



OREGON EDUCATION

OREGON 2011—2012

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.

Distribution and Priorities for Perkins Funds

The Oregon Department of Education, through a formula calculation, provided Perkins Grant funding to 16 regional consortia, 16 secondary direct recipient school districts, and eight direct recipient community colleges.

The 2011-2012 Perkins Basic Grant Applications for all eligible recipients continued to focus on CTE Program of Study development and enhancements, 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. The improvement plans are required for any recipient that failed to meet 90% of the performance target and are optional for those meeting all targets. All local plans are tied directly to Perkins core performance indicators and the goals set in the Oregon Perkins Plan. There is an ongoing need for professional development, particularly for instructional design that integrates academic and technical content in CTE as the Common Core State Standards are implemented. All Oregon eligible recipients are required to make a minimum 10% financial investment in professional development. Oregon CTE staff, along with sub-grant recipients, monitor local performance as part of the continuous improvement processes.

In 2011-2012, the Perkins Reserve Grant was used to invest in regional efforts of the 16 consortia. These Reserve projects were utilized to strengthen the regional foundation for the development of a single CTE Program of Study used by all instructors of the program in the region. Also selected was one statewide targeted activity to increase academic integration through professional development opportunities with Literacy in CTE.

State and Federal Legislative Initiatives Impacting CTE

In January 2012, Oregon submitted its [ESEA flexibility proposal](#) which received federal approval in July 2012. The application was the product of months of work by more than 120 education and community stakeholders who helped to design a new framework for college and career readiness, school accountability, and support for educators. CTE state staff along with local CTE educators and partners were part of the design teams.

To guide the overall education improvement efforts coming from this group, Governor John Kitzhaber introduced the 40-40-20 Goal. Oregon's goal is that by the year 2025, 100 percent of Oregonians will earn a high school diploma or its equivalent, 40 percent will earn a post-secondary credential, and 40 percent will obtain a bachelor's degree or higher.

Senate Bill 909 was passed in 2011 and created the [Oregon Education Investment Board](#) (OEIB). The Board, with 12 educator and community leaders is chaired by the Governor is charged with:

- Developing an education investment strategy to improve defined learning outcomes PK-20
- Hiring a Chief Education Officer to oversee the unified public education system
- Establishing a statewide student database
- Establishing an Early Learning Council.

While the role of CTE in this reform strategy is still being defined, one recent recommendation emerged to move the currently independent CCWD, to a newly created Department of Postsecondary Education. Both the community college and universities may be combined into a single governing agency with an oversight entity called the Higher Education Coordinating Commission.

Under 2012's Senate Bill 1581, the Oregon Education Investment Board will enter into achievement compacts with every K-12 school district, education service district, community college, and university. These two-way partnership agreements challenge educators across Oregon to set targets on key student outcomes and encourage broad collaboration to adopt transformational practices, policies and budgets to help students achieve the educational outcomes valued by Oregonians.

The [K-12 Achievement Compacts](#) ask for college and career readiness as measured through aggregated and disaggregated data points on graduation rate, college credit earned prior to graduation, and math and reading achievement data. The [Postsecondary Achievement Compacts](#) report aggregate and disaggregate data on enrollment and completion, attainment of degrees and certification, and need for remediation. These measures clearly support the current Perkins performance measures and will encourage schools and colleges to intentionally and thoughtfully address student outcomes.

One tool provided through legislation is the [Accelerated College Credit Program Grant](#). These grants were created to enhance and expand the accelerated college credit opportunities for students within Oregon's educational system. To date, ODE staff have conducted two grant rounds and have awarded forty-five grants to Oregon public school districts, community colleges and universities totaling nearly \$250,000.

Oregon will not meet the demanding requirements for improving student achievement without effective teachers and leaders. Education partners and stakeholders are working collaboratively to create a supportive state policy infrastructure and a comprehensive [educator effectiveness](#) system spanning the career continuum of teachers and leaders, including preparation, licensing, induction, mentoring, professional learning, and educator evaluation. As such ODE staff have started the conversation with CTE leaders to make CTE practitioners aware of the new standards. This includes an examination of what career and technical education classrooms should look under the direction of an effective educator.

