2004–2005
CONSOLIDATED ANNUAL REPORT

STATE OF OREGON

In accordance with Carl D. Perkins Vocational and Technical Education Act of 1998

PERKINS
Funding for:
Professional
Technical
Education

Oregon Department of Education
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Perkins Narrative Report
July 1, 2004 through September 30, 2005

State Administration

The State Board of Education is designated as the Oregon State Board of Vocational and Technical Education. In Oregon, vocational technical education or career technical education is referred to as ***professional technical education (PTE)***. To ensure equity, continuity, cooperation and accountability across the education to workforce continuum (grades 7-12, community college and workforce development), the Board maintains an interagency agreement between the Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (ODCCWD). The interagency agreement designates the Oregon Department of Education as the Perkins grant recipient and program manager for both secondary and postsecondary professional technical education in Oregon. See Appendix A—Figure 1 for an organizational chart of key activities.

The Office of Educational Improvement & Innovation (EII), through the Secondary-Postsecondary Transitions Team and the PTE Work Group, provides leadership for professional technical education, Perkins grant management, high school improvement and workforce/career pathway development from high school to postsecondary education and workforce entry. ODE/EII leadership and technical assistance is focused on our clients: school districts, community colleges, education service districts and state workforce development agencies. The goals of ODE/EII are ***student success, quality schools and better systems***. This work is accomplished through the agency's core functions of accountability, leadership, and improvement.

A goal of Oregon's State Plan for PTE/Perkins is to identify and implement strategies that clearly link the use of Perkins funds with state and local school district and community college improvement efforts.

The function of the Perkins Local Applications for Secondary Schools and Postsecondary Institutions continued as in previous years. All recipients—secondary school districts, regional partnerships and community colleges—provided a local program improvement plan with specific action interventions when they did not meet their planned core indicator performance levels. The Perkins Local Application, including a program improvement action plan, fostered collaboration among the educational players and stakeholders to develop and implement targeted strategies for PTE student success. All local plans are tied directly to the core performance indicators, so the sub-grantees and the state are able to monitor their performance and develop continuous improvement processes. Measurement Charts for each sub-grantee and school are available on the Oregon Department of Education website at: http://www.ode.state.or.us/data/stats/opte/

In 2004-2005, the application format for the Secondary Perkins Local Application changed. Through a streamlining effort implemented by the Oregon Department of Education, the secondary Perkins local application has been incorporated into each school district's *Continuous Improvement Plan* or *CIP*. The CIP is a school district planning requirement and authorized by the Oregon Legislature. The Oregon Department of Education's implementation design consolidates nearly all federal program planning and request for funds into a single comprehensive, consolidated improvement plan, budget narrative and spending workbook. The CIP consolidates the federal planning requirements and request for funds for each of the No Child Left Behind (NCLB) title programs and the Carl D. Perkins Vocational and Technical Education Act (Perkins) along with school district assurances for the Individuals with Disabilities Education Act (IDEA).

This format change has heightened the role PTE plays in Oregon's comprehensive high schools. The local school district process of developing their CIP has caused cross-area conversations that previously may have existed in isolation from each other—the "silo" effect. The strength of our PTE student performance data has become evident to school district administrators. Early observations indicate that PTE's role in, and value to, an Oregon comprehensive high school education is increasing.

State Leadership

Oregon supports a range of programs and projects designed to assist students in meeting or exceeding the state adjusted levels of performance and participate in high-quality professional technical education programs. These activities focus on providing models based on research and effective best practices for diverse student populations, school sizes, college and

workforce entry and geographic locations. Specific activities selected are those most likely to have impact on student achievement.

As directed in Oregon's State Plan for 2000-2004, ODE/EII and the professional technical education teachers and administrators from across the state have designed and implemented new ways to identify and deliver quality professional technical education programs. The implementation of a quality assurance and continuous improvement process for secondary schools has been implemented. Nearly all school districts completed by June 2005 the local quality assurance process for each of their approved PTE programs. PTE quality assurance uses a program approval process based on ten program quality criteria as an "input" measure and an evaluation framework as an "output" measure. This feedback loop creates an improvement cycle that is implemented through the school district or community college continuous improvement planning processes.

With the advent of the career clusters initiative at the national level, the curriculum criteria for both secondary and postsecondary quality assurance process have a stronger technical skill foundation for assessment and evaluation. Oregon's career cluster implementation, called *Oregon Skill Sets*, provides a systemic way for Oregon to look at the technical attainment of cluster knowledge and skills from grades 9-16. Oregon continues to integrate state academic knowledge and skills, career related learning standards (life/employability), and technical skills through professional technical programs.

Quality Assurance Process and Continuous Improvement

The EII/PTE Work Group, in partnership with Oregon's school districts, community colleges and key stakeholders, has developed a quality assurance process to guide the design, implementation, evaluation and continuous improvement of secondary and postsecondary professional technical education (PTE) programs. The quality assurance process includes three primary components: 1) program criteria, 2) initial program approval and program renewal, and 3) an evaluation framework. PTE continuous improvement is designed to promote connections across secondary and post secondary systems. The process will be linked to other state and federal initiatives for measuring student and school performance such as school district Continuous Improvement Planning (CIP) and the requirements of No Child Left Behind.

Initial Secondary PTE Program Approval quality criteria have been aligned to the ODE Continuous Improvement Planning performance standards. This alignment offers a school district a foundation to conduct an in-depth analysis of their readiness to implement and offer a quality PTE program based on Oregon's PTE program quality criteria.

CIP Performance Standards	***PTE Secondary Program Quality Criteria***
Curriculum	▪ Curriculum, instruction and student evaluation ▪ Post-secondary connections ▪ PTE student leadership organizations & opportunities
Instruction	▪ Teacher preparation and licensure ▪ Professional development
District & School Culture	▪ Student access into programs
Family & Community Engagement	▪ Business, community and education partnerships
Leadership	▪ Administrative Support and Leadership ▪ Long-range vision/plan
Integrated Systems & Structures	▪ Comprehensive guidance

The recently established secondary PTE Program renewal process strives to align with the existing postsecondary PTE program approval standards and assurances. It is Oregon's desire to have secondary and postsecondary PTE programs aligned in ways that will promote successful student transition from one level to the next within a clearly defined career pathway. By using similar program criteria and standards, schools and colleges can collaboratively design PTE programs that better serve students. Jointly developed programs hold the promise for better alignment of knowledge and skills required for successful entry into employment. The chart below presents the secondary renewal and postsecondary approval criteria and standards side-by-side for comparison. For secondary program renewal, we have transferred some of the initial secondary quality criteria to assurances because of existing administrative requirements that exist for Oregon school districts.

