



OREGON 2010—2011
CONSOLIDATED ANNUAL REPORT

In accordance with Carl D. Perkins
Vocational and Technical Education Act of 2006

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Oregon Department of Education



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Overview

State Administration

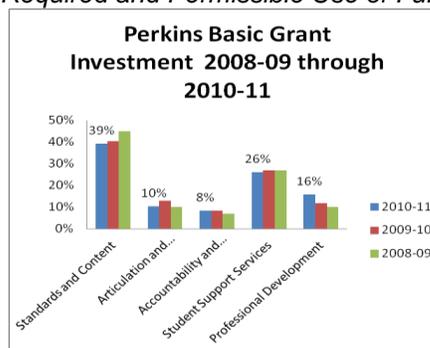
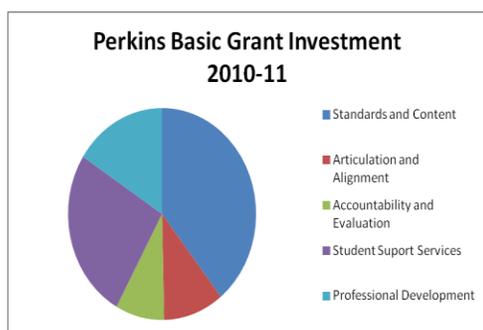
The Oregon State Board of Education is designated as the State Board of Career and Technical Education (CTE). The mission of the Board is to ensure equity, continuity, cooperation and accountability across the education-to-workforce continuum (grades 7-12, community college, and workforce development). The State Board of Education maintains an interagency agreement between the Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (CCWD). This interagency agreement designates the Oregon Department of Education as the state eligible agency for both secondary and postsecondary Perkins funds.

At the state level, staff of the Oregon Department of Education and the Oregon Department of Community Colleges and Workforce Development work collaboratively to support Career and Technical Education. The leadership and technical assistance provided by ODE and CCWD focuses on supporting the needs of school districts, community colleges, education service districts, and state workforce development agencies.

The 2010-2011 Perkins local applications for all eligible recipients continued to focus on CTE Program of Study development and the creation and implementation of technical skills assessments (TSAs) as a vital evaluation and improvement tool. The Perkins local application includes a program improvement action plan designed to provide specific targeted strategies to improve CTE student success. All local plans are tied directly to Perkins core performance indicators. Oregon CTE staff along with sub-grant recipients monitor local performance as part of the continuous improvement processes.

Distribution of Perkins Funds

The Oregon Department of Education, through a formula calculation, provided Perkins Grant funding to 18 regional consortia, 18 secondary direct recipient school districts, and 9 direct recipient community colleges. Oregon combines the Perkins Basic and Tech Prep Funding. In 2010-2011, the Perkins Reserve Grant was used to invest in regional efforts of the 18 secondary/postsecondary consortia, and towards ODE/CCWD targeted activities of student support services and professional development. Outcomes from this work are addressed in the following *Required and Permissible Use of Funds* sections.



Oregon State Legislative Initiatives

Over the 2010-2011 Oregon Legislative Session state staff were called upon to respond to several pieces of proposed legislation. State staff prepared information and provided testimony on several occasions to help promote the value of CTE in our schools. By working in concert with key staff members it appears the awareness level and support for CTE has been elevated.

House Bill 3362 established the **CTE Revitalization Grant**. This bill passed with 100% support from both the House and Senate and provides \$2,000,000 to expand existing CTE programs or to create new programs. The projects funded by this legislation will be selected and receive awards in March 2012. In a time of severe reductions in the overall state budget, this is a significant investment by our elected officials and an opportunity to showcase the outcome of this venture. The Bill also established an

advisory committee to oversee the grant process. This has provided an opportunity for educators, legislators, lobbyists, trades-persons and union representatives to dialogue and advocate for CTE across the state.

Senate Bill 254 established the Accelerated College Credit Program Grant. The legislative measure provides \$250,000 for the biennium to enhance and expand the accelerated college credit programs within Oregon's educational system. Oregon public school districts, community college districts and university system institutions may seek funding to promote students access to accelerated college credit programs.

Senate Bill 909, also passed during the 2011 Legislative Session, has potential widespread impact on the educational enterprise in Oregon by moving the existing State Boards governing the PK-20 system to a single Oregon Education Investment Board (OEIB). To date three key strategies have been identified in the implementation efforts: A coordinated public education system, focused state investment on achieving student outcomes based on proficiency, and statewide systems of support for schools that exceed or fall short of the negotiated targets. CTE is in the position to play a major role in the implementation of these strategies and is poised to increase its role in schools across the state.

Ongoing Efforts and New Initiatives

Statewide CTE Network:

The Oregon Statewide CTE Network remained the foundation for CTE system building in Oregon. Composed of secondary regional CTE coordinators, community college deans and dual credit coordinators, along with other related school, college and state staff, this sixty-plus member network provided a multi-faceted communication link across the state. During 2010-2011 a new meeting structure was implemented designating four super regions in the state. The communication team, representing those regions, met together monthly and then independently with their area CTE constituents to develop local capacity to grow CTE. The full network met four times. The underlying theme of those meetings was to "reweave" secondary and postsecondary relationships and solidify our common work. Participant survey data shows that this has been a positive change and we will continue with this meeting structure for 2011-2012.

College and Career Ready – OACTE Symposium:

In April 2011 State staff invited over 75 CTE stakeholders from across the state to participate in a symposium to explore College and Career Readiness in the context of the Common Core State Standards (CCSS). Staff from the University of Oregon unveiled their validation study around the Common Core State Standards. Representatives from counseling, charter school administration, parents, business, state agencies and the State Board of Education presented valuable perspectives about where Oregon stands and the work to be done. Discussion was facilitated in small groups, and recommendations were generated and shared with the CCSS Implementation Team.

CTE: Learning that works for Oregon:

During the summer meeting of the CTE Network, Oregon launched the CTE branding campaign. Erin Uy (NASDCTEc) and David Bucholz (David and Associates) provided a day long workshop focusing primarily on the brand message. The CTE website was revised to utilize the logo and to make the advocacy materials available. Moving into this year, Oregon continues to broaden the understanding and use of the branding materials.

Bright Spots:

Another initiative launched by state secondary staff was to incorporate our understanding of Richard Elmore's Instructional Core and Instructional Rounds and apply those understandings to our CTE programs in Oregon. Staff identified the process and resources necessary to conduct Instructional Rounds with four CTE programs across the state this year. These four programs resulted in positive student outcomes. The project will examine what practices are in place that creates the environment necessary to achieve these outcomes.

CTE Programs of Study:

Oregon is in the final year of transitioning “approved programs” to “CTE Programs of Study.” Oregon projected that 95% of secondary programs and 72% of the postsecondary CTE programs would transition to CTE POS by June 2012. By June 2011 78% of the original 895 secondary approved programs will be transitioned to CTE POS. Postsecondary numbers appear to remain consistent with expectations, though many departments have remained intact but have experienced some level of consolidation.