The Oregon State Board of Education, in 2010, adopted the [Common Core State Standards](#) (CCSS). The goal of the CCSS is to help all students become college and career ready by the time they leave high school. The implementation and assessment of these standards fits nicely into the overall education improvement efforts in Oregon. CTE staff have been fully engaged in the steering committee charged with implementation and have also engaged in the Smarter Balance Assessment work. The focus on application of knowledge in the new generation assessments proves CTE an opportunity to integrate more fully into the comprehensive high school.

Ongoing Efforts and New Initiatives

Statewide CTE Network:

The [Oregon Statewide CTE Network](#) remained the foundation for CTE system building in Oregon. The Network is comprised of secondary administrators, CTE regional coordinators, community college deans and dual credit coordinators, along with other related school, college and state staff. The fifty-plus member network has allowed for discussion and professional development to improve CTE instruction and support for Oregon's students. It has also provided a multi-faceted communication link across the state. During the first day of Network Meetings, separate meetings are held for three focus groups – secondary and regional coordinators, dual credit coordinators and community college leaders. The

second day of the Network consists of a meeting of the entire group where current issues are discussed, emerging practice is showcased and decisions are made. These meetings provide a venue for ongoing leadership and professional development.

During 2011-2012 the Statewide CTE Communication Team, a subgroup of the Network, met on a monthly basis. This group is designed to provide a reliable two-way communication and decision making conduit between state and local CTE leaders.

Bright Spots:

During 2011-2012 the ODE launched a collaborative effort with CTE Regional Coordinators to identify CTE Programs of Study that were producing outstanding results for students. Out of the 25 programs nominated four were chosen that represented a diversity of communities and career areas. Teams of local and state CTE leaders conducted site visits and interviews with program participants and partners. The team identified six common characteristics found in these quality programs and is disseminating these findings to CTE practitioners across the state. The report from these visits is included in the [Appendix](#) and will be the topic in an upcoming edition of ACTE's *Techniques Magazine*.

CTE Programs of Study:

Oregon has completed the transition of "approved programs" to "CTE Programs of Study." By August 2012, 655 (73%) of the original 895 secondary approved programs had transitioned to CTE Programs of Study (CTE POS). The reasons that the remaining programs did not transition were varied. Some were victims of the economic downturn, but others found they were not of sufficient size and scope to be considered a full CTE POS and remain as elective programs. By going through the process of becoming an approved program, teachers realized they could offer a stronger instructional model if combined with other local CTE programs. Postsecondary partners broadened their participation by including "Pathway Certificates" in their alignments with secondary schools in their regions. Since each community college component may align with multiple secondary components, the CTE Regional Coordinators facilitated the meetings and collaboration between the secondary and postsecondary instructors and their industry partners as each CTE POS was developed.

In 2011-2012, 143 secondary CTE POS applications were submitted; 138 were approved as CTE POS; three applications were approved as State Recognized (temporarily approved, but not yet eligible for Perkins funds until a missing element is addressed); two applications were withdrawn.

Annual updates for all previously approved CTE POS were completed using the revised CTE Program and Course Update online data reporting system. A CTE POS Renewal Application was developed for programs that have reached the end of their 4-year approval cycle. ODE has also created regional versions of both the CTE POS Application and the CTE POS Renewal Application to encourage and reward stronger regional planning and collaboration.

CTE Student Leadership Organizations:

The new funding model for state support of Student Leadership Organizations (SLOs) is now in its second year of developing self-sustaining structures for the six organizations that operate in Oregon: FBLA, FCCLA, FFA, DECA, HOSA, and SkillsUSA. ODE staff reestablished the CTE Student Leadership Foundation, and that Foundation has taken on the leadership role for SLO operations and sustainability. During the 2011-2012 year, state staff helped guide the work of the Foundation and those SLOs to design self-sustainable models for the next biennium. Two of the organizations, FBLA and FFA, have already achieved self-sustaining fiscal models, but continue to participate in the decision making and planning of the CTE Student Leadership Foundation.