Program Criteria or Standards	Secondary Renewal Criteria	Postsecondary Standards
Design	The program has the curriculum, instruction and student evaluation systems in place to provide a coherent sequence of learning that provides students with the instruction and experiences to demonstrate attainment of academic, technical and career related learning standards.	The community college program and cluster leads to student achievement of academic and technical knowledge, skills and related proficiencies.
Collaboration	The school district utilizes systemic methods for meaningful PTE program consultation and involvement with appropriate stakeholders; e.g. postsecondary institutions, employers, business and community partners, economic and workforce development entities.	The community college utilizes systematic methods for meaningful and ongoing involvement of the appropriate constituencies.
Capacity	The school district allocates sufficient resources to implement, sustain and continuously improve the program (size, scope and quality provision from Perkins PL 105-332; Section 134).	The community college identifies and has the resources to develop, implement, and sustain the program and cluster (size, scope and quality provision from Perkins PL 105-332; Section 134).
Articulation	The program has systemic alignment with postsecondary options to assure secondary program curriculum and instruction leads directly to advanced learning opportunities for PTE students in colleges, career schools, apprenticeship and/or on-the-job.	The program has systemic alignment with secondary education that assures student success in postsecondary education. There is program alignment that addresses employer expectations for student success with career entry and advancement.
Alignment	N/A	The community college program and cluster is aligned with appropriate education, workforce development and economic development clusters.
Need	N/A	The community college provides clear evidence of an economic and workforce need for the program and cluster.
Assurances	▪ Access ▪ Continuous improvement ▪ Accurate, reliable and complete data ▪ Teacher licensure	▪ Access ▪ Continuous improvement ▪ Adverse impact and detrimental duplication ▪ Records maintenance and congruence

PTE Evaluation Framework

Continuous improvement is an integral part of PTE program quality and effectiveness. Continuous improvement in the context of quality assurance is based on the causal relationship between the program (including program design and delivery) and student achievement. Program evaluation provides an external validation of a program's quality and its effectiveness in helping students succeed. Student achievement is central to designing and developing a program evaluation system.

Student achievement is based on a set of clearly defined measurable outcomes that extend beyond high school. Achievement of academic standards, technical standards, industry standards and grade point average are all examples of student achievement. Program effectiveness is determined by the students' success rate in achieving the established outcomes. Although there are numerous intervening variables that intersect program effectiveness and student achievement, the two are related and maintain a causal relationship. Oregon's evaluation framework is based on the premise that there is a direct correlation between student achievement and program quality. Quality programs contribute to student achievement by establishing high standards and a program design that meets the needs and learning styles of students.

A more detailed description of Oregon's PTE Evaluation and Quality Assurance Framework is included in Appendix B, Figures 1 & 2.

Required Uses of Funds—*Examples from Oregon*

a) *An assessment of the vocational and technical education programs that are funded.*

- During 2004-2005, all secondary Perkins sub-grantees were expected to complete Oregon's PTE program quality assurance process to maintain approval of their programs. The June 30, 2005 deadline was the end date for a two-year process of bringing all secondary PTE programs current. A 4-year renewal cycle was also established. As part of the program quality assurance process, each secondary program conducted an in-depth assessment against the 10 program quality criterion. Strengths and weaknesses were identified and used to determine the readiness for the program to be approved as an Oregon PTE program eligible for Perkins support. *(See Narrative Pages 3-4 for detail.)*

- PTE program continuous improvement has been formalized as a part of Oregon's Continuous Improvement Planning (CIP) process. Each secondary school district is asked to conduct an in-depth self-evaluation of their K-12 educational program focused on student performance data analysis. Professional Technical Education is expected to be an integral part of the CIP process.

b) *Developing, improving, or expanding the use of technology in vocational and technical education.*

- Regional Consortia use the Perkins supplemental resource to enhance technology in their approved PTE programs. Examples of technology include: CAD software, welders, Mitchell on-demand systems, and AgEdNet.

- Business & Management programs have expanded their marketing programs into the community. Businesses routinely ask students to conduct community surveys and write marketing plans tailored to their specific product(s). Perkins has purchased updated computer technology that has the capability to develop graphics, posters, and web page development.

- Agriculture programs have advanced instructional units in natural resource management, land measurement and agricultural surveying by incorporating computer global positioning technology. Students can assess field acreage and elevations.

- A cooperative project was developed between Treasure Valley CC, Nyssa, Ontario and Vale high school business & management teachers. A development project produced a short unit in use of software for on line classes (Blackboard). The sampler unit was taught simultaneously in the three high school with the instructors acting as the on line instructors for their group. A common problem was posted and students responded on line with a discussion. Assignments were made on line and reports submitted on line through accounts set up by TVCC. The intent was to introduce students to another mode of instruction they will encounter as they attend college. Last year over 125 students from three high schools participated in this unit of instruction.

- Region 8 (Southern Oregon) purchased industry standard Mitchell-On-Demand software and computer hardware for six Automotive Technology programs

c) *Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel.*

- The Oregon Association for Career and Technical Education (OACTE) is a major statewide professional development organization. ODE provided partial support for the 2004 Conference, which was attended by over 275 educators and community partners. This conference is unique in that it provides a variety of tracks that allows the full range of teachers and administrators to participate (elementary, secondary, guidance & counseling, community college, and university).

- The Mid-Willamette Education Consortium, one of Oregon's largest Consortia, has made a significant investment in professional development supporting district level requests and sponsoring regional activities. Professional development activities addressed curriculum design, strategies for special populations, professional technical program improvement, career pathways design, inter-district program development, student leadership activities and contextual learning among others. Specific activities included: providing training and curriculum development opportunities to customize and integrate academic content into professional technical programs and courses;

providing training on student support services to staff in professional technical programs; providing equity training for staff to support recruitment/retention on nontraditional students; increased internship opportunities for faculty.

- Many professional development opportunities are provided through regional PTE partnerships for professional technical teachers, counselors, and administrators. Most local applications have included funds to assist teachers and schools in improving student performance.

- Region 8 (Southern Oregon) sponsored a two-day series of workshops by Breaking Ranks II co-author Joe DiMartino for high school teams of teachers, administrators, and counselors to implement advisories and guide groups.

d) Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students through the integration of academics with vocational and technical education.

- The high schools in one Regional Consortium integrated Language Arts and Mathematics into professional technical programs. Schools focused on reading across all subject areas; cross curricular teams implemented contextual learning; provided tutoring support in core academic areas, implemented individualized education plans; continued professional development training (emphasis on ELL and students with disabilities); increased opportunities to practice assessments of Oregon mathematics content standards in professional technical classrooms; and complete core content standards work samples in professional technical courses.

- Rogue River High School purchased an LCD projector to enable math and natural resources teachers to use lessons developed in Power Point to improve state assessment scores of natural resource students in math and science.

- Grants Pass High School PTE teachers were trained by a local math teacher on math problem-solving strategies and each PTE teacher presented at least one math problem-solving application in every class.

e) Providing preparation for nontraditional training and employment.

- One Regional Consortium provides partial financial support for Youth Career Fair, attended by 1100+ area high school students. This Youth Career Fair showcases nontraditional training and employment opportunities.

- At a district level, program planning reflects a heightened awareness of recruiting young women into the math/science and technology fields. Specific activities included: designing and implementing recruitment activities to attract and retain students for nontraditional training and employment; providing targeted marketing materials and supplies; providing gender equity training for staff to enhance enrollment/completion rates of nontraditional students.

- Region 8 Women-In-The-Trades Fair in partnership with Rogue Community College to assist female students in learning about nontraditional occupations and employment opportunities.

f) Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills.

- The Natural Resources/Agriculture Curriculum Framework deliverables included tools to for the integration of technical content, academics and career related learning standards. A partnership that involves Oregon State University, Oregon Department of Education and Oregon Vocational Agriculture Teachers Association.

- Southern Oregon ESD (Region 8) provided professional development and technical assistance for schools and districts to close achievement gaps—Reading Across the Curriculum, Student Owned Strategies, Positive Behavior Supports, and Collaborative Leadership to Achieve Student Success.

- Crater High School FFA, VICA and DECA use state assessment speaking, writing, reading and math scoring guidelines for local and regional competitive events

g) Serving individuals in state institutions.