Oregon’s Regional CTE Coordinators have facilitated the development and submission of secondary program applications. State CTE staff carefully review all applications on a four year cycle to ensure that minimum standards have been met prior to approval. Community colleges continue to use the Oregon State Board of Education program approval process for their components of CTE POS authorization. Since each community college component may align with multiple secondary components, the Regional CTE Coordinators facilitated the meetings and collaboration of the secondary and postsecondary partners as each POS was developed. In 2010-2011, of the 175 secondary CTE POS applications submitted, 154 were approved as CTE POS; 12 applications were approved as State Recognized (temporarily approved, but not yet eligible for Perkins funds until a missing element is addressed), and 9 applications are still being negotiated at this writing. Again this year, over 1200 postsecondary CTE POS certificates and degrees were approved as an outcome from the secondary CTE POS approval process.

Over the past year, state CTE staff have continued to be deeply involved in the rewrite of the CTE Program and Course Update online data reporting system. Staff are now working toward an online CTE POS Renewal application that will provide a streamlined process for application and approval.

CTE Student Leadership Organizations (SLO):

In the past, along with Perkins funds, the Oregon Legislature has provided financial support for an entity known as the Student Leadership Development Center (SLDC). The SLDC existed to support the six SLOs chartered by the State Board of Education to operate in Oregon schools: FBLA, FCCLA, FFA, DECA, HOSA, and SkillsUSA. For 2010-2011, between the Perkins funding cuts, the legislative funding reductions and supplement/supplant issues, The SLDC was no longer financially viable. ODE staff reestablished the CTE Student Leadership Foundation as a viable non-profit foundation to provide support during the reorganization and streamlining of the former SLDC’s operations.

During this year, state staff have helped guide the work of the Foundation and those SLOs to design self-sustainable models over the next biennium. Two of the organizations, FBLA and FFA, have already achieved self-sustaining fiscal models, allowing more funds for the remaining four organizations to implement their self-sustainability plans.

ESEA School Improvement Collaboration:

The work and advocacy state staff has done to raise awareness of the value and reward of CTE is beginning to pay dividends. Collaborations are currently underway within the agency to look at partnering CTE strategies with ESEA School Improvement efforts. Presentations are scheduled for February 2012 to demonstrate the effectiveness of CTE on graduation and academic attainment rates.

Science, Technology, Engineering and Mathematics – STEM:

The Oregon Department of Education is in the process of developing a statewide STEM initiative. This initiative is a collaborative effort between several teams within the agency and it includes representation from CTE. The initiative also supports CTE work because of the emphasis on providing context for STEM disciplines, and inclusion of business, industry, and community colleges in development of regional STEM centers.

CTE Teacher Licensure:

Oregon continued implementation and refinement of our new CTE teacher licenses. During the 2011 fiscal year July 1, 2010 through June 30th 2011, 141 teachers added the new CTE endorsements to their licenses, 16 new CTEII licenses were issued, and 7 new CTEI teachers entered the profession. ODE staff continued to provide technical assistance to people interested in obtaining CTE teaching licenses.

Implementation of State Leadership Activities Required Use of Funds

Conducting an assessment of the career and technical education programs funded under Perkins IV

State Leadership Activities in Oregon included:

- **CTE Program Reviews:** Review of the Perkins grant applications, annual reports, local improvement plans, and CTE Program of Study applications were conducted. Feedback was given to grant recipients, and ODE/CCWD implemented professional development and technical assistance based on the information gleaned from these reviews.
- **Fiscal Monitoring:** A risk based tool was developed and applied to identify four subgrant recipients to be monitored for fiscal indicators. The fiscal records for the 2010-2011 Perkins Grants of those recipients will be reviewed in January 2012 and follow up conducted accordingly.
- **Reserve Grant Survey:** In February 2011, all Perkins Grant recipients were asked to provide feedback on their desired focus for the Perkins Reserve Grant for the 2011-2012 school year. Based on the responses, Reserve Grant investments will target creating the foundation to implement a strong regional program of study that could be replicated across other regions and/or statewide. A professional learning community (PLC) was formed to foster this work.
- **CTE Network Survey:** In April 2010, a survey was sent to all grant recipient project coordinators, CTE regional coordinators, dual credit coordinators and community college CTE leaders to gather feedback on the purpose, value and frequency of CTE Network meetings. Approximately 73% of individuals responded to the survey. One point of divergence among the respondents related to the current and desired frequency of the meetings. In general, community college CTE leaders and dual credit coordinators were satisfied with the meeting frequency; however, only about half the direct grant recipients agreed that the current meeting schedule met their needs. As a result, state staff added a December meeting in 2011-2012.
- **Civil Rights Reviews:** State staff reviewed the facilities and programs offered by two school districts and two community colleges receiving Perkins grant funds to determine compliance with federal and state civil rights requirements. In addition, staff worked with four school districts and one community college to ensure that they met corrective actions from previous civil rights monitoring visits. All reports were filed with the US Department of Education, Office for Civil Rights.

Developing, improving, or expanding the use of technology in career and technical education

State Leadership Activities in Oregon include:

- **CTE Update:** The Oregon **CTE Update** distributed information weekly to 208 subscribers. The Update included information about emerging and available technology as well as financial resources for technology. The CTE Update serves as a main communication tool for Perkins Administration, non-traditional participation and other CTE resources.
- **Internet-Based Tools:** At each of the CTE Network Meetings ODE staff and other participants shared internet tools to improve data collection, collaboration, and program development. Examples of tools highlighted were: Moodle, Poll Everywhere, Google applications, and project management software. There have also been presentations on effective use of technology in program development and improvement.
- **State Technology Standards:** State staff provided a workshop for the CTE Network in August providing information not only about the STEM initiative in Oregon, but also the adoption of the technology standards. Participants were able to provide feedback in shaping the standards being adopted.

Local Activities included

- **Rogue Community College (RCC):** Perkins funds were used to equip a dental lab on campus. Students from the nearby Grants Pass High School participate in articulated courses. At RCC, 17 of 24 dental students in 2010 were industry certified and, 13 students are currently employed in the field.

- **Technology Training and Integration:** Mid-Willamette Education Consortium (MWEC) provided a year-long seminar series and resource bundle focused on how to use technology for learning. Seventy-five CTE teachers in the region participated.
- **Websites for Integrated CTE Lessons:** As a result of the collaborative efforts of Math and Literacy in CTE, the High Desert Education Service District (HDES) purchased and operates two domain names: ctemathlessons.com and cteliteracylessons.com. Staff at the ESD collected, vetted and posted lessons developed across the state as a result of the collaborative efforts of CTE in Math and CTE in Literacy trainings. This website is organized to search for lessons by career pathway or math/literacy strategy. There is also background and training information and classroom videos posted to the sites.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

There is an ongoing need for professional development, particularly for instructional design that integrates academic and technical content in CTE, and the use of data to drive improvement. As a result, all Oregon eligible recipients are required to make a minimum 10% financial investment in professional development.