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 staff 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 were reviewed in January 2012 and follow up conducted accordingly.
- **Civil Rights Reviews:** State staff reviewed the facilities and programs offered by three 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.
- **Analysis of Performance Measures:** State staff analyzed Perkins performance measures. This was the first year that staff had access to program level data. The data was presented to the local CTE practitioners for use in local assessment and discussion. The data is being used at the state level to target technical assistance and professional development.

Local Activities included:

- **Portland Community College (PCC):** PCC and its Institutional Effectiveness Office continue to improve in-house data collection and reports regarding best use and impact of Perkins funds at the college. This included work to rewrite retrieval programs to better align with Perkins definitions for CTE students who are served by Perkins funds. This upgraded information system is used to assess programs and make strategic planning decisions.
- **Beaverton School District:** All CTE programs participated in a Technical Skill Assessment. The data from the tests was used to make adjustments to the CTE Programs of Study.
- **Clatsop Community College (CCC):** All CTE program completers participated in NOCTI assessments. These assessments are being used to drive program improvements, teacher professional development, and strategic planning.
- **Linn Benton Community College (LBCC):** As part of the Perkins Reserve Grant stakeholders from the secondary programs in the consortium were brought together to design an assessment and growth tool to be used to identify strengths and weaknesses of CTE Perkins Programs of Study.

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 every other week to 218 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.
- **CTE Professional Development Calendar:** State staff provided a Google calendar where local and statewide CTE trainings and technology workshops could be shared with CTE professionals.
- **Educational Technology Tools:** State staff provided training to local recipients on the use of free online educational tools, such as Socrative student response system. There was also training on using Excel to analyze Perkins performance data.

Local Activities included:

- **Salem-Keizer School District:** Creating a technology rich learning environment was the focus of professional development Salem-Keizer. All 30 CTE teachers received Flip video cameras and training, they used the cameras to create instructional videos. Twenty teachers learned how to

integrate the use of iPad applications into instruction. Ten teachers have developed Moodle classrooms that extended student learning beyond the classroom and allowed for students and teacher to interact virtually outside of class time.

- Portland Public Schools: Benson Digital Media program continued to be a leader in video production. Two major projects were to manage the school's website and to create videos for recruitment and CTE promotion. Students are able to receive both CTE and AP credit for Digital Media Production and 2D design.
- Manufacturing Upgrades: Roseburg and Corvallis High Schools purchased CNC machines for their manufacturing program and provided professional development for the instructors. Students were also included in the instructor training in Roseburg and as a result a student produced the working drawing and initial CNC programming to make the first cut on the new equipment.
- Electronics Program Upgrade: South Albany High School incorporated Arduino programmable microcontrollers into their introductory course. Almost 60 students learned about component, programming, circuit building, and design, while learning about physics. Students also built machines that incorporated artistic elements motivating both technically and creatively inclined students.

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

State Leadership Activities in Oregon included:

- CTE Regional Coordinator Professional Learning Community: State CTE staff helped facilitate a meeting every other month of Perkins Reserve Grant recipients. At these meetings participants shared opportunities and challenges presented by the grants and related educational studies or issues were shared and discussed.
- Annual CTE Conference: State CTE staff partnered with the Oregon Association of Career and Technical Education (OACTE) to sponsor an annual conference. In 2011-2012, the conference reached approximately 500 CTE teachers and administrators. The theme was *CTE Working for Oregon in the 21st Century*. A preconference symposium was conducted on Common Core State Standards and the Common Career Technical Core.
- CTE Network Professional Development: The CTE Network met five times to tackle issues relevant to CTE in Oregon. Topics in 2011-2012 included: CTE Branding, Effective Budget Management, CTE's Role in Education Reform, Using Data to Communicate about CTE, Building and Maintaining Industry Partnerships, Technical Skills Assessment, Teacher Licensure, Academic Integration, and Effective Use of Resources.
- State Staff Presentations: CTE Education Specialists provided over 250 hours of 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:

- Lane Educational Service District: Lane County created a CTE Leadership Cadre. This group of six teachers from different career areas worked together to design professional development, facilitate professional learning communities in their career areas, support regional advisory committees and coordinate local CTE activities.
- Hood River High School: Professional development focused on writing in CTE classrooms. Teachers learned to identify and provide intervention to struggling students. An indication of the positive outcomes of this training was a jump in writing scores from 53% meeting the requirements to 75% proficient.
- Proficiency Based Learning: The Southern Oregon Education Service District conducted a two-day Proficiency Based Instruction, Learning and Assessment institute at Southern Oregon University. CTE instructors, counselors, and leaders from across the region attended the event.