- As a result of a reorganization of educational programs in Oregon's youth correctional facilities (YCF), we have seen increased interest in offering professional technical education to incarcerated youth. We have established a policy that PTE program at the YCF high schools must meet the same program quality criteria as any approved secondary

PTE program. We provided consultation to 4 YCF high schools in 2004-2005 resulting in PTE program approval at 2 YCF high schools. Coordination for an increased PTE presence in the YCF high schools is a partnership with the Oregon Department of Education, Office of Student Learning & Partnerships, Special Education/YCF High School unit.

- Tech Prep opportunities with Rogue Community College in manufacturing technology and business are available to students at Newbridge Youth Correctional Facility High School in Josephine County.

- In 2004-2005 the Oregon Department of Correction made the decision not to access any Perkins resource for adult corrections.

h) Support for programs for special populations that lead to high skill, high wage careers.

- Structured work experience programs exist in several districts, targeting special populations with guidance and counseling related to program selection. Specific activities included: providing services, materials and adaptive equipment; providing tutoring, counseling, advising, interpreting services and accommodations.

Permissible Activities—*Examples from Oregon*

a) Provide technical assistance to eligible recipients.

EII education specialists provided PTE technical assistance to school districts, regional partnerships and community colleges for the ongoing improvement and evaluation of local professional technical education programs in 2004-2005. The following activities are examples of the types of technical assistance provided.

- Provided technical assistance to school districts, regional partnerships and community colleges on the use of the Oregon-adapted National Career Cluster models called "Oregon Skill Sets". The skill sets are a key element to the PTE Quality Assurance Process.
- Provided local schools PTE student performance data that measures one aspect of program effectiveness. By utilizing Oregon's statewide assessment system and matching individual student results with PTE enrollment data, we have met the increased demand for data driven PTE programs.
- Regional Capacity grants brought industry representatives, state staff, and local educators (grades 9-16) together to implement new models for professional technical career pathway programs. The Capacity grant work and lessons learned from the CCTI site in Oregon has helped in providing technical assistance to local entities for PTE-based career pathways.

b) Improve career guidance and academic counseling programs.

Comprehensive school counseling and career development programs are essential for all students and are mandated for school districts by Oregon Administrative Rule (OAR). Each child must have access to programs that address their personal/social, academic and career development needs. Although counseling and career development have a long history in Oregon, many districts have yet to develop comprehensive K-12 programs.

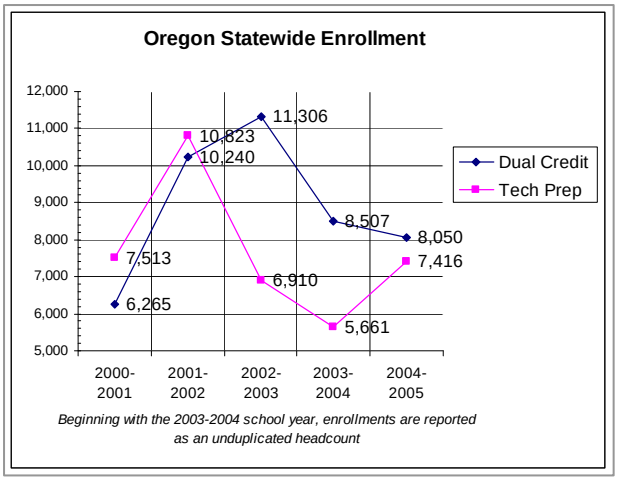
Implementation continued during 2004-2005 for the enhanced diploma requirements that require all high school graduates in the Class of 2007 to have a self-directed education plan and profile, participate in career-related learning experiences, demonstrate career-related learning standards and demonstrate extended application of academic and specialized knowledge and skills. As a result of this requirement, implementation and capacity-building strategies for local comprehensive counseling and guidance systems were heightened during the year. Work continued on developing technical specifications and implementation strategies for an electronic student record system that can interface among K-12, community colleges and public universities.

The State Board of Education has adopted a state framework for a comprehensive guidance and counseling system for all school districts. EII staff provides training and technical assistance to the field for effective use of the comprehensive guidance framework with teachers, counselors, and administrators. Staff also initiated a 3-year project to implement the comprehensive guidance and counseling framework in seven school districts.

c) *Establish agreements between secondary and postsecondary programs for tech prep programs.*

Oregon continues its practice of institutionalizing tech prep programs, currently active in each of Oregon's 17 community colleges and 250+ high schools. *(See chart on the right.)* Beginning in 2003-2004, we began collecting Tech Prep student enrollments electronically and for the first time we are able to collect UNduplicated enrollment. This is illustrated by what appears to be a dramatic drop in student enrollment. However, this is not the full cause in the drop of enrollment. Our Tech Prep efforts in Oregon have been impacted by:

- Initial reaction to NCLB with school districts replacing electives with core academic support classes in hopes of increasing student performance. We have notice this trend reversing by an increase in PTE programs and in PTE programs that support core academic attainment.
- We have also experienced a turn over of experienced PTE instructors with new instructors that need to establish their "credentials" with postsecondary institutions to maintain pre-existing articulation agreements.



d) *Support cooperative education programs.*

PTE staff served as liaisons with both the Work Experience Coordinators of Oregon and the community college Co-op Directors. This communication helps keep cooperative education programs:

- Aligned with the implementation of the 2007 diploma requirements and the Certificate of Advanced Mastery; specifically participation in career-related learning experiences
- Involved in providing input into ongoing updates to the State Plan for Professional Technical Education
- Informed of the latest developments in Oregon's P-16 systems design.

e) *Support vocational technical student leadership organizations.*

Perkins funds and state funds were allotted to the Student Leadership Development Center to identify strategies that demonstrate the potential for Professional Technical Student Organizations (PTSO's) to align with Oregon educational standards. The Center coordinates the activities of seven PTSO's: Associated Oregon Forestry Clubs (AOFC), DECA (An association of marketing students), Family Career and Community Leaders of America (FCCLA), FFA (An association of agricultural education students), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), and SkillsUSA-VICA. Each organization maintains relationships with business and industry representatives and professional technical education teachers to identify the knowledge, skills and assessment opportunities for specific educational programs offered by the organization. Technical assistance documents prepared by the Student Leadership Development Center with technical assistance from ODE/EII include the following:

- An overview of PTSO's and the opportunities to develop academic skills, help students meet Career Related Learning Standards, address Certificate of Advanced Mastery requirements, and provide evidence of applied assessments.
- An individual document for each professional technical leadership organization that demonstrated how samples of their educational programs and activities aligned with academic, technical and career standards. Potential assessment opportunities, connections to the community and examples of student success were also presented.
- An identical document was developed to help local chapters identify their own programs and align with the standards in a similar format.

f) *Support education and business partnerships.*

Statewide data reveals that nearly 10,000 employers worked with high schools and high school students in 2004-2005. The network of 15 Regional Workforce Committees, with majority private sector membership, assisted school districts, community colleges and workforce agencies by providing a forum and mechanism for coordination, communication and strategic planning.

Sub-grantees continue to demonstrate their commitment to business partnerships through the re-invigoration of local program advisory committees. The implementation of the professional technical quality assurance program approval

process has reminded local PT teachers of the value of business and industry advisory committees.

This partnership strategy is reinforced through the partnership with the Governor's Office of Education and Workforce policy. Through staff interaction, professional technical education is establishing its role with workforce development. This state partnership is being transferred to local implementation by encouraging local connections between the Regional PTE Network and the Workforce Response Team (WRT). The WRT is a regional strategy implemented by the Governor's workforce office to stimulate economic vitality through workforce development.