State Leadership Activities in Oregon included:

- **CTE Professional Development Calendar:** State CTE staff created a Google calendar where CTE leaders can post and share their upcoming professional development programs. This is continuing for the 2011-2012 school year.
- **Professional Development Needs Assessments:** State CTE staff provided a survey to the CTE regional coordinators to assess needs for training. The professional development for 2011-2012 addresses the needs identified by the staff. An internal survey of CTE staff at ODE revealed areas for ongoing staff development. Resources were made available to participate in professional development activities.
- **Annual CTE Conference:** State CTE staff partnered with the Oregon Association of Career and Technical Education (OACTE) to sponsor an annual conference. In 2010-2011, the conference reached approximately 450 CTE teachers and administrators. The theme was *Reflect, Transform, Lead: A New Vision for CTE*. A preconference symposium was conducted on College and Career Readiness. Kim Green, Executive Director of the NASDCTEc gave the keynote address.
- **CTE Network Professional Development:** The CTE Network met four times to tackle issues relevant to CTE in Oregon. Topics in 2010-2011 included: Reflect, Transform, Lead: A New Vision for Career Technical Education, Technology Tools, Measuring Outcomes, Using Data to Improve Programs, Improving Non-traditional Participation, Technical Skills Assessment, Teacher Licensure, Academic Integration, and Effective Reporting.
- **State Staff Presentations:** CTE Education Specialists provided ongoing professional development throughout the year utilizing a variety of delivery formats on topics such as: budgeting; academic integration; reporting data; program of study development; non-traditional participation; civil rights requirements; and technical skills assessments. CTE teachers, administrators, regional coordinators, deans, and business and industry partners participated in these trainings.

Local Activities included:

- **High Desert Education Service District(HDES):** The HDES had 803 secondary and post-secondary participants in their CTE professional development offerings. Short term trainings included CNC Master CAM training, engineering software use, lab safety layout, Snap On Tool testing and Graphic Arts training. Longer trainings also occurred including: Culinary week @ COCC, Math in CTE and Literacy in CTE.
- **CTE Professional Learning Communities:** Many local districts and regions have adopted professional learning communities (PLCs) to help improve CTE instruction. Coos Bay School District's CTE teachers formed a PLC to work on common writing rubrics and the 6+ Trait Training. Lane ESD developed a leadership cadre of six CTE content teachers from across the

region who met ten times during the school year. They then met regularly with local teachers impacting 76 CTE teachers and classrooms in the region. Morrow County School District CTE teachers met as a PLC focused on implementing and evaluating writing in the CTE classroom. As a result all teachers are incorporating writing assignments into their CTE classrooms.

- Secondary/Postsecondary Partnerships: Rogue Community College (RCC) worked throughout the year on developing a Dual Credit application. All meetings were curriculum based and led to the development of a college level syllabus for high school students. Professional development was identified in Welding, and Automotive. Training was provided and certifications were completed by many of the high school teachers (6 ASE Automotive, 4 AWS Welding). There were five new articulated Dual Classes added in 2010-2011.

Providing support for career and technical education programs that improve the academic, career and technical skills through the integration of academics with career and technical education

State Leadership Activities in Oregon included:

- Common Core State Standards: The State Board of Education adopted the Common Core State Standards for Literacy and Mathematics. State staff engaged the CTE Math and Literacy specialists in reviewing the standards and working on a plan for involving CTE in the statewide rollout. There is a crosswalk between Career Related Learning Standards, the Common Core State Standards for Literacy, and the Oregon Literacy Framework (Appendix). The intersection of the math standards was charted across the career clusters.
- Applied Academics Research Project: The goal of this project is to develop and evaluate a high school level math course that is tied to standards and grounded in a Career and Technical Education context. During this first year of the project, nine teams of math and CTE teachers developed instructional units related to industrial and engineering systems. The National Research Center for Career and Technical Education (NRCCTE) has been contracted by ODE to help guide the development process and conduct research on the impact on students and teachers.
- Literacy in CTE: The state worked with CTE leaders to design the implementation of the NRCCTE's Authentic Literacy project in Oregon. Participation in the first training included 22 CTE teachers; 11 ELA teachers and 5 CTE administrators.

Local Activities included:

- Math and CTE Partnerships:
 - Engineering Math Course: Vernonia High School teachers implemented applied academic assignments and created an engineering math course which will be offered in 2011-2012.
 - Salem-Keizer School District: Math credit was awarded in Accounting and Early Childhood Education programs and math credit was developed for Computer Science program.
- Literacy and CTE Partnerships:
 - Multnomah ESD: Provided a regional Literacy Workshop to 15 regional and out-of-district CTE instructors and administrators.
 - Clackamas ESD: Writing in CTE workshop – Based on the Perkins Performance measures in the academic areas, Clackamas focused on writing. Forty teachers attended the workshop, which included partnering CTE teachers with English Language Arts teachers. The Common Core State Standards for Literacy in technical subjects was discussed and teachers developed writing rich CTE lessons. Resources and discussions were facilitated with a Moodle workspace.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations to high skill, high wage, occupations

State Leadership Activities in Oregon included:

- Grants in Aid: Oregon awarded eight grants totaling \$75,560 for a variety of projects aimed at addressing gender inequities in non-traditional careers, and exposing special populations to high

skill, high demand and high wage occupations. Of the eight grants awarded, one community college was unable to offer the project it had proposed. However, the remaining seven projects impacted 2,631 individuals, including 2,365 students (97% of which were females) and 266 teachers, administrators and counselors.

- Improvement Plan Activities: Oregon failed to meet the nontraditional participation indicator in 2009-2010. As a result a number of strategies were implemented including:
 - Peer presentations were facilitated at the CTE Network meetings quarterly.
 - The weekly CTE Update was reformatted to include a section specific to non-traditional recruitment and participation strategies.
 - For the 2011-2012 Nontraditional Occupations Grants, scoring preference was given to those applicants that also failed to meet the performance indicator.
 - State CTE staff contacted each grant recipient that scored below 30% on 6S1. Each was asked about strategies implemented and offered suggestions. These recipients were reminded of local improvement plan requirements.
 - ODE staff negotiated a lower and more realistic target with OVAE staff in May 2011 for the 2010-2011 school year.