Six schools have fully embraced proficiency based instruction and assessment and are using CTE program examples since they have been using proficiency based instruction successfully for several years.

- Secondary/Postsecondary Partnerships: Treasure Valley Community College continued to partner with CTE Regional Coordinators in eastern Oregon to provide on-going professional development in math and literacy integration, and non-traditional careers.

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: 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. As part of the rollout, staff members contributed to the [Common Core State Standard Toolkit](#), a website to be used to aid local implementation.
- 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. In its second year of implementation, the project expanded by increasing participation and emphasized the use of data to measure student improvement. Early data returns have shown significant gains in student achievement.
- Literacy in CTE: The state continued to work with CTE leaders to design the implementation of the NRCCTE's Authentic Literacy project in Oregon. Instructors continued to participate throughout the 2011-2012 school year. Survey results show literacy activities were used in participants' CTE classrooms on average 12 times per month. Some teachers reported using literacy strategies in almost every class.

Local Activities included:

- Problem Solving in the Workplace: Approximately 300 juniors from Springfield, Pleasant Hill, and Gateways high schools participated in Problem-Solving in the Workplace. This event was held in conjunction with the Chamber of Commerce. The goal was for High School juniors to have a lively interchange of ideas stemming from common dilemmas and scenarios that are found in the work place. Over 40 businesses participated by loaning an employee or manager to facilitate tables of juniors in solving real problems that may come up in business.
- Common Core in CTE: Tillamook County focused on preparing CTE teachers for the implementation of the Common Core State Standards. All CTE teachers in the region worked collaboratively with academic teachers to unwrap and prioritize the new standards in both literacy and math. As a result CTE teachers understand the role of their program in the implementation of the Common Core.
- Math in CTE: After four years of Math in CTE training in the High Desert Education Service District 84% of CTE teachers have received this training. As a result regional math assessment results went from 54% to 77.6%. The academic indicators for literacy and writing also went up to the 90% or higher
- Parkrose High School: The Marketing II class was able to take their core understanding of Marketing and develop a fundraising campaign around literacy. The group utilized the components of the Marketing Mix and developed a campaign to motivate students, staff, community members and local businesses to donate books to improve literacy in the community. The campaign netted more than 1,500 donated children's books. These books were taken to the four elementary schools in the district and donated to students to take home for the summer.

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:

- **Current Grants in Aid:** Oregon awarded six grants in 2011-12 totaling \$63,239.45 to support various projects aimed at addressing gender inequities in non-traditional careers, and exposing special populations to high skill, high demand and high wage occupations. Five awards supported local efforts to recruit and retain males or females in nontraditional programs of study. A sixth grant supported the highly successful statewide outreach efforts provided by the Oregon Trades, Inc., to encourage young women to consider a variety of trades careers. Collectively, the projects provided direct services to 3,275 secondary and postsecondary students (80% of which were females).

Local Activities included:

- **Non-Traditional Building Trades Cohort Project:** A partnership between Region 13, Region 14 and Treasure Valley Community college led to 18 female students' participation in nontraditional career activities. Hands on and classroom activities were conducted for construction, engineering and manufacturing.
- **Women in Welding:** Southern Oregon Community College conducted Women in Welding project, a one day event called The New Faces of Welding. This project exposed 30 female high school students to the Manufacturing Technology/Welding CTE Program of Study. Seven mentors from industry and sixteen college welding students participated in the event.
- **Discovery Programs:** Campus tours were coordinated and carried out at Rogue Community College for Discovery Program students each term. This provided students the opportunity to explore non-traditional trade and technical program offerings. A variety of career and technical lab classes were conducted, giving students the opportunity to explore CTE/STEM careers in a fun, and non-threatening way.