ODE professional technical education continues to participate as a designated member of the Oregon Workforce Policy Cabinet and the Oregon Workforce Investment Board.

g) *Support the improvement or development of new vocational and technical education courses.*
Oregon has over a decade of experience in PTE program development and improvement within the structure of broad career areas. Our six broad career areas continue to serve Oregon students well as we transition toward career pathways. Examples include:

Agriculture, Foods and Natural Resources: Major improvement initiatives are occurring to bring traditional agriculture/FFA program into a standards-based, pathways structure. This continues to a strong career area in Eastern Oregon where ranching and traditional agriculture thrive. Western Oregon is a national center for horticulture; specifically, nursery stock. *(# of secondary programs = 127; secondary enrollment = 12,176)*

Arts, Information and Communications: This area is one of our fastest growing career areas with program being developed to address student interest and employer demand for skilled information technology employees for the computer gaming industry. There is a very active industry group representing the Oregon Software Association that is in regular communication with the Oregon Department of Education to support program development in this growing area. *(# of secondary programs = 46; secondary enrollment = 6,884)*

Business and Management: Traditional programs in this area are in a period of transition. Former Administrative Services and Financial Services programs are evolving into broader management and marketing related programs. This career area also covers hospitality and tourism programs. Given Oregon's robust tourism industry, this continues to be a strong student and employer interest area. *(# of secondary programs = 328; secondary enrollment = 36,284)*

Health Services: Like other parts of the country, health services is a high-demand area with numerous initiatives underway to address the critical shortage of health care workers. Challenges such as postsecondary class size limitations by accreditation bodies and the shortage of teachers impact Oregon's ability to increase educational capacity in this area. *(# of secondary programs = 72; secondary enrollment = 8,430)*

Human Resources: We were able to increase Oregon Department of Education staffing resources in 2004-2005 to bring more attention to this area. The primary area of focus has been the development of an educational pathway from early childhood education to graduate-level preparation as a professional educator. We are also responding to a growing interest in the area criminal justice. *(# of secondary programs = 77; secondary enrollment = 8,734)*

Industrial & Engineering Systems: Oregon is fortunate to have interested, engaged industry groups offering a range of support for programs in this area. Secondary programs in this area are becoming more focused as an entry point to a career pathway. Construction and engineering-related programs represent growth areas. *(# of secondary programs = 268; secondary enrollment = 25,683)*

Oregon, however, is not without challenges to address the employer demand for our graduates. To sustain quality PTE programs, we confront a reduced supply of qualified teachers, especially at the secondary level. We are fortunate to have an alternative teacher licensure process that permits an industry-qualified individual to obtain PTE teacher licensure. An increasing number of recent PTE teachers are entering classrooms through this option. In addition, this option provides an avenue for currently licensed teachers in other areas to obtain a PTE endorsement for instruction in a PTE program. This approach has helped build capacity for the integration of core academic content into PTE programs.

Distribution of Funds

Oregon maintains its regional configuration for the primary distribution of Perkins funds. This continued for 2004-2005. The Oregon Department of Education recognizes 73 eligible recipients—30 secondary school districts direct Basic sub-grant recipients, 19 regional consortia (33 separate sub-grants—15 Basic sub-grants & 18 Tech Prep sub-grants) and 10 community

college direct Basic sub-grant recipients. Attachment C, Figure 1 & 2 are summaries of Oregon's distribution and eligible Perkins recipients.

Summary of Local Application for Funding:
2004-2005 continued with the transition for Perkins applications. We distribute Perkins funding through one of three applications:

- Secondary Basic Grant Application: *PLANNING* for each eligible secondary recipient is incorporated into the school district's Continuous Improvement Plan. *BUDGET* is included in the school district's federal funds budget narrative and spending workbook. For school districts participating in a Regional Consortium, their local Consortium fiscal agent submits the Perkins budget narrative and spending workbook on their behalf.
- Community College Basic Grant Application: this is a stand alone application that includes local Perkins planning, budget narrative and spending workbook. Seven Oregon community colleges choose to have their college's Perkins budget narrative and spending workbook submitted by their local Regional Consortium.
- Tech Prep Application: this is a stand-alone application that includes Consortium Tech Prep planning, budget narrative and spending workbook. The local Consortium fiscal agent submits the Tech Prep application.

Along with the Perkins Basic and Tech Prep formula sub-grants, ODE also distributed funding to support nontraditional activities. Specifically:

- $74,000 expended in grants-in-aid. All grant funds were claimed.
- 8 sub-grantees representing secondary & post-secondary institutions statewide
- Total participants: 4073 Students: 3499 (3113 girls, 386 boys); Teachers: 237; Counselors: 52; Administrators: 6; Parents: 45; Community Members: 87; Presenters: 75; and Group Leaders/Teacher Coordinators: 72

ACCOUNTABILITY

OREGON 2004-2005 **SECONDARY** PERFORMANCE SUMMARY

Secondary Indicator	2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
1S1 Academic Achievement—The rate at which high school Perkins concentrators meet or exceed state academic Reading standards	45.72%	50.00%	60.19% TP = 60.07%
5S1 Academic Achievement—The rate at which high school Perkins concentrators meet or exceed state academic writing standards	39.16%	50.00%	57.24% TP = 56.93%
5S2 Academic Achievement—The rate at which high school Perkins concentrators meet or exceed state academic math standards	32.13%	49.00%	54.66% TP = 54.57%

TP= Tech Prep

Oregon maintained three academic measures for 2004-2005. For 2004-2005 each of the negotiated academic performance levels were transitioned from a 2000 baseline with a 5% annual growth index for Oregon PTE concentrators who participated in Oregon's statewide assessments to Oregon's NCLB adequately yearly progress (AYP) performance measures. Rationale for this transfer was to align school district student performance to a single set of academic targets. Since PTE in Oregon exists only in comprehensive high schools, it seemed appropriate for Oregon PTE to align Perkins performance with Oregon's AYP.

During 2004-2005, concentrator performance increased 7.33% in reading and 7.06% in writing from the 2003-2004 concentrator performance.

Watch Area:

- Mathematics had a .33% decline in concentrator performance from 2003-2004. We will be working with our regional partners to analyze possible explanations for this slight decline in mathematics performance. Although it still exceeds Oregon's AYP

and Perkins performance target, any decline represents a question we want to address immediately. We will focus on this performance gap in the 2006-2007 Perkins applications.

- Concentrator performance in reading and mathematics by disabled and minorities students was below the target performance. We will be working with our regional partners to analyze possible explanations for this performance gap by these two subgroups. We will focus on this performance gap in the 2006-2007 Perkins applications.
- Concentrator performance in writing by disabled students was below the target performance. We will be working with our regional partners to analyze possible explanations for this performance gap by disabled students. We will focus on this performance gap in the 2006-2007 Perkins applications.

Secondary Indicator	*2000 Baseline*	*2004-2005 Negotiated Performance*	*2004-2005 Actual Performance*
1S2 Technical Skills Attainment—The rate at which Perkins concentrators makes satisfactory progress in professional technical courses.	**96.14%**	**95.00%**	**97.33%** **TP=97.41%**

Professional technical education students achieved a high rate of technical skills performance. Almost every student in every PTE course obtained the skills required for that specific course. The state exceeded the negotiated performance level in all subgroups with the exception of disabled student who had a performance of 94.95%, barely missing the 95.00% target.

Oregon attributes this type of performance to a long history of delivering professional technical education through comprehensive high schools for **all** students. Performance measurement for this core indicator may change in the future due to the implementation of the Oregon Skill Sets and the use of industry-recognized, skill-based assessments rather than letter grades within technical courses.