Local Activities included:

- Non-Traditional Building Trades Cohort: Treasure Valley Community College (TVCC), Malheur ESD and Grant ESD area staff collaborated to provide 15 female students with the opportunity to learn about and participate in nontraditional career activities in construction, engineering and manufacturing. Students were provided with a week-long experience living on the TVCC campus and taking part in hands-on experiences. The students also completed the Compass assessment while on campus which would help determine their readiness to transition to postsecondary enrollment.
- St. Helens High School: Two groups of 8 students completed a video project to recruit non-traditional students to the Early Childhood Education program. The students presented their video to experts in the field of media production and were given specific feedback. They then presented the finished video at PAVTEC meetings and the school curriculum fair.
- Emerging Professions: The introduction of CNC Technology with the Plasma CAM System at Roseburg High School reflects emerging technologies that are used in the workplace. Additionally, it has served as a motivational piece to increase participation by non-traditional CTE students to explore employment options that they have been unfamiliar with and, to consider opportunities available in CTE Program areas.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and other entities to enable students to achieve state academic standards, technical skills, or complete programs of study

State Leadership Activities in Oregon included:

- Dual Credit: Oregon's Joint Boards of Education initiated the development of Dual Credit standards and an approval process for Dual Credit programs in 2009-10. In September 2010, the Joint Boards of Education formally approved the standards and approval process. The Dual Credit in Oregon 2010 Follow-up study was commissioned by the Joint Boards and directed by the Oregon University System. The findings were presented at the December 2010 meeting. The study revealed that high school graduates taking dual credit coursework outperformed their peers who did not take dual credit in terms of college participation, college retention between the first and second years and first-year college GPA.
- Team AgEd: A statewide collaboration involving seven organizations including teachers, agency and industry. The goal of Team AgEd is to promote the success of local CTE agriculture programs. To support this work, state CTE staff attended five Team AgEd meetings during 2010-2011.

Local Activities included:

- Evergreen STEM Institute: Chemeketa Community College, in partnership with Evergreen Aviation and the McMinnville School District, has successfully implemented a new regional STEM program that is based on the national Project Lead the Way pre-engineering curriculum. As one of the partners, Garmin provided engineers to share experiences and opportunities with students, and also hosted the class at their Salem facility to provide students an opportunity to look at the entire cycle of the engineering design process.
- Reynolds School District: The process of identifying valid technical skills assessments helped strengthen connections between high school CTE teachers and their postsecondary partners. It also led to a re-examination of the alignment of each CTE program's goals, objectives, and syllabi with industry standards. Moreover, examining the assessment results highlighted the need for explicit instruction in a broader spectrum of industry skills in some CTE programs.

Serving individuals in state institutions

State Leadership Activities in Oregon included:

- Administration: A total of \$76,806 was allocated to adult and youth corrections facilities in Oregon. The adult corrections portion is administered by the Oregon Department of Corrections (ODC). A representative from the ODC participates in the Statewide CTE Network meetings to stay abreast of professional development activities and updates. The regional consortiums administer Perkins funds for the six high schools operated by the Oregon Youth Corrections Department (OYCD).
- Technical Assistance/Professional Development: The corrections program manager attended all CTE Network meetings and also participated in professional development opportunities.

Local Activities included:

- Certification: The first year of a new CTE Program of Study at Three Oaks High School graduated 2 seniors (100%) with a certificate in Office Management.
- Community Partnership: The Dispensing Optician program at Coffee Creek Correctional Facility partnered with the Lions Club of Oregon to recycle more than 14,000 pair of eye glasses that were then distributed internationally to those in need.
- Professional Development: All of the CTE instructors in the adult corrections programs participated in at least one professional development activity that was guided by their long term workforce development goals.
- Innovation: Farrell and Lord High Schools began the process of implementing CTE program delivery via 2-way interactive video conferencing. Ferrell High School added one new CTE Program of Study to their curriculum offerings. This course offered dual enrollment credits for students.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

State Leadership Activities in Oregon included:

- Data Review: Applicants for State Approved CTE Programs of Study must examine the disaggregated student performance indicators and describe academic adjustments for special population students. Prior to approval, ODE staff verify that this examination is completed.

Local Activities included:

- Latino Night: Columbia Gorge Community College sponsored CGCC Latino Night. The primary goal of the evening was to welcome Latino families with information about the college's CTE programs and resources. The college also used this opportunity to survey how CGCC can better serve the Latino community. Approximately 55 attended the event.
- Planning for High School and Beyond: A Family Resource Guide: Clatsop Community College produced a planning guide for high school students and families to provide resources in planning their students' future. The guide was developed with the assistance of school and community

college staff. The information was made available to all students but specifically targeted for distribution to low income, first generation and disabled students.

- Professional Development: South Coast ESD sponsored training for CTE staff to assist in understanding the culture of under-resourced students. This was followed by a session on instructional strategies for under-resourced students. Twenty-eight CTE staff members attended the training.

Offering technical assistance for eligible recipients

State Leadership Activities in Oregon included:

- Perkins/CTE Website: Staff conducted an evaluation and revision to web pages to ensure the pages were user friendly and provided current information.
- Web-Ex: State staff members offered technical assistance through the use of WebEx which allowed staff to share a computer desktop and instruction with field staff.
- State Staff Technical Assistance: All CTE Education Program Specialists at ODE provided ongoing technical assistance based on their assigned area of expertise. The specialists report spending about 20% of their time each week providing direct technical assistance.

Implementation of State Leadership Activities Permissible Use of Funds

Improvement in career guidance and academic counseling

State Leadership Activities in Oregon included:

- Oregon Association Career Technical Education: Professionals from universities preparing school counselors were invited to participate in the 2011 conference. A job-alike session was held with over 30 participants in attendance.
- Partnership for Occupational and Career Information (POCI): This partnership between ODE, CCWD, Oregon University System, Oregon Career Information Services, Oregon Department of Employment, and Bureau of Labor and Industry was appointed by the governor to coordinate resources for career information.

Local Activities included:

- Lane Community College (LCC): The High School Connections program at Lane Community College has received honors as a top 10 high-school-to-college transition programs in the nation. Lane collaborates with more than 30 high schools in 23 school districts. Last year, High School Connections served more than 5,000 high school students.

Support for CTE programs offering experience in and understanding of industry.

Local Activities included:

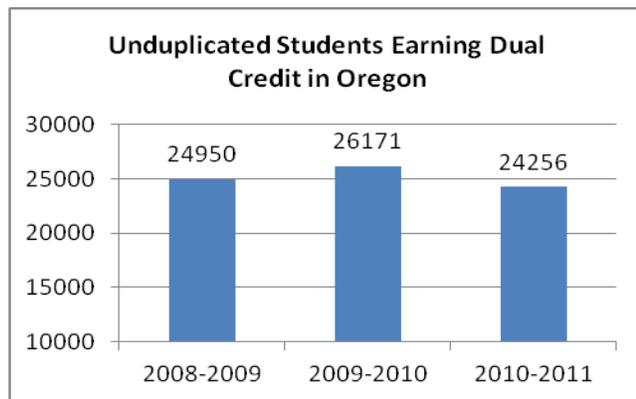
- Corvallis School District: Crescent Valley High School uses business and industry partners to identify real engineering design projects. Students in the pre-engineering program have worked on projects such as widening of the Panama Canal and design of facilities for the Summer Olympics in London.
- Beaverton Health Careers: Recently the Superintendent at Beaverton School District posted a video message highlighting the industry experience students are receiving at Maryville Nursing Home which prepares them for college or career.
- Newberg High School: Active CTE partnerships with the City of Newberg, Climax Portable Machine Tools, A-Dec, Newberg Steel, Chehalem Park and Recreation District and the Oregon State University Master Gardeners were utilized to ensure students are afforded current industry experiences.
- Multnomah Education Service District: Students from 10 regional high schools visited with the local apprenticeship training centers; 127 students took 8 trips to the various apprenticeship centers. Additionally, 7 regional instructors / school to work coordinators participated in the

visitations, which provided them greater insight into the expectations of the workforce, and information to better guide students in career decisions.