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:

- **Oregon Association of Career and Technical Educators (OACTE):** An ODE staff member participates as a board member of the OACTE. Through this partnership and collaborative effort professional development is provided to teachers across Oregon.
- **Joint Boards Articulation Commission (JBAC):** Staff members from ODE and CCWD regularly participate in, and present to, the JBAC. The commission is an action-oriented workgroup made up of administrators and faculty from Oregon's education providers. Through this collaboration between public and private universities, community colleges and K-12, issues relating to student success, articulation, and transition are addressed.

Local Activities included:

- **Pre-Engineering Partnership:** The pre-engineering program at Crescent Valley High School has a strong partnership with numerous local businesses and the Oregon State University College of Engineering. These partnerships go beyond just advising. OSU staff co-teach sections of the program. CH2MHill engineers work collaboratively with the teacher to modify one of their actual projects so students can have a real-world engineering problem to solve. Students then go to the company and 'pitch' their designs to a team of engineers.
- **Internships:** Over sixty student internship placements have been developed for health occupation students to do a series of 5 five-week internships in various medical settings at Sabin-Schellenberg Technical Skills Center.
- **Branch Campus Open Houses:** On behalf of all the Intermountain Education Service District CTE Programs of Study, the Blue Mountain Community College offered an open house at the various branch campus locations to solicit input and partnering with community members. Participants

included secondary and postsecondary faculty and administration, local business and industry representatives as well as Eastern Oregon University staff.

Serving individuals in state institutions

State Leadership Activities in Oregon included:

- **Administration:** A total of \$135,661 was allocated to adult and youth corrections facilities in Oregon. The adult corrections portion is administered by the Oregon Department of Corrections (ODC). The regional consortiums administer Perkins funds for the six high schools operated by the Oregon Youth Corrections Department (OYCD).
- **Technical Assistance/Professional Development:** The adult corrections program manager attended all CTE Network meetings and also participated in professional development opportunities throughout the year. ODE data staff have provided training to OYCD/SLP staff to ensure accurate data collection and use.

Local Activities included:

- **Certification:** Oak Creek Correction facility graduated two students with a high school diploma and certification in Office Technology Skills from Linn-Benton Community College.
- **Non-Traditional:** The first American Welding Society certification of a female welder was awarded at Coffee Creek Correctional Facility (CCCF). The institution superintendent, assistant superintendents, the physical plant manager along with security staff all turned out to congratulate the inmate on her accomplishment.
- **Pre-Apprenticeship Program:** A pre-apprenticeship carpentry program was established at CCCF. The program received approval from the Oregon State Apprenticeship and Training Council in June of 2011, and was fully implemented in July 2011. Since then one individual has successfully completed the program and has been released from custody.
- **Apprenticeship:** Although originally intended just for Oregon State Correctional Institution, the Cabinet Making Apprenticeship program was expanded to Snake River Correctional Institution with the encouragement of the carpenters union. Approval was received from the Oregon State Apprenticeship and Training Council in March, and the first apprentice was registered in June 2012. Perkins funds were used to purchase a set of the necessary related training materials.

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:** While disaggregated student performance data has always been provided to subgrant recipients, this year disaggregated data was provided by school and by program. This allowed local recipients to more closely analyze special population and subgroup performance and enhance supports.
- **Native American Strategic Plan:** Career and Technical Education staff from ODE have participated in crafting and evaluating the strategic plan for Native American/American Indian students.

Local Activities included:

- **Transition Academy:** Disability Resources at Lane Community College hosted a highly successful student outreach event called Transition Academy during Spring Term 2012. The audience consisted of 180 high school students from 15 Lane County high schools who received important information which prepared them for success in college and/or career pathways.
- **Web Casting Studio:** A web casting studio was developed at Oregon School for the Deaf (OSD) for their Visual Communication program. This unique population needs something very visual and appealing. They now have state of the art computers and quality video equipment, and with the green screen they are able to take their production to the next level. Students experience a high level of success as they complete production projects.