Secondary Indicator	***2000 Baseline***	***2004-2005 Negotiated Performance***	***2004-2005 Actual Performance***
2S1 High School Completion—The rate at which secondary concentrators enrolled during their senior year graduated from high school.	**92.37%**	**92.60%**	**87.93%** **TP=87.46%**

2S1 performance is a priority concern and will require in-depth analysis. It is difficult to compare this PTE concentrator performance with statewide student graduation performance because Oregon's AYP graduation rate measurement uses a different calculation than what is used for 2S1. We will be asking our regional partners to conduct an in-depth analysis of their local and regional data and submit a mid-term, 2005-2006 action plan to address this performance gap. There will be a specific section included in the local 2005-2006 Perkins annual report that will ask for progress toward meeting their mid-term action plan goals.

Watch Area:

- 2004-2005 PTE concentrator performance for this core indicator represents the second year of decline. This is a significant concern for Oregon. None of the subgroups met this performance indicator. We will be further disaggregating our data to review program-level performance. This will assist us in determining any performance variance among PTE program areas.
- We will be working with our regional partners to analyze possible explanations for this performance gap by these two subgroups. We will focus on this performance gap in the 2006-2007 Perkins applications.

Secondary Indicator	***2000 Baseline***	***2004-2005 Negotiated Performance***	***2004-2005 Actual Performance***
3S1 Placement—The rate at which secondary concentrators are employed or engaged in further education within one year after program completion.	**85.50%**	**85.00%**	**91.37%** **TP = 91.63%**

We have the ability to match records with the community college, higher education system and the Oregon Employment Department. The measure includes matching administrative records with the Department of Community Colleges and Workforce Development, the Oregon University System, and the Unemployment Insurance Tax Files.

The Oregon State Plan indicates that we will collect data on the full measure, but not the subparts. It has been our experience that the economy plays a large part in determining what path students take for their next steps; further education, employment or both. Therefore you will see data only on the combined outcomes for 3S1. Oregon is waiting until the United State Department of Education can negotiate an agreement with the United States Department of Defense to collect information regarding military employment.

Secondary Indicator	2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
4S1 Non-Trad Participation—The rate at which secondary vocational participant access programs preparing for training and employment in career or occupations with significant under-representation by gender.	51.95%	50.00%	57.19% TP=59.22%
4S2 Non-Trad Completion—The rate at which secondary vocational participant complete programs preparing for training and employment in career or occupations with significant under-representation by gender.	90.39%	91.30%	86.69% TP=86.17%

Over 50% of PTE concentrators participate in non-traditional programs at the high school level. Oregon has a long tradition of recruiting and involving students in programs that are nontraditional for their gender. 4S2 completion by concentrators is a priority concern and will be address with the analysis of 2S1.

OREGON 2004-2005 **POSTSECONDARY** PERFORMANCE SUMMARY

Postsecondary Indicator	2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
1P1 Academic Achievement—The rate at which postsecondary concentrators achieves 2.0 GPA or better in academic courses.	87.48%	88.80%	92.52%
1P2 Technical Skills Attainment—The rate at which postsecondary concentrators achieves 2.0 GPA or better in professional technical courses.	92.76%	93.30%	95.11%

Academic achievement for 2004-2005 showed a modest increase from 2003-2004 (+.11%) This could indicate a result in our efforts to emphasize the academic components of our postsecondary professional technical education programs. Unfortunately, we did experience a slight decline from 2003-2004 in our technical skills attainment (-.97%); however, we still exceeded our negotiated performance. We will conduct a deeper analysis into this performance lag and work with our postsecondary institutions to design strategies that address this performance measure.

Postsecondary Indicator	2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
2P1 Postsecondary Degree Credential—The rate at which postsecondary Perkins concentrators receives a degree or certificate.	56.79%	56.79%	58.10%

It may be difficult to determine the specific reasons for this gain in performance. As Oregon refines its workforce development strategies in a rebounding economy, one of the messages to citizens regarding workforce advancement is the advantage of higher levels of education. As Oregon's university capacity continues to be stretched to its limits, community colleges are seeing

enrollment spikes at both the AA and AAS levels. Students are pursuing certificates and degrees to be competitive in Oregon's labor market as well as being prepared for higher levels of postsecondary education.

At the same time, Oregon is observing a course-taking pattern where students will start and stop their advanced training as employment opportunities and personal finances afford. A linear progression toward program completion followed by employment is being replaced with more of a "swirl" with periods of employment alternating with periods of education or concurrent employment and education. A postsecondary student may meet the definition of a concentrator; however, completion of a certificate or degree may not be the student's goal.

Postsecondary Indicator		2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
3P1	Postsecondary Placement—The rate at which concentrators was employed or engaged in further education within one year of completion.	**86.62%**	**86.00%**	**87.14%**

Oregon's placement rate has again exceeded our negotiated performance. However, our performance was a decrease from 2003-2004 (-5.09%). We are finding an increasing number of postsecondary students pursuing short-term training rather than an AA or AAS degree. As Oregon's employment rebounds, students are finding faster entry into the workforce at the expense of completing a postsecondary degree or certificate. For some, completion of a certificate or degree may not be their goal. For others, they may be alternating their education with periods of employment as described above.

Postsecondary Indicator		2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
3P2	Postsecondary Retention—The rate at which concentrators were retained in employment or further education one year from placement or who attained a further degree or credential within once year of placement.	**85.00%**	**89.00%**	**87.32%**

As last year, Oregon did not meet our negotiated level of performance for 3P2. Similar reasons exist as explained for our 3P1 performance. This is the one postsecondary performance measure that has the greatest level of discussion among our postsecondary providers—specifically, is this a meaningful measure of performance? As stated in the explanation for 2P1 and 3P1, the pursuit of a degree or credential may be secondary to obtaining employment. Oregon's employment continues to be unstable due in part because of fundamental shifts in the state's economy—transition from a natural resources based economy to a service-based economy and the lingering impact from the technology downturn of the late '90's and early 2000's. However, the health care, manufacturing and construction sectors show signs of growth and stability.

Postsecondary Indicator		2000 Baseline	2004-2005 Negotiated Performance	2004-2005 Actual Performance
4P1	Access—The rate at which postsecondary vocational participant access programs that prepares them for training and employment in career or occupations with significant under-representation by gender.	**7.02%**	**13.60%**	**17.23%**
4P2	The rate at which postsecondary Perkins participants complete programs preparing for training and employment in career or occupations with significant under-representation by gender.	**12.30%**	**18.40%**	**21.86%**

The nontraditional employment and training access rate is much lower for postsecondary professional technical education students than for secondary. Postsecondary programs are specific to Classification of Instructional Programs (CIP) codes and are more narrowly defined than the high school programs.

Definitions

Vocational Secondary Participant (Student): Students who have accumulated at least one credit of an approved professional technical education program during the four-years of high school.

Vocational Postsecondary Participant (Student): Postsecondary students who take a minimum of 6 credits or more in one year.

Perkins Vocational Concentrator -- Secondary: For federal reporting purposes, a "Perkins concentrator" is a student who has accumulated at least two credits in an approved professional technical education program during the four years of high school. In order to obtain this information, Oregon developed a four year individualized student record/course/program record system. Students who meet the concentrator threshold were extracted to provide the required performance management information.

Perkins Vocational Concentrator – Postsecondary: For federal reporting purposes, a "Perkins concentrator" is a student who has completed more than half of a state approved professional technical education certificate or degree program.

Secondary Vocational Technical Completer: Completer Students who earn a high school diploma or recognized equivalent

Vocational Postsecondary Completer: Students who earn a postsecondary degree or credential.

