrolled in CTE programs rather than pre-vocational supportive services for students who plan to enroll in CTE programs.

CCWD will work with the community colleges to discuss strategies to leverage other resources to support pre-CTE resources.

(3) Accountability

One comment was received regarding the federal accountability requirements and the proposed voluntary Benchmarks/targets.

A concern was expressed about using a limited resource (Perkins Funds) to meet the need of both academic and technical skill attainment as opposed to investing this resource in just technical attainment.

Agency Response

The initial suggestion of 100% student attainment, as a performance indicator for one of the voluntary Benchmarks, has been revised.

ODE and CCWD will provide technical assistance and professional development to increase the level of understanding of CTE faculty and administrators regarding the need for CTE students to have a strong academic foundation to complement their technical skills. This position has been reinforced by feedback from our workforce development and employer partners to ensure students have sustainable employment in high wage, high demand occupations.

(4) Articulation

It was noted that articulation opportunities are limited when community colleges require a secondary teacher to have a masters degree in the related technical field.

Agency Response

Each Oregon community college establishes its own policy related to teacher credentials. However, this is not a statewide issue. This concern has been referred to the Unified Education Enterprise Dual Credit Task Force for discussion and recommendations.

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3. ***Develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan. [Sec. 122(b)(1)(A)-(B)]***

Perkins IV State Plan Leadership and Coordination

The Perkins Leadership and Coordination Work Group from the Oregon Department of Education, Office of Educational Improvement and Innovation (ODE/OEII) managed the overall development effort for the Oregon State Plan for Career and Technical Education, 2008-2013 (hereinafter identified in this document as the State Plan). ODE/OEII also assisted in developing the leadership agenda and assured that work was completed in a high quality, timely manner. Members of the work group led in organizing, staffing and compiling the recommendations of the various task forces and of the Perkins Policy Advisory Committee described below. (Attachment 3)

Perkins IV State Plan Transition Plan Development

Four Transition Plan task forces met during the period of January 2007 through April 2007 to create a foundation of work for the Transition Plan year 2007-2008. (Attachment 6) Task force participants included representatives from ODE/OEII and Oregon Department of Community Colleges and Workforce Development (CCWD) staff, members of the Career and Technical Education (CTE) Network (CTE Regional Coordinators and Community Colleges Deans), high school and university staff, as well as the Oregon Employment Department (OED) and the Student Leadership Development Center (SLDC).

The four task forces were: Program Design and Development, Accountability, Professional Development, and Special Populations. The State Transition Plan was approved by the Oregon State Board of Education in April 2007 and the U.S. Department of Education in July 2007.

Perkins IV Five-Year State Plan Development

Following the development of the one-year Perkins Transition Plan, four new task forces convened over a five month period to examine key issues and recommend policies and practices to assure that the State Plan meets the requirements of the Perkins IV Act and that activities were consistent to, and an integral part of, Oregon's Pre-Kindergarten-20 (PK-20) education and workforce goals and initiatives. (Attachment 5)

Over 100 individuals from across the state participated in the work of the State Plan development task forces. The task forces represented a broad base of stakeholders including, but not limited to, school administrators, school board members, academic and career and technical teachers, postsecondary education faculty, guidance staff, organized labor, business and industry, parents, employers, workforce agency partners, students and representatives from

the Governor's office. Public notices were posted for all meetings and provisions made for guests. (Attachment 1)

The complex and intensive process of the task forces included information gathering, analysis, deliberation and recommendations. The four task forces involved in this process were: Program Design and Development, Accountability, Professional Development, and Special Populations. A professional facilitator, secretary and staff liaison supported each task force and provided a communication link between the four task forces. As a final celebration and communication link, the four task forces met together to hear the recommendations of all four groups.

Program Design and Development Task Force | [<Task Force Membership>](#)

The Program Design Task Force was asked to explore the development of a vision for career and technical education in Oregon and identify policies and practices that define a quality CTE Program of Study (hereinafter identified in this document as a Program(s) of Study) based on the requirements of the Perkins IV Act. The task force also considered the Perkins IV Act implementation strategies that would leverage a transformation of CTE instruction to support a unified education and workforce system.

The task force included the Governor's Workforce Policy Advisor: members from industry and business trade associations and professional groups, secondary and postsecondary academic and CTE teachers and administrators, education service districts, educational consortia, workforce partners, CTE Regional Coordinators Network, teacher education institutions, Oregon State University Cooperative Extension Service, ODE and CCWD. Over the six days of discussion, a change management specialist guided the group.