Establishment of agreements between secondary school and postsecondary CTE programs

State Leadership Activities in Oregon included:

- **Dual Credit Coordinator Meetings:** As part of the CTE Network Meetings, Dual Credit coordinators and state staff met four times to discuss the facilitation of dual credit. The group also included representatives from Oregon University System and other four year institutions. In the survey conducted in April 2010, the coordinators indicated these meetings provided an opportunity to network and share strategies and best practice.
- **CTE Network Professional Development:** At two of the four meetings of the CTE Network during the 2010-2011 year, teams with promising strategies for providing connections for students came to the full network meeting to share how they facilitate connections and act as 'translators' between secondary and postsecondary systems.
- **Dual Credit Enrollment:** Historically, Oregon has been a pioneer in offering Accelerated Learning Options for students. Even with a solid foundation, data from 2010-2011 show a reduction in the number of students participating in Dual Credit opportunities compared to the prior years. Upon preliminary analysis, the current economic crisis has resulted in the reduction of secondary courses offering Dual Credit opportunities. This downward trend is expected for the current year as well.



Local Activities included:

- **Lane Community College:** As a result of continued Program of Study development, eleven high schools articulated their CTE coursework with Lane Community College. Seven high schools articulated with Lane's construction technology courses, and six high schools articulated with Lane's business courses.
- **Mt. Hood Community College (MHCC):** The regional POS process, begun in 2008/09, was completed. A total of 57 Programs of Study were reviewed, updated and submitted to ODE. MHCC staff and Deans participated in the process, which involved 50 contact hours with regional high school instructors. In addition, the regional coordinator made 18 individual visits to regional high schools to assist instructors in planning and evaluation strategies.
- **The North Coast Educational Consortium (NCEC):** This consortium includes five high schools in Clatsop County, two high schools in Columbia County, and Clatsop Community College. This past year NCEC focused their efforts on supporting the development of high quality programs of study in each section of the region so that each secondary school would have access to a quality POS, curriculum resources, and instructor knowledge, and teachers could more easily collaborate on the POS development and application. POS development for 2010-2011 yielded six programs of study at four high schools. As a result of the regional POS development approach, secondary and post-secondary instructors continued to work as a regional group throughout the year because they valued the resource, curriculum, and information sharing this process fostered.

Developing valid and reliable technical skills assessment

State Leadership Activities in Oregon include:

- Community College CTE Leaders: State staff met with community college CTE leaders four times as part of the CTE Network Meetings. Each time the development of valid technical skills assessment was on the agenda. During these meetings a contact was designated a 'TSA Lead' at each institution.
- OACTE Presentation: State staff provided an interactive workshop in April 2011 to approximately 40 secondary and postsecondary educators on the use of technical skills assessment for program evaluation.
- Community College Council of Instructional Administrators (CIA): State staff met with the CIA in March 2011 to discuss the Perkins Performance Measures and the importance of transitioning to performance measures via the technical skills assessment.
- CTE Update: A series of six short articles were published in the weeks prior to the data submission providing information to the field on data collection and submission.

Local Activities include:

- Technical Skills Assessments: In addition to the increasing use of technical skills assessments that are aligned to industry standards, several programs highlighted the positive impacts such assessments had this past year.
 - One hundred percent of Klamath Community College's automotive students earned national certification in two Automotive Service Excellences, "ASE," certification areas. Program staff noted that the Perkins requirement that CTE programs be aligned to and measured against industry-recognized standards, were instrumental in this accomplishment.
 - Ninety-five percent of the Fabrication/Welding Program (FWP) students at Lane Community College that took the American Welding Society (AWS) Welder Qualification Test passed. The test is aligned to industry standards that are recognized internationally.
 - Led by a team of seven agriculture teachers from regions 13 and 14 and a representative from Treasure Valley Community College (TVCC), a regional approach to technical skills assessment was undertaken in parts of Central and Eastern Oregon. With assistance from the National Occupational Competency Testing Institute (NOCTI), this regional CTE team generated a customized technical skills assessment for agriculture programs of study across four regions (10, 12, 13, and 14). In addition to measuring the technical skills attainment associated with the 23 core agriculture standards embedded in their programs of study, the team identified separate cut scores for secondary students throughout the region as well as the post-secondary students at TVCC and Blue Mountain Community College.

Progress in Developing and Implementing Technical Skill Assessment

Program areas for which the state has technical skills assessments

Oregon instructors continue to leverage commercially and locally produced technical skill assessments that are both valid and reliable. An online database of approved TSAs has been populated with 319 individual assessments grouped by cluster area. Of those assessments, 37 were developed locally and submitted for approval.

Cluster	Number of Approved Assessments
Arts, A/V Technology and Communications	35
Information Technology	42
Marketing Sales and Service	13
Hospitality and Tourism	27
Finance	8
Business, Management and Administration	33
Health Science	33
Human Services	5

Education and Training	10
Law, Public Safety and Security	7
Transportation, Distribution and Logistics	42
Architecture and Construction	48
Manufacturing	27
Science, Technology, Engineering and Mathematics	24
Agriculture, Food and Natural Resources	24
**TOTAL	378

Distribution of Oregon approved technical skill assessments by career cluster.

***Some assessments may appear in multiple clusters.*

The estimated percentage of students reported in state's calculation

Oregon's 2012-2013 bench mark for technical skill assessment is to assess 100% of students who have completed the secondary component of a CTE Program of Study. In general, this would suggest that Oregon targeted assessing 25% of all concentrators who completed high school.

It is estimated that 32% of the secondary students who were identified for technical skill assessment, were assessed during the 2010-2011 academic year. The total number of students assessed represents 6.8% of the total number of concentrators in grades 9-12. See Appendix.

The state's plan for increasing the coverage of programs and student reported in this indicator

Oregon's plan for implementation of TSAs remains unchanged. Technical skill assessment data is being reported in the Consolidated Annual Report for the 2010-2011 academic year. By the 2012-2013 academic year, 100% of CTE programs will report technical skill attainment using technical skill assessment data. The following summarizes the work that was performed in 2010-2011 to phase in technical skill assessment.