Secondary Tech-Prep Student: A Perkins Concentrator who has participated in an approved program that meets the tech-prep requirements of 2-years of secondary education connected to two-years of postsecondary education leading to a degree or certificate.

Measurement Approaches and Improvement Strategies

Secondary Measure	Measurement Approach	Quality of Data
1S1 Academic skills reading, writing, math	State Academic Assessment System—10th grade	Exceeds standards
1S2 Technical Skills	Vocational course completion	Meets standard
2S1 Completion	State/Local Administered Data	Meets standard
3S1 Follow up, placement	Administrative Record Exchange	Meets standard
4S1 Nontrad Access	State/Local Administrative Data	Meets standard
4S2 Nontrad Completion	State/Local Administrative Data	Meets standard
Postsecondary Measure	**Measurement Approach**	**Quality of Data**
1P1 Academic skills	Academic GPA	Meets standard
1P2 Technical Skills	Vocational course completion	Meets standard
2P1 Completion	State/Local Administered Data	Meets standard
3P1 Follow up, placement	Administrative Record Exchange	Meets standard
4P1 Nontrad Access	State/Local Administrative Data	Meets standard
4P2 Nontrad Completion	State/Local Administrative Data	Meets standard

Improvement Strategies for the Next Program Year

Oregon has identified three major areas of work: improve the approach to measure technical skills, migrating stand alone PTE program to a career pathway model, and continuous improvement of Tech Prep data collection. All of the strategies were to be phased in over a period of time.

The secondary technical skills measure is a long-term strategy to determine skill proficiencies for each program area. Uniform assessment methodologies will be researched and developed over a five-year period. Oregon plans to connect the secondary skills with the postsecondary skills in an on-going improvement process that will impact Tech Prep and implementation of career pathways.

The national career cluster model is the base for defining and implementing the Oregon Skill Sets. Oregon is seeking a better way to tie the student achievement of technical skills with a variety of reliable assessment tools resulting in employer recognition and potential certification.

Tech Prep definitions at the secondary level have been in place for some time. In preparing this report last year, it was discovered that there are discrepancies in the various college data systems regarding Tech Prep students. Oregon has implemented strategies for uniformity among individual community college Tech Prep reporting. We have halted the use of locally generated manual reporting and now use the Oregon Community College Uniform Reports System (OCCURS). This will enable a uniform reporting convention so we can assure consistency and reliability in Tech Prep data reported.

The work of implementing the Oregon Skills Sets along with focus on Tech Prep accountability connects as a natural bridge to the career pathway conversation. The Perkins thrust toward career pathways and activities related to the WIA Incentive Grant in Oregon has "jump started" career pathways in Oregon. We will be conducting conversations with our local Perkins recipients to investigate the transition of Oregon's traditional PTE program into a career pathways model. Existing program approval, accountability and funding distribution processes will be studied during this investigation.

WIA Incentive Grant Award Results

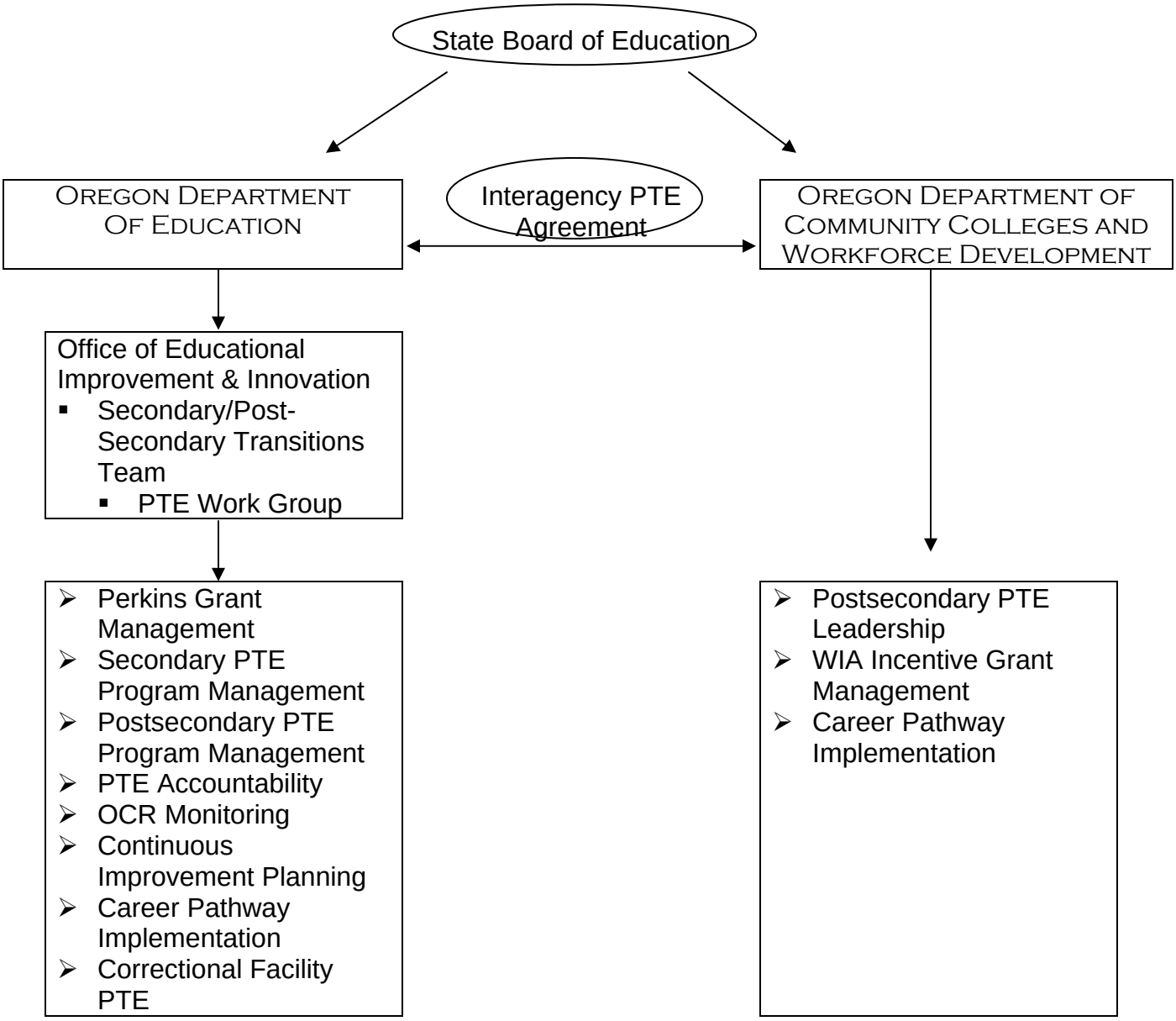
During FY 2004-2005, Oregon received a $750,000 WIA incentive grant. This was a result of WIA Title II Adult Education, Carl D. Perkins Vocational and Technical Education and WIA Title IB partners meeting their performance goals for PY 2002.

Oregon created an incentive process to "pull" local workforce regions to the next evolution of educational and workforce system services. Strategies within funded projects include:

- Development of enhanced approaches for building capacity that stress non-duplication and complementary service delivery through the education and workforce partner programs. These enhancements and capacity building could include development of on-line courses, especially for rural parts of Oregon and professional technical ESL courses.
- Strengthen the development and coordination of career and professional technical pathways from high school, college, and other training providers.
- Assist in the transition of service delivery to the most appropriate education and workforce partners, such as, core services from Title IB providers to Wagner-Peyser Employment Department staff. This would allow Title IB providers to direct additional funding towards intensive services, training, and individual training accounts (ITAs).
- Enhance the performance level of all partners.