Offering technical assistance for eligible recipients

State Leadership Activities in Oregon included:

- Perkins/CTE Website: Staff continues to revise and update the ODE web pages to ensure the pages provide 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, Web-Ex is used to provide one-on-one as well as large group assistance.
- 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:

- Comprehensive Guidance and Counseling Framework: The Comprehensive Guidance and Counseling Framework, based on the American School Counselor Association's (ASCA's) national model, was systematically updated to align with new graduation requirements and the Common Core State Standards. The updated framework was posted to the Department of Education's website and disseminated to School Counselor Educators across the state.
- Oregon Career Information System (CIS): State staff act as a non-voting board of director member for the Oregon CIS. This system uses updated information about employment data, post-secondary school information, and CTE Programs of Study, to help guide students through career planning.
- 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:

- TutorTrac: Linn Benton Community College is utilizing an online tutoring appointment system that has shown increased attendance in tutoring and has allowed for adequate staffing.
- Mock Interviews: A number of high schools and community colleges across Oregon reported using Mock Interviews as part of their career readiness requirements.
- GRADPlan: A new software program, Graduation Requirements and Academic Decisions Plan at Portland Community College collects data on each student's program. There are tools for advisors and faculty to use to support students' understanding of their program of study and status toward completion.

Establishment of agreements between secondary school and postsecondary CTE programs

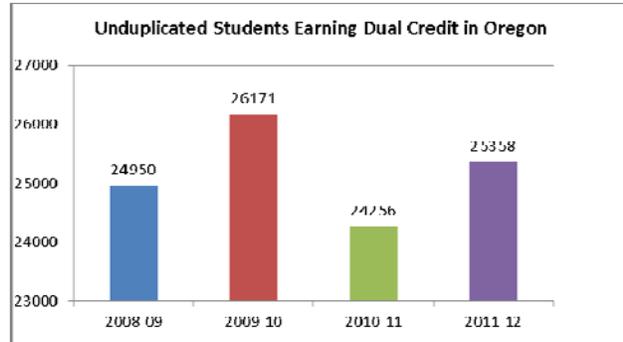
State Leadership Activities in Oregon included:

- 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 included representatives from Oregon University System and other four year institutions. In a survey conducted in February 2012, the group identified the follow priorities:
 1. visiting postsecondary institutions to share strategies and observe best practice
 2. statewide efforts focusing on intentional connections between students, parents, secondary and postsecondary partner

3. encouraging high school students to have a physical on campus experience at a postsecondary institution.

- **Professional Development:** The Dual Credit Coordinators have shared, facilitated and lead conversations concerning the educational reform efforts within the state. Specifically the areas of STEM, Oregon's Achievement Compacts and the CTE Revitalization Grants have all been part of the professional development provided by the CTE Dual Credit Leaders. CTE programs were highlighted with presentations at the 2012 National Association of Concurrent Enrollment Programs Conference (NACEP) in Seattle and at the Rogue Community College fall workshop in Medford, Oregon.

- **Dual Credit Enrollment:** Historically, Oregon has been a pioneer in offering Accelerated Learning Options for students. Enrollment in dual credit programs has hovered around the 25,000 level in terms of total unduplicated students registering for, and earning, dual credit annually.



Local Activities included:

- **Lane Community College:** As a result of continued CTE 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 CTE POS process, begun in 2008/09, was completed. A total of 57 CTE 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 CTE POS, curriculum resources, and instructor knowledge, and teachers could more easily collaborate on the CTE POS development and application. CTE POS development for 2010-2011 yielded six programs of study at four high schools. As a result of the regional CTE 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.
- **Linn-Benton Community College:** Over 2300 college credits were earned by regional high school CTE students through the Linn-Benton 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 (TSAs) that are both valid and reliable. An online database of approved TSAs has been populated with 493 individual assessments grouped by cluster area. Of those assessments, 174 were developed locally and submitted for approval.

Cluster	Number of Approved Assessments
Arts, A/V Technology and Communications	63
Information Technology	63
Marketing Sales and Service	23
Hospitality and Tourism	31
Finance	14
Business, Management and Administration	43
Health Science	46
Human Services	11
Education and Training	18
Law, Public Safety and Security	19
Transportation, Distribution and Logistics	42
Architecture and Construction	57
Manufacturing	43
Science, Technology, Engineering and Mathematics	38
Agriculture, Food and Natural Resources	33

Table 1 – Distribution of Oregon approved technical skill assessments by career cluster. Some assessments may appear in multiple clusters.