Robust, multi-faceted discussions of the task force resulted in defining the elements of a vision for CTE that focuses on: student success, teacher preparation and recruitment, relevant learning, leadership, collaborative community partnerships, and continuous improvement. The participants also identified the foundation blocks upon which to build high quality CTE programs, and obstacles to overcome in order to achieve higher quality programming. The resulting recommendations addressed system-wide issues and opportunities and specific recommendations for the implementation of the Perkins IV Act.

The Program Design and Development Task Force identified the four core elements that will constitute Oregon's CTE Program(s) of Study:

- Standards based content.
- Alignment and articulation between secondary and postsecondary curriculum design.
- Measurement of technical skill and academic attainment through valid and reliable assessments.
- Incorporation of student services.

Accountability Task Force | [<Task Force Membership>](#)

The purpose of the Accountability Task Force was to define the Perkins IV performance measurement indicators and to offer recommendations for measurement approaches and baseline data that indicate student progress.

Task force members included representatives from community college instructional researchers, secondary and alternative education school administrators, the CTE Regional Coordinators Network, state secondary and postsecondary data specialists, education service district representatives, CTE and academic secondary classroom teachers, workforce partners and the

ODE /EII and CCWD staff. Over the five days of deliberations, a national consultant guided the group in their thoughtful discussion and debate. The outcomes from the work of the Accountability and Evaluation Task Force included:

- Definitions for performance measures.
- Recommendations for ensuring quality, relevant data.
- Recommendations for technical skill assessments.

Professional Development Task Force | [<Task Force Membership>](#)

The Professional Development Task Force was asked to recommend policies and practices that would support CTE instruction across the system, and to identify issues, opportunities and solutions related to the supply and training of CTE instructors in Oregon.

Participants in the Professional Development Task Force included: secondary and postsecondary teachers and administrators, university teacher education programs from public and private institutions, the statewide Career Information System (CIS), education service districts, CTE Regional Coordinators Network, ODE/EII and CCWD. The task force also heard presentations from key experts. Experts included a representative from Teachers Standards and Practices Commission (TSPC) who addressed highly qualified teacher requirements. During the five days of deliberations, an ODE/EII Education Specialist guided the task force.

The outcomes from the work of the Professional Development Task Force included:

- Expenditure of local Perkins funds earmarked specifically for professional development.
- Recommendations for a CTE statewide professional development system.
- Long term and short term strategies for teacher recruitment, retention and licensure.
- Recommendations to ensure a focus on quality instruction.

Special Populations and Non-Traditional Occupations Task Force | [<Task Force Membership>](#)

The Special Populations and Non-Traditional Occupations Task Force had the responsibility to review and recommend policies and practices that support attainment of academic and technical skill performance levels by special populations students. The task force also addressed the Perkins IV Act requirements relating to student participation and completion of programs considered non-traditional based on gender.

The membership of this task force was composed of persons who were familiar with or directly responsible for work with one or both of the Perkins IV Act identified groups (i.e. special populations and non-traditional occupations). Representatives included secondary and alternative school teachers and administrators, postsecondary teachers and administrators, educational service districts, a non-profit organization dedicated to non-traditional occupations, ODE/EII and CCWD. Over the four-day period of discussions, a professional consultant led the group.

The outcomes from the Special Populations and Non-Traditional Task Force include:

- Recommendations for system-wide policy development.
- Recommendations for Perkins-specific policy development.
- Strategies for special education and non-traditional students to access CTE programs.
- Instructional strategies for special education and non-traditional students in CTE programs.

Perkins IV State Plan Policy Advisory Committee | [<Advisory Committee Membership>](#)

The State Board of Education, through an invitation from the Assistant Superintendent of Public Instruction, appointed the Perkins IV Policy Advisory Committee. The advisory committee had the responsibility to review the final recommendations of the four task forces and to provide additional comment and guidance on revisions to the State Plan prior to the final approval by the State Board of Education. Specifically, this committee had the following responsibilities:

- Review the State Plan for coherency and alignment between secondary and postsecondary education.
- Identify gaps and implementation challenges.
- Finalize the State Plan recommendations.
- Identify additional policy recommendations that would strengthen the connection of the Perkins IV State Plan to the PK-20 system work.