The strategy for strengthening the development and coordination of career and professional technical pathways resulted in the funding of competitive grants to 12 of Oregon's 15 workforce regions. Each of the funded regions implemented career pathway initiatives with a focus on either high school-to-college transition or adult, reentering worker educational transition. Project designs were asked to accommodate a primary pathway sequence with multiple entry and exit points to address the needs of specific individuals.

OREGON PTE ORGANIZATIONAL CHART KEY ACTIVITIES



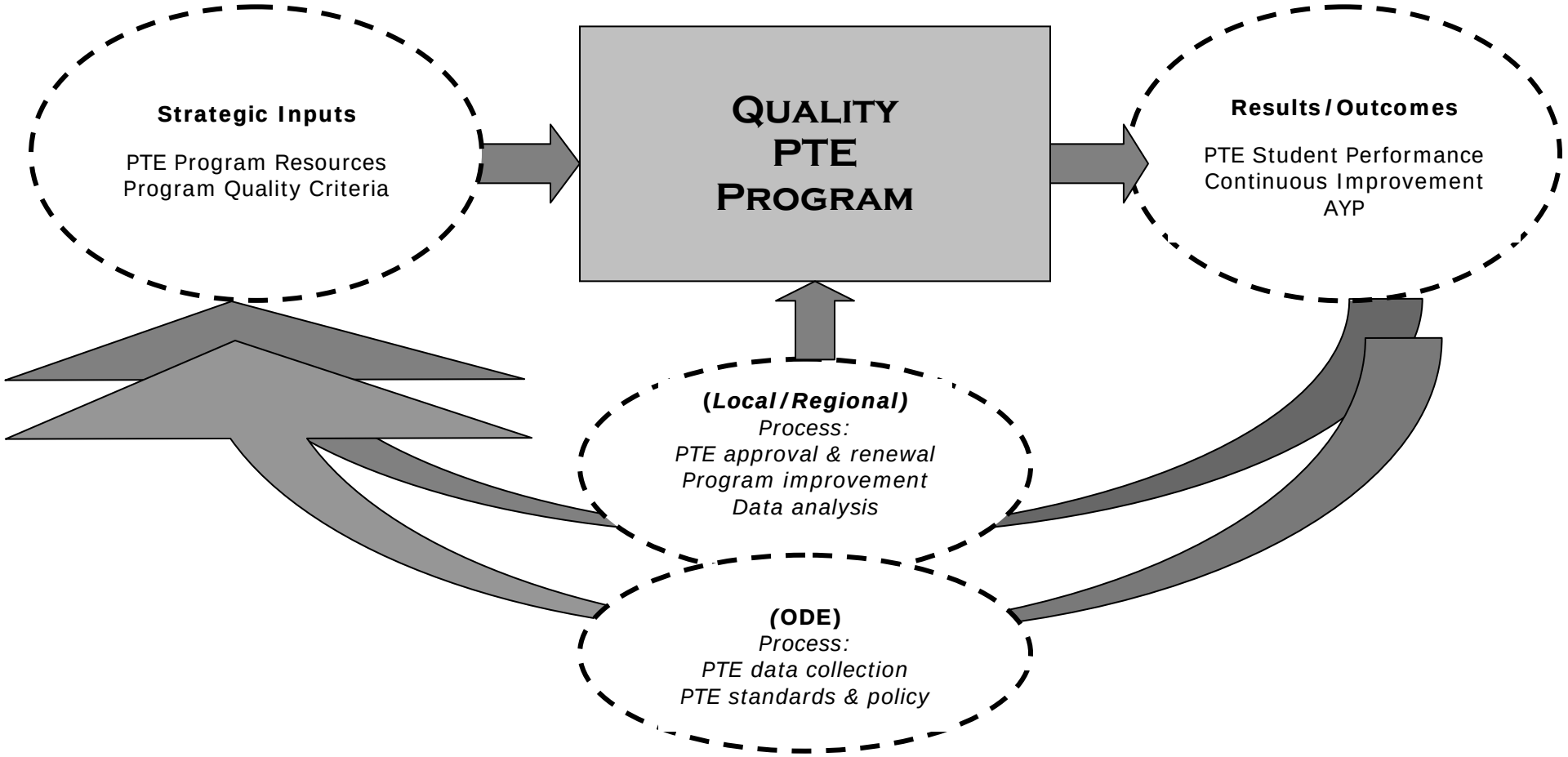
APPENDIX B—*Figure 1*

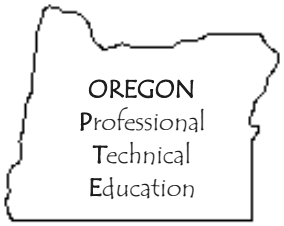
OREGON
Professional
Technical
Education

SECONDARY PTE PROGRAM EVALUATION FRAMEWORK

Draft V3.0 9/2005

"Every Student, Every Day a . . . SUCCESS"





Oregon PTE Quality Assurance (QA) Framework V3.0

APPENDIX B—*Figure 2*

Definition of Oregon Professional Technical Education

The State Board of Education defines Professional Technical Education (PTE) as a program of study that:

- **Integrates technical and career skill proficiencies with academic content; and**
- **Prepares students for the workplace, further education, training, and family and community roles.**

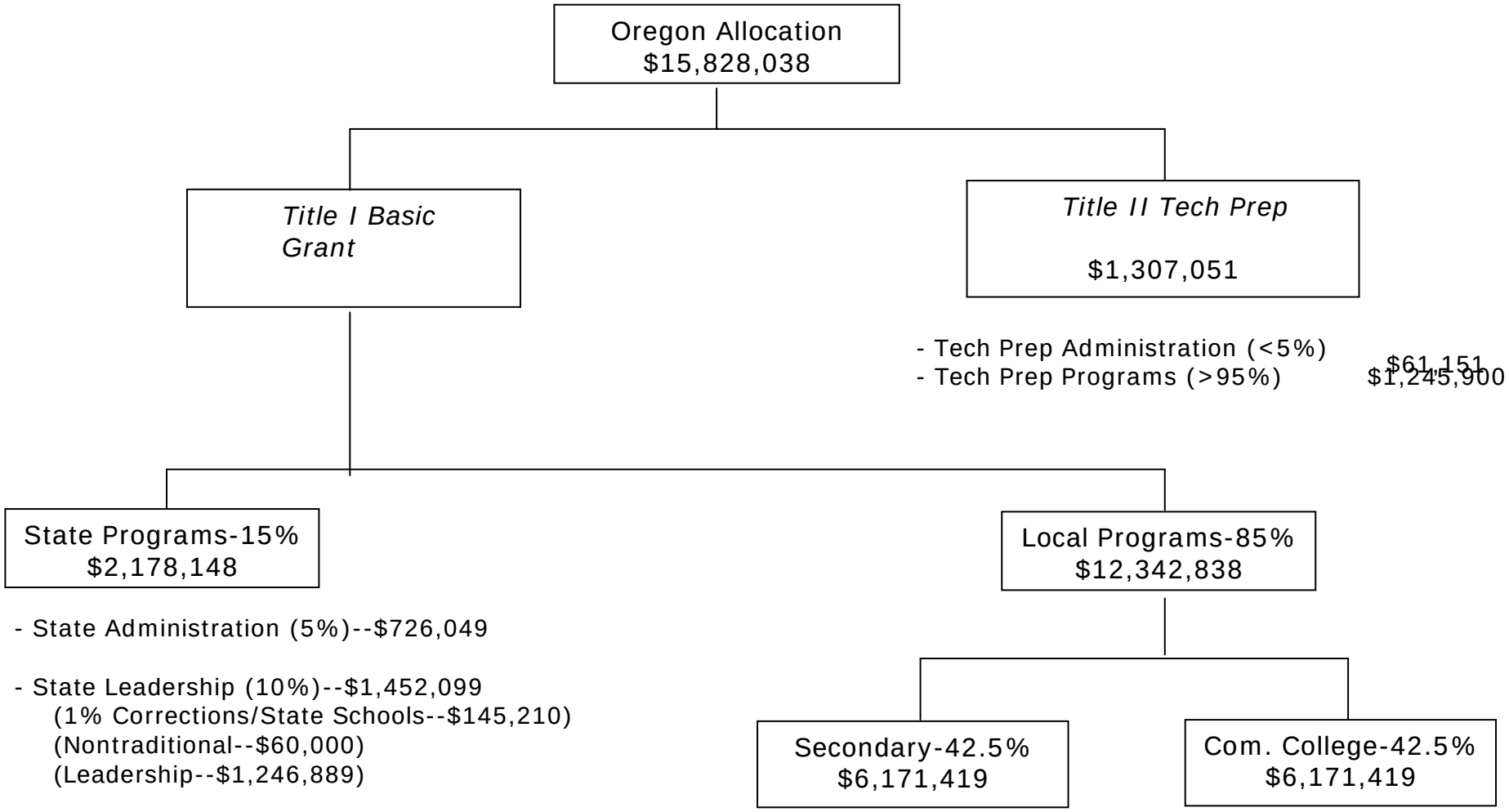
The Oregon PTE Quality Assurance Framework is consistent with the Department of Education's goals of **student success, quality schools and better systems** and the Department's core functions of **accountability, leadership, and improvement.**