Report - 2010-2011

During this reporting year the focus was on increasing reporting of technical skill assessment data. Activities included:

Activities Previously Identified for 2010-2011	Related Progress During 2010-2011
Initiating collection of postsecondary technical skill assessment data for some of the approved CTE Programs of Study by implementing changes in the statewide data reporting system.	<p>During this academic year, 15 of the 17 community colleges in Oregon reported data on technical skill assessments. This amounted to 1368 actual assessment records. When all data have been compiled for this report, a comparison will be made to our targets and the needs for technical assistance identified.</p> <p>The ODE has been working in collaboration with the CCWD to increase awareness of requirements for reporting TSA data. CCWD has identified a TSA point person on each college campus and communicates with that person on a regular basis about TSA requirements and status of reporting. A targeted Q&A document was sent to all community college contacts to aid in the communication of TSA requirements.</p>
Increasing the number of secondary programs that report technical skill assessment data.	<p>Out of the 220 secondary schools with approved CTE programs, 98 uploaded data through the statewide data system. There were over 2900 individual assessment records uploaded. This is nearly a ten-fold increase in records from the previous pilot year, and nearly a 5-fold increase in the number of schools reporting.</p> <p>ODE conducted an online training for local data entry staff regarding</p>

Activities Previously Identified for 2010-2011	Related Progress During 2010-2011
	<p>reporting of technical skill assessment data. We have also included technical skill assessment information on agendas for the regular meetings of the CTE Regional Coordinators.</p> <p>ODE staff met with the six regions that have developed TSA's through Career and Technical Education and Career Success (CTECS). All six regions have finished piloting the assessments and will be submitting assessments for approval during the 2011-2012 academic year. ODE continues to work with CTE Regional Coordinators on the approval process for all locally developed assessments.</p> <p>School-level TSA reporting data has been shared with CTE Regional Coordinators to help them troubleshoot reporting problems within their region. After sharing this information with CTE Regional Coordinators, ODE did find that secondary TSA data was being underreported. Some of the causes for underreporting have been identified and solutions are being developed.</p> <p>State staff from CCWD and ODE jointly presented a conference session, at the statewide CTE conference, on using TSA data for program improvement. This session was developed to help secondary and postsecondary CTE programs see the value of TSA data beyond the reporting requirements. This may be a strategy to increase reporting because it focuses on individual programmatic uses of data which are more meaningful to instructors.</p>
Reporting technical skill assessment data as the exclusive measure for technical skill attainment at the secondary and postsecondary levels.	This is the first year in which technical skill attainment is reported using TSA data submitted by secondary and postsecondary institutions.
Continuing to collect grade data for internal data validity check.	Grade data continues to be collected and will be used as a validity check.

Plan – 2011-2013

The plan for continued expansion of TSAs to all CTE POS is outlined in the Oregon State Plan.

Review of Accountability Data

Overview

In general, CTE programs across the state appear to be doing a good job of preparing CTE students for future educational and career opportunities. On the 14 core performance indicators required by Perkins legislation, Oregon met all but one of the secondary performance targets (5S1 student placement) and all but one of the postsecondary performance targets (5P2 nontraditional completion). Moreover, the state increased secondary non-traditional performance by 10%, the only performance target not met last year.

The state remains focused on how to improve CTE student performance in all areas, not just those for which performance targets were not met. Toward this end, Oregon continues to refine its data collection efforts to reflect meaningful measures of student performance and to better understand performance trends. Oregon recognizes that there is much that can be learned from the data that has been collected

and additional work that can be conducted to improve student outcomes as well as data quality. Following is a more detailed discussion of Oregon's performance on Perkins secondary and postsecondary core indicators.

A glance at the 2010-2011 secondary data

Oregon collects and reports on all students participating in state-approved public career and technical education in the state. Current definitions for secondary and postsecondary students can be found in the State Plan. Below is a summary table for the 2010-2011 performance. Oregon met 90% of the performance targets on 7 of the 8 federally required core indicators.

PM	Core Indicator	Negotiated Target	Oregon %	Measurement Approach
1S1	Academic Attainment - Reading	70.00%	75.16%	State Assessment
1S2	Academic Attainment - Math	70.00%	67.68%	State Assessment
1S3	Academic Attainment –Writing (Oregon Only)	70.00%	61.15%	State Assessment
2S1	Technical Skill	50.00%	58.36%	Technical Skills Assessment
3S1	HS Completion	95.00%	86.55%	Administrative Data
4S1	HS Graduation	68.10%	85.36%	Administrative Data
5S1	Placement	59.00%	10.29%	Administrative Data
6S1	NT Participation	36.50%	46.16%	Administrative Data
6S2	NT Completion	21.00%	44.84%	Admin. Record Exchange

There were several adjustments to the programming used to calculate the Perkins performance measures. While these adjustments have improved the fidelity of the data, they may also have lowered performance in some instances. These changes involved the measurement of:

- 2S1 (secondary technical skills attainment): This year was the first year that Oregon relied on state-approved technical skills assessments as the sole measure of 2S1.
- 3S1 (high school completion) and 4S1 (high school graduation): This year's rates are based upon data extracted from the state's data collection system at an earlier date than in previous years.
- 5S1 (secondary placement): This was the last year that the state relied on social security numbers to track secondary student placement; the number of records available was extremely low.

Secondary data by Perkins performance measure

Subgroup performance was mixed across the performance measures. In terms of secondary performance, females outperformed males on all indicators except for mathematics attainment (1S2). Whites and Asians met all performance targets except for secondary placement (5S1). The subgroups meeting the fewest performance targets were Blacks, LEP students, and single parents, each group meeting the same three: graduation, nontraditional participation and nontraditional completion (4S1, 6S1, and 6S2). There appears to be an underrepresentation of students with disabilities in our reports, this will be closely examined to determine whether the collection system is accurate in identifying this subgroup.

1S1, 1S2, 1S3 Academic Attainment:

- There have been a few changes in assessments in Oregon. The State testing was changed from 10th to 11th grade during 2010-2011. Additionally, the cut scores to meet expectations were raised at all testing levels except for high school. The increased rigor in earlier years should help raise achievement in high school.
- Over the last three years scores in writing and math have held steady in overall performance across the state, while there has been an ongoing trend of improvement in reading scores. CTE participants continue to show results in math comparable to the overall population. However,

when subpopulations are examined more closely, Hispanic and Black students in CTE are performing above statewide averages in math. Striving for equity is still a priority in CTE programs in Oregon.

- While achievement at the State level is meeting performance targets in both reading and math, there are still 15 local recipients who are not meeting targets in math, and two local recipients failing to meet targets in reading. Regional and statewide supports are being created through the CTE Network to spread effective practice to schools struggling to improve student achievement.

2S1 Technical Skill Attainment:

- The number of total student records included in the calculation of Technical Skill Attainment is lower than the previous year. This was expected since the 2010-2011 academic year is the first year that schools reported data from technical skill assessments instead of grades. This number is expected to rise significantly in the next year.
- The performance on secondary Technical Skill Attainment exceeded the proposed performance level of 50%. The actual performance for 2010-2011 is within 90% of the proposed performance level for 2011-2012.

3S1 and 4S1 High School Completion and Graduation:

- In previous years, high school completion and graduation rates were based on the data used to calculate high school graduation for AYP reporting. The calculations for AYP reporting do not begin until December 15 (when student collections closed). This created an extremely short window for ODE staff to access and interpret CTE student data prior to the submission of this report on December 31.
- This year, CTE data were extracted from the state data system before the winter collections deadline. This may have resulted in less complete reporting by the school districts and subsequently explain the 10% drop in high school completion and graduation rates from the previous year.