Estimated percentage of students who are reported in the state's calculation of career and technical education concentrators who took the assessments

Secondary:

Oregon's 2012-2013 benchmark 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 65% of the secondary students who were identified for technical skill assessment, were assessed during the 2011-2012 academic year. The total number of students assessed represents 12.3% of the total number of concentrators in grades 9-12.

In 2011-12, 2,638 concentrators who were expected to graduate from high school in Oregon took technical skill assessments. Another 2,509 concentrators who were not expected to graduate high school also took technical skill assessments. To understand the proportion of concentrators these numbers represent, as a measure of the state's progress in implementing technical skill assessments, it is important to note the following:

- Technical skill assessments (TSA) tied to secondary CTE programs were not meant to be given to all high school CTE concentrators in Oregon, but rather to those concentrators who completed the high school portion of their CTE Programs of Study.
- Based on the State's 2009-10 work with CTE programs in three different regions, it was estimated that statewide approximately 25% of high school concentrators (on average) complete their CTE programs.

- Because the CAR narrative request could be interpreted more broadly than Oregon's intended TSA pool, we explored different methods for calculating the estimated percentage of those assessed. After exploring these different models we choose to base our calculations on the estimated pool of CTE program completers who were expected to graduate high school in 2011-12. (Calculations shown below).

Based on the estimated pool of concentrators who completed their high school CTE program and were expected to graduate high school in 2011-12.	
# of Concentrators who were expected to graduate from high school	16,244
# of Concentrators who took assessments and should have graduated from high school	2638
Estimated # of Concentrators who completed their High School CTE program and should have graduated from high school (25% x 16,244)	4061
Estimated % of students who completed their high school CTE program, completed high school, and were assessed (2638/4061)	65%
Interpretation: This would seem to indicate that approximately 2/3 of the CTE concentrators that we believe should have been assessed were actually assessed in 2011-12. This means the state will need to reach another 1/3 of the CTE concentrator population by 2012-13 in order to meet its goal of assessing 100% of concentrators who complete their high school CTE program.	

Postsecondary:

The postsecondary estimates are based on the 2010-2011 reporting year in order to capture data on students who completed assessments within the year following completion of their program. This is consistent with Oregon's Performance Measurement Definitions.

Based on concentrator and completer counts for the 2010-2011 academic year.	
# of Concentrators	18,563
# of Concentrators who took assessments	1202
% of Concentrators who were assessed (1202/18563)	6.5%
# of Completers	4203
% of Completers who were assessed (1202/4203)	28.6%
# of Completers assessed and included in the 1P1 measure for this reporting year	609
% of Completers assessed (609/4203)	14.5%
Interpretation: Of the postsecondary CTE concentrators in the previous reporting year (2010-2011), 6.5% were assessed. Our revised estimate of concentrators that should be assessed is 25%. The number of students reported as taking technical skill assessments (609), is 51% of the total students assessed. This is consistent with percentage of students who complete a postsecondary CTE program.	

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 was 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 2011-2012 to phase in technical skill assessment.

Report - 2011-2012

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

Activities Previously Identified for 2011-2012	Related Progress During 2010-2011
<p>Provide professional development to help expand collection of technical skill assessment data for secondary and postsecondary programs.</p>	<p>During this academic year, 16 of the 17 community colleges in Oregon reported data on technical skill assessments. This amounted to 2159 actual assessment records, an 80% increase over the 1202 assessments reported in the previous year. Over the last two years of reporting, all colleges have reported technical skill assessment data which indicates they have systems in place to provide the data for state reporting.</p> <p>The Oregon Department of Education has been working in collaboration with the Department of Community Colleges and Workforce Development (CCWD) to increase awareness of requirements for reporting TSA data. ODE has provided on-demand technical assistance related to TSA requirements.</p> <p>The number of locally developed TSAs has grown from 37 to 174 approved assessments. Of those assessments, 60 were developed for use at the community college.</p> <p>Out of the 219 secondary schools with approved CTE programs, 154 uploaded data through the statewide data system. This is an increase of 57% from the previous year. There were over 5147 individual assessment records uploaded, a 79% increase over the previous year.</p>
<p>Evaluate existing process related to technical skill attainment data collection to improve the quantity and quality of data.</p>	<p>The Oregon Department of Education conducted an online training for local data entry staff regarding reporting of technical skill assessment data. Issues that emerged from the previous year were highlighted in the training to reduce repetition of those issues.</p> <p>The Oregon Department of Education Perkins data team has worked with the Office of Assessment and Information Systems (OAIS) to that secondary TSA data analysis aligns with the Performance Measurement Definition included in the State Plan.</p> <p>Data analysis and collection reports are shared with the CTE Regional Coordinators to assist us in identifying issues related to data collection and reporting.</p>