	QA Framework Elements	Secondary PTE Continuous Improvement	Postsecondary PTE Systems
Accountability	▪ Analyze PTE student performance data ▪ Analyze PTE student follow-up activity (follow-up process to be developed) ▪ Monitor processes for PTE program effectiveness—PTE student performance (core indicators of performance), program quality and fiscal accountability	▪ PTE program renewal assessment and performance data analysis ▪ PTE performance measurement data ▪ Student follow-up system (follow-up process to be developed) ▪ PTE program improvement priorities based on performance data analysis ▪ Local PTE program effectiveness measures	▪ PTE performance measurement data ▪ Student follow-up system (follow-up process to be developed) ▪ Institutional accreditation ▪ FTE guidelines and audits ▪ PTE program improvement priorities based on performance data analysis ▪ Local PTE program effectiveness measures
Leadership	▪ Establish PTE program approval standards & criteria that support program size, scope and quality ▪ Implement Oregon Skill Sets *(career clusters)* ▪ Design pathway programs ▪ Promote accelerated college credit opportunities in pathway design (secondary—postsecondary transitions)	▪ PTE program criteria and process for initial program approval ▪ PTE program renewal processes for continuous program improvement ▪ Inter-agency agreements for program articulation	▪ PTE program approval assurances, standards and suggested elements ▪ PTE program and course approval processes by State Board of Education ▪ Inter-agency agreements for program articulation
Improvement	▪ Assess PTE program size, scope and quality ▪ Assess implementation of PTE program approval standards and criteria for PTE program improvement ▪ Analyze PTE student performance data	▪ Annual program review ▪ Review of local Perkins improvement plans, budget narratives and spending workbooks. ▪ Review of Perkins annual reports ▪ Alignment of PTE performance data with local use of Perkins funds ▪ PTE student and course enrollment data collection	▪ Review of program and curriculum amendments ▪ Review of local Perkins improvement plans, budget narratives and spending workbooks. ▪ Review of Perkins annual reports ▪ Alignment of PTE performance data with local use of Perkins funds ▪ OCCURS collection for PTE student and course enrollment data

Carl D. Perkins Vocational and Technology Education Act of 1998

FY 2004 OREGON ALLOCATION FUND DISTRIBUTION

JULY 1, 2004 – SEPTEMBER 30, 2005



2004-2005 Perkins Basic Grant and Tech Prep Distribution Summary

Direct District Grantees ***Perkins Basic Sub-Grant***	
# = Workforce Region	**Basic Allocation**
#2A—Beaverton	$299,109
#10—Bend-LaPine	$151,567
#5—Bethel	$60,873
#2B—Centennial	$66,328
#7—Coos Bay	$57,604
#4A—Corvallis	$70,668
#2B—David Douglas	$121,278
#5—Eugene	$179,521
#5—Fern Ridge	$24,014
#2A—Forest Grove	$68,654
#4A—Greater Albany	$86,702
#2B—Gresham-Barlow	$105,925
#2A—Hillsboro	$161,694
#5—Junction City	$19,698
#4A—Lebanon	$52,584
#4B—Lincoln County	$95,107
#2B—Oregon Trail	$46,885
#2B—Parkrose	$40,070
#2C—Portland	$619,711
#2B—Reynolds	$136,299
#6—Roseburg	$74,091
#5—Siuslaw	$24,783
#5—South Lane	$41,407
#6—South Umpqua	$30,663
#5—Springfield	$149,820
#2A—St. Helens	$31,360
#6—Sutherlin	$20,317
#4A—Sweet Home	$32,029
#2A—Tigard-Tualatin	$75,902
#6—Winston-Dillard	$17,682

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Regional Consortia/Alliance Grantees ***Perkins Basic and/or Tech Prep Sub-Grant***		
# = Workforce Region	**Basic Allocation**	**Tech Prep Allocation**
#1A—North Coast Alliance *(Clatsop CC)*	$169,812	$24,798
#1B—NWRESD *(Tillamook Bay CC)*	$82,502	$15,000
#2A—Portland CC/PAVTEC Small Schools	$58,881	$261,233
#2B—Multnomah ESD		$87,182
#3—Mid-Willamette Education Consortium *(Chemeketa & Oregon Coast CC)*	$1,659,172	$169,468
#4A—Linn Benton CC	$50,164	$75,197
#4B—Lincoln County SD		$15,000
#5—Lane ESD	$55,996	$116,746
#6—Douglas ESD	$49,934	$41,352
#7—South Coast ESD	$124,999	$38,612
#8—Southern Oregon ESD	$723,488	$99,864
#9—Region 9 ESD	$95,664	$18,460
#10—High Desert ESD *(Central Oregon CC)*	$485,754	$76,055
#11—Lake County ESD	$18,512	
#11—Klamath CC		$30,909
#12—Umatilla-Morrow ESD *(Blue Mountain CC)*	$356,527	$40,215
#13—Union-Baker ESD	$116,282	$30,306
#14—Malheur ESD	$114,637	$18,321
#15—Clackamas ESD/CTEC *(Clackamas CC)*	$702,598	$87,182

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Community College Direct Grantees ***Perkins Postsecondary Basic Sub-Grant***	
# = Workforce Region	**Basic Allocation**
#9—Columbia Gorge CC	$82,857
#11—Klamath CC	$131,088
#5—Lane CC	$1,038,189
#4A—Linn Benton CC	$484,777
#2B—Mt. Hood CC	$435,310
#2A—Portland CC	$1,268,210
#8—Rogue CC	$570,726
#7—Southwestern Oregon CC	$156,439
#14—Treasure Valley CC	$183,028
#6—Umpqua CC	$181,791

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