5S1 Student Placement:

- The extremely low outcome (10.5%) in student placement was much lower than expected, but is attributable to a faulty measurement approach. Due to privacy issues, Oregon discontinued the collection of student social security numbers several years ago. This year was Oregon's final year to track student placement after high school utilizing social security numbers (SSNs) to match with the state's community colleges, the Oregon University System (OUS) and the Oregon Employment Department. Thus, it seems likely that this year's reported student rate considerably underestimates CTE student placement since previous rates have run above 60% for the past three years.
- The issue of collecting the required information to accurately report Student Placement has been brought to the attention of national leadership on numerous occasions. Without some federal intervention to eliminate barriers imposed by FERPA and other federal laws, our capacity to move forward is limited. While student survey data is successful in some states, Oregon is operating under a state legislative mandate to reduce reporting processes. Therefore, requesting additional reporting from schools and districts is at cross-purposes with the national requirements.
- Oregon does have a 5S1 action plan. The collection of this indicator will include supplementing the data received from the community colleges and OUS with surveys of former high school students. However, ultimately the goal is to capture this information through the new Longitudinal Data System (LDS). Consequently, full implementation of LDS appears to be several years away.

6S1 Nontraditional Participation and 6S2 Nontraditional Completion:

- Last year, nontraditional participation was the only Perkins performance measure Oregon did not meet. After negotiations between ODE and OVAE, the original target for this year, 49%, appeared to be excessively high and was therefore reduced to 36.5%. Ironically, this year's performance would have also met the original target. This is most likely a reflection of concerted efforts directed at improving performance in this area.
- In terms of nontraditional completion, Oregon's actual performance level (45%) was double the performance target (21%).
-

A glance at the 2010-2011 postsecondary data

The data system used to collect data from community colleges is the Oregon Community College Unified Reporting System (OCCURS). OCCURS selection of CTE Concentrators is based upon either (A) a combination of CTE major, 18 cumulative program credits earned, 9 CTE credits earned, and enrollment in the Program Year OR (B) Completion of a CTE degree or certificate and enrollment in the current Program Year.

Keeping with the practice begun in 2008-09, the program coding was changed from that of previous years so that a student's major code would not be replaced by the code for any short term CTE certificate a student had earned. This is because Oregon decided that a short term CTE certificate (45 credits or less) may not be used as the postsecondary component of a CTE Program of Study. If the student's existing major was properly coded, it should have been a code for the related one or two year certificate or degree related to that short term certificate. Thus the student would be selected as a CTE Concentrator based on option (A) above, while they would not have been selected based on the substitution of a short term CTE program completion.

During the recent economic downturn there has been a continued increase in Credit Enrollments. The 2010-2011 count of CTE Concentrators has increased by 2215, a 12.5% increase over 2009-10. This increased "denominator" may have a detrimental effect on current and future performance outcomes.

PM	Core Indicator	Negotiated Target	Oregon %	Measurement Approach
1P1	Technical Skill Attainment	70.00%	98.36%	Technical Skills Assessment
2P1	Credential, Certificate, Degree	46.50%	46.77%	Administrative Data
3P1	Student Retention or Transfer	67.73%	75.61%	Administrative Data
4P1	Student Placement	74.00%	71.50%	Administrative Data; Wage Records
5P1	Non-traditional Participation	21.26%	21.26%	Administrative Data
5P2	Non-traditional Completions	57.50%	47.20%	Administrative Data

Postsecondary data by Perkins performance measure

1P1 Technical Skill Attainment and 1P2 Academic Attainment:

- This is the first year that measure 1P1 was based on technical skill assessments that are aligned with industry-recognized standards. To date, 15 of Oregon's 17 community colleges have begun administering technical skill assessments.
- Therefore, this year's measure is based on incomplete information. We anticipate having data for all 17 colleges for next year's CAR.
- Of those students who took a technical skill assessment, a very high number (>98%) were successful.
- This measure defined completion as for 2P1 below, but without the qualifier "and left during the reporting year or the following year". Any concentrator that completed a program and took a technical skill assessment was included.

2P1 Credential Certificate or Degree Completion:

- Completions of CTE programs less than 1 year (45 credits) were not counted as completions. Oregon community colleges have not supplied any data to OCCURS about students who qualify to receive a degree or certificate but have not applied to receive it. Nor have they supplied any unit data on "credentials" that students may have earned. Thus the completion rate is lower than it would be if such data were submitted.
- CTE concentrators have 2 years to complete a program, therefore giving Concentrators two years to finish provides a more accurate picture of completions. With a threshold of only 18 program

credits, at least half of these students would be in the first year of a two year program and could not achieve completion in one year.

- This measure was calculated by adding the qualifier “and left during the reporting year or the following year” to the denominator, since it was stated in the numerator. Otherwise, the calculation would have been logically invalid.
- When looking at the disaggregated data of degree completion, there is an interesting trend with only 39% of males achieving degree completion while 54% of females are completing their degrees. Overall Oregon is committed to raising degree, credential, and certificate completion for all students. The disaggregated data can help guide support services to the students with the most need.

3P1 Student Retention or Transfer

- Enrollment (of 2009-10 concentrators) the following year was determined by the combination of (1) match to records from the National Student Clearinghouse and/or (2) enrollment for credit at Oregon community colleges during academic year 2010-11.
- National Student Clearinghouse data is critical to proper calculation of this measure. We learned some valuable lessons this year about new Clearinghouse data procedures which will make subsequent years' reporting more efficient and timely.

4P1 Student Placement:

- Since the measure relies heavily on Oregon Unemployment Insurance (UI) wage match data, colleges near Oregon borders are not accurately represented. Many of the graduates from these colleges obtain employment in Washington or Idaho.
- This measure is also impacted by the economic downturn which has severely affected the state of Oregon. Oregon continues to sustain one of the highest unemployment rates in the nation.
- Student placement seems to be consistent across all the disaggregated groups except for black students whose performance indicator about 12 percentage points below the statewide performance level. (See Appendix: Postsecondary Performance Information)

5P1 Participation and 5P2 Nontraditional Completion:

- Males continue to be extremely low in their participation in nontraditional occupations for gender (11%). However, those males that are participating have a higher completion rate than females; it is possible that this is related to the number of males who participated in nursing programs where the licensing rate is extremely high. The data suggest that greater effort should be spent in recruiting males into nontraditional fields and there could be extended support for females in nontraditional programs. See action plan.
- The 5P2 Nontraditional Completion definition, which parallels 2P1, Credential, Certificate, or Degree Completions, shares the same comments.
- Completion rate of Non-Traditional students is nearly identical to that of All Students.

Implementation of State and Local Program Improvement Plans

The Oregon Perkins Improvement Plans

In the 2009-2010 Consolidated Annual Report, Oregon failed to meet secondary indicator 6S1 – Nontraditional Participation. The activities implemented to improve performance are described on page 7 of this report. During 2010-2011, Oregon met the performance indicator for Nontraditional Participation.