Members of the Perkins Policy Advisory Committee were identified by their commitment to rigor and relevance in CTE, specific knowledge in the areas of policy and CTE program implementation, and education and workforce resource coordination. Members included representatives from the Legislature, the Governor's Office, State Board of Education, Oregon Workforce Investment Board (OWIB), organized labor, business and industry, CTE Regional Coordinators Network, PK-20 education system, and ODE/EII and CCWD.

Agency Operational Work Groups

In addition to the Perkins IV Policy Advisory Committee and the four task forces, ODE\EII and CCWD formed agency work groups to address the following operational issues identified in Section 122 (c) of the Perkins IV Act: federal assurances, funding policy, stakeholders outreach and communication, model for state technical assistance, teacher recruitment, federal program coordination and reporting requirements.

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- 4. *Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 1 above to participate in State and local decisions that relate to development of the State Plan. [Sec. 122(b)(2)]***

Key Partners for Career and Technical Education

Key stakeholders that were represented in the development of Oregon's State Plan, play an ongoing and significant role in the implementation of CTE in Oregon. The stakeholders (listed below) represent the PK-20 education and workforce system and provide structures and supporting processes to ensure that CTE is integral to Oregon's education and workforce efforts. These stakeholders also lead the development of education and workforce policy initiatives that support a common vision and shared responsibility for the success of all students and for Oregon's workforce.

Oregon State Board of Education

The State Board of Education (SBE), appointed by the Governor, establishes policy for all Oregon public schools and community colleges K-14. The governance scope of the SBE applies to the Oregon Department of Education (ODE) headed by an elected Superintendent of Public Instruction and to the Oregon Department of Community Colleges and Workforce Development (CCWD), headed by an appointed Commissioner. The State Board of Education also serves as the State Board for Career and Technical Education under the Carl D. Perkins

Career and Technical Education Improvement Act of 2006, Public Law 109-270. In these roles, the State Board of Education is the entity with the legal authority to approve this State Plan.

Oregon Department of Education (ODE)

The Oregon Department of Education (ODE) is responsible for elementary and secondary education in Oregon's public schools from preschool through grade 12. ODE also provides leadership for the Oregon School for the Deaf and Oregon School for the Blind, regional programs for children with disabilities, and education programs in Oregon's youth corrections facilities and private career schools. In addition, ODE serves as a liaison and monitors implementation for a variety of state and federal programs, including the Carl D. Perkins Act (Perkins) and the Elementary Secondary Education Act of 1965(ESEA)/No Child Left behind Act 2001 (NCLB).

Seated within the Department of Education is the office of Educational Improvement and Innovation (EII). This office provides leadership for CTE through the Secondary-Postsecondary Transitions Team. The Department's integrated approach allows this team to coordinate and leverage resources across PK-14 education.

Structures and processes in ODE that support CTE include staff, fiscal management, data collection, policy development and professional development. EII also leads the development of content standards and collaborates with the Office of Student Learning and Partnerships (SLP) that provides leadership and services for diverse learners (e.g. special education), and the Office of Assessment and Information, which manages the state academic performance accountability system.

Oregon Department of Community Colleges and Workforce Development (CCWD)

The Department of Community Colleges and Workforce Development is the agency that, with local education partners, manages Oregon's General Fund resources designated for Oregon's 17 community colleges and workforce programs. On behalf of the Governor, CCWD implements and oversees Title 1B of the Workforce Investment Act (WIA) one-stop program services, leads Adult Basic Skills and English as a Second Language (ESL) programs.

In conjunction with the State Board of Education, CCWD develops policies and procedures for community college programs and courses. Through an interagency agreement with ODE/EII, technical support and program approval for CTE is shared. Also, through the inter-agency agreement, ODE/EII distributes and manages the Perkins grants to eligible recipients.

Council of Instructional Administrators (CIA)

Each of Oregon's 17 comprehensive community colleges is managed by a locally appointed Board of Directors. The instructional leaders from each of the colleges serve on the CIA and convene regularly with the Department of Community Colleges and Workforce Development (CCWD) leadership to discuss policy development and implementation. Community College CTE Deans participate in the CIA.

Oregon State Board of Higher Education

The State Board of Higher Education is the statutory governing board of the seven-member Oregon University System (OUS). Board members are Governor appointed, and legislatively approved. The State Board of Higher Education collaborates regularly with the State Board of Education for PK-12.

Oregon University System (OUS)

The Oregon University System is composed of seven publicly funded universities. The system is led by a Chancellor, who is the chief executive and administrative officer of the Oregon University System. The Chancellor also serves as the agency head for the Department of Higher Education, which works with the seven universities. The OUS provides some of Oregon's CTE teacher preparation programs.

Joint Board of Articulation Commission (JBAC)

The Joint Boards' Articulation Commission (JBAC) is a policy and action-oriented group, established in 1992 by the State Board of Education (PK-12) and the State Board of Higher Education (public 4-year universities), to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible.

The Unified Education Enterprise (UEE) is a sub-committee of the JBAC. The UEE is a cross-agency committee that works toward creating a unified education and workforce system in Oregon. The UEE addresses common education policy issues pertaining to an aligned education enterprise. Members of the UEE include representatives of all the agencies that address key components of an aligned education system as outlined in the introduction of this plan.

Oregon Workforce Investment Board (OWIB)

The Oregon Workforce Investment Board (OWIB) is the Governor's advisory board on workforce issues. The OWIB is made up of leaders representing private sector businesses, labor, state and local governments and agencies. A majority of the nearly 40 members represent the private sector. One of the chief duties of the OWIB is to assist the Governor in developing a five-year strategic plan for Oregon's comprehensive workforce system.

Governor's Office/Workforce Policy Cabinet (WPC)

The Workforce Policy Cabinet is a forum where state agency leaders work together to increase efficiency and integration of services for a skilled workforce and economic viability. Agencies represented on the Cabinet include the following Oregon departments and agencies: Economic & Community Development, Employment Department, Community Colleges & Workforce Development, Department of Education, Department of Human Services, Vocational Rehabilitation, Oregon University System, Disabilities Commission and Commission for the Blind.

Oregon Employment Department (OED)

The Oregon Employment Department is Oregon's designated entity for the collection, analysis, and dissemination of occupational information. As a member of the Partnerships for Occupational and Career Information (POCI), the Oregon Employment Department will continue to lead and coordinate the activities of that partnership.

Partnership for Occupational and Career Information (POCI)

The Partnership for Occupational and Career Information (POCI) is composed of representatives from four state entities:

- Oregon Employment Department
- Oregon Career Information System
- Oregon Department of Education, and
- Oregon Department of Community Colleges and Workforce Development

POCI, established by a Governor's Executive Order, coordinates and cooperates across the education and workforce system to identify and/or develop, disseminate, and effectively use the best occupational and career information products for Oregonians. POCI is Oregon's recognized body for coordination of Section 118 activities within the Perkins IV Act.

CTE Network

CTE Regional Coordinators and Community College Deans compose the CTE Network, which is similar to the Cooperative Extension Services' field-based model. The Regional Coordinators provide technical assistance to secondary and postsecondary programs and maintain the program approval and evaluation process for secondary programs. The members also serve as a flow through structure for disbursing regional and local funds. The CTE Deans provide leadership for community college CTE programs. The Regional Coordinators, CTE Deans and staff from ODE/EII and CCWD meet monthly to ensure continuous support and alignment of programs.

Teacher Standards and Practices Commission (TSPC)

The Teacher Standards and Practices Commission ensures that every student in Oregon is taught by caring, competent and ethical educators. The TSPC is responsible for establishing rules for teacher licensure, and issuing licenses or registrations to public school teachers, administrators, school counselors, school psychologists and school nurses. The TSPC maintains professional standards of competent and ethical performance and proper assignment of licensed and registered educators. This agency also adopts standards for approval of college and university teacher education programs that lead to licensure. TSPC and ODE work collaboratively on the processes and development of policies that relate to Oregon's Career and Technical Education licensure system and instructor appraisal process.

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- 5. *Develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary. [Sec. 122(e)(3)]***

The Oregon State Board of Education is the governing body for both the Department of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE). The Oregon Department of Education is the eligible agency for the receipt and administration of Perkins funds. By agreement with the Department of Community Colleges and Workforce Development, Perkins funds are distributed to school districts, community colleges, regional and local consortia, individual entities, and correctional institutions.

The ODE Assistant Superintendent of the Office of Educational Improvement and Innovation (EII) and the Commissioner of the Oregon Department of Community Colleges and Workforce Development, or their designated representatives, give regular reports on the status of the State Plan for Career and Technical Education to the State Board of Education, the Oregon

Workforce Investment Board (OWIB) and the Governor's Workforce Policy Cabinet. These entities will be significant forums for coordination among CTE, adult education, the Workforce Investment Act, welfare reform, state economic development initiatives, the State Unified Workforce Plan and other emerging programs and legislation throughout the 2008 – 2013 time period.