For 2010-2011, Oregon failed to meet the secondary indicator 5S1 – Placement. This data collection has been fraught with issues that OVAE is well aware. Oregon will transition to the use of the State Longitudinal Data System as soon as it is available. In the interim, we will implement the following action plan:

5S1 – Placement Action Plan			
Activity	Description	Timeline	Person Responsible
Utilize National Student Clearinghouse (NSC)	Data on students who were enrolled in postsecondary education following graduation will be identified using the National Student Clearinghouse.	1/6/2012	Brian Reeder Michael Fridley
Electronic Survey	An electronic survey will be administered to students that were not identified through NSC. Data to be cross-referenced by 1/13/12; survey to be sent by 1/20/12; data complete by 3/1/12.	3/1/2012	Brian Reeder; Michael Fridley
Evaluate effectiveness of the new methodology.	Evaluate, revise, plan for possible continuation of methodology. Determine if negotiation of new 5S1 performance target is necessary.	5/1/2012	Michael Fridley
Development of the Student Longitudinal Data System (SLDS) to include CTE data	Ongoing collaboration with the Office of Assessment and Information Services to include CTE data in the State Longitudinal Data System as it is developed.	Ongoing – November, 2013	Brent Jacobsen

For 2010-2011, Oregon failed to meet the postsecondary indicator 5P2 – Non-traditional Completers. In order to strengthen our efforts to meet this indicator, we plan to implement the following action plan:

5P2 – Non-Traditional Completers			
Activity	Description	Timeline	Person Responsible
Provided technical assistance	Work with individual recipient post-secondary programs that did not meet performance to determine appropriate local and state strategies/activities that will improve performance and will become part of the action plan.	February/March 2012	Larry Cheyne/Shalee Hodgson/ Donna Lewelling
Require individual recipient action plan	Each eligible post-secondary recipient that did not meet the 90% performance threshold will be notified and a local corrective action plan will be required as part of the annual application for Perkins funds.	By June 30, 2012	Larry Cheyne/Shalee Hodgson/ Donna Lewelling/David Moore
Evaluate performance and target data	Analyze local program data to determine patterns that may explain why the measure was not met.	April 2012	Paul Schroeder/David Moore

The Perkins local accountability plan

The total number of eligible recipients in Oregon that failed to meet at least 90% of the agreed upon local adjusted level of performance are as follows. These recipients will implement a local program improvement plan aimed at achieving the targets.

Indicator	Number of Recipients that Failed to Meet 90% Target
1S1 – Academic Attainment Reading/Language Arts	2
1S2 – Academic Attainment Mathematics	15
2S1 – Technical Skill Attainment	8*
3S1 – High School Completion	15
4S1 – High School Graduation	0
5S1 – Student Placement	33
6S1 – Nontraditional Participation	4
6S2 – Nontraditional Completion	5
1P1 – Technical Skill Attainment	2**
2P1 – Credential, Certificate or Degree Completion	5
3P1 – Student Retention or Transfer	1
4P1 – Student Placement	5
5P1 – Nontraditional Participation	8
5P2 – Nontraditional Completion	13

*Based on 23 secondary recipients that administered technical skill assessments.

**Based on 15 colleges that administered technical skill assessments.

Data collection and reporting improvement efforts

Secondary

The CTE/Perkins Data Manager and other state staff involved with Perkins grant administration continue to work closely with the ODE information technology staff in the Office of Assessment and Information Services (OAIS) on significant projects designed to improve CTE data collection, reporting and use.

During 2010-2011 the following progress was made:

- Made additional improvements to the CTE Program Update application used by schools and Regional CTE Coordinators to update the official CTE program data maintained by the state.
- Built new database and tables in which the CTE program data is stored and accessed.
- Re-wrote the programming used to extract the data needed for CAR, EDFacts, and other reporting in an effort to make it a more accurate, reliable, and faster process.
- Began the design and development of new reports to post online and use with local Perkins grantees.
- Began design work for individual school and CTE program level data.
- The CTE/Perkins Data Manager was appointed to an internal advisory group working on CTE/Perkins reporting needs with the SLDS staff.

Postsecondary

- The Directors of the postsecondary (community college) and the secondary teams most involved with Perkins grant administration initiated a new interagency “Data Team” comprised of key individuals from the Department of Community Colleges & Workforce Development (CCWD) and of ODE. The Data Team purpose is to focus on continuing improvements to CTE/Perkins data quality and improved reporting, problem-solving, and more informed use of data.
- The primary responsibility for community college CTE/Perkins reporting was transitioned from the Director of the Oregon Community College Uniform Reporting System (OCCURS) located in Eugene to staff located at CCWD in Salem.
- This change also increases opportunities for better access and communications of ODE and CCWD program personnel with the onsite staff person now responsible for CTE/Perkins data and reporting.
- The result is a transition of the CTE data to a more compatible and efficient database and processing software.
- The Director of the postsecondary (community college) team most involved with Perkins grant administration collaborates and communicates regularly with the relatively new CCWD Director of Research and Planning to address and improve CTE/Perkins data needs.

2010-2011 Consolidated Annual Report Appendix Oregon

The following links and resources are provided as appendix items:

Oregon State Plan	http://www.ode.state.or.us/teachlearn/pte/stateplan2008-2013.pdf
2010-2011 Distribution of Funds - Basic	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> 10-11 Perkins1%Allocations</div> <div style="text-align: center;"> 10-11 CCAllocations.xls</div> <div style="text-align: center;"> 10-11 PerkinsIVDistributionC</div> <div style="text-align: center;"> 10-11 PerkinsIVEligibleRecip</div> </div>
2010-2011 Distribution of Funds – Reserve	 10-11 ReserveFundAllocatic
2010-2011 Perkins IV Local 5 Year Plan Update and Annual Review	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> perkinsivlocal-5-year planupdateimprovm</div> <div style="text-align: center;"> PerkinsivRegionalRes erveFundApplication1</div> <div style="text-align: center;"> PerkinsBasicAnnualR eport_10-11.pdf</div> <div style="text-align: center;"> perkinsreservefunda r_10-11.pdf</div> </div>
2011-2012 Basic -Perkins IV Local 5- Year Plan Update; Local Improvement Plan; Basic Annual Application	http://www.ode.state.or.us/teachlearn/pte/perkinsbasicplanapp_11-12.pdf
2011-2012 Perkins IV Regional Reserve Fund Plan and Application	http://www.ode.state.or.us/teachlearn/pte/perkinsreserveplanapplication2011-2012.pdf
Proposed 2012-2013 Basic -Perkins IV Local 5- Year Plan Update	 12-13PrknsBasicApp. doc
CTE Program Of Study Application and Guide	http://www.ode.state.or.us/search/results/?id=225
Oregon Skill Sets	http://www.ode.state.or.us/search/results/?id=271
Common Core State Standards	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> COMMON CORE CROSSWALK (2).doc</div> <div style="text-align: center;"> Colorado CC Matrix.xlsx</div> </div>
Technical Skill Assessment Progress	 TSA_Progress_Appe ndix_CAR.doc