Plan – 2011-2013

The plan for continued expansion of TSAs to all CTE POS is outlined in the Oregon State Plan <http://www.ode.state.or.us/teachlearn/pte/stateplan2008-2013.pdf>.

Review of Accountability Data

Overview

In general, CTE programs across the state continue to do a good job of preparing CTE students for future educational and career opportunities. Oregon met the 90% performance level for 12 of 14 measures. 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 analyze and communicate CTE student outcome data to our partners in the field in an effort to better understand and improve upon our most recent CTE performance levels as well as performance trends over time. Following is a more detailed discussion of Oregon's performance on Perkins secondary and postsecondary core indicators.

Oregon Student Definitions

Secondary CTE Participant: Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an Oregon state-approved CTE Program of Study.

Secondary CTE Concentrator: Any secondary student who has earned one (1) or more credits in a technical skill course(s) part of an Oregon state-approved CTE Program of Study, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion.

Postsecondary CTE Participant: A postsecondary student who has earned one (1) or more CTE credits in any CTE Program of Study within the reporting year.

Postsecondary CTE Concentrator: A postsecondary student who is enrolled for credit in the current academic year who has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE Program of Study that terminates in the award of a degree, a certificate of completion or an industry-recognized credential.

A glance at the 2010-2011 secondary data

Oregon collects and reports on all students participating in state-approved public career and technical education programs in the state. Current definitions for secondary and postsecondary students can be found in the [State Plan](#). Below is a summary table for the 2011-2012 performance.

PM	Core Indicator	Negotiated Target	Attainment	Measurement Approach
1S1	Academic Attainment - Reading	70.00%	93.61%	State Assessment
1S2	Academic Attainment - Math	70.00%	78.51%	State Assessment
1S3	Academic Attainment –Writing (Oregon Only)	70.00%	71.36%	State Assessment
2S1	Technical Skill	60.00%	64.94%	Technical Skills Assessment
3S1	HS Completion	95.00%	83.18%	Administrative Data
4S1	HS Graduation	68.10%	81.97%	Administrative Data
5S1	Placement	59.50%	54.82%	Administrative Data
6S1	NT Participation	37.00%	44.84%	Administrative Data
6S2	NT Completion	22.00%	45.75%	Admin. Record Exchange

Secondary data by Perkins performance measure

The following are highlights regarding the state's overall and subgroup performance related to the Perkins secondary measures except for the Oregon only measure, 1S3. Although the state currently collects data on CTE student performance on the high school writing assessment, Oregon will be updating its state plan to exclude this measure given the transition to the SMARTER Balanced assessment system in 2014-15 and the lack of an identified state writing target in Oregon's approved ESEA waiver.

1S1 and 1S2, Reading and Math:

- There was a considerable jump in CTE student performance on the state's reading and math assessments. This is likely largely attributable to the state's change in the high school grade level tested from 10th grade to 11th grade in 2010-11. Oregon's 2011-12 CTE performance on 1S1 and 1S2 is probably the reflection of the first group of CTE concentrators who took their high school academic assessments when they were in 11th grade in 2010-11, and is consistent with the higher performance levels reported among all high school students in Oregon's 2010-11 state report card.
- While exact comparisons with the state's report are not possible, it is nevertheless noteworthy that the CTE student performance this year was over ten percentage points higher in math and reading than all high school students in Oregon in 2010-11.
- All ethnic groups met the 90% threshold on Reading (1S1). However, Black students did not meet the 90% threshold in Math this year, nor in the previous two years. Of all the subgroups, ELL students performed the lowest on both indicators. Less than 40% of ELLs passed both tests this past year. In fact, this is the third consecutive year they have not met either indicator.

2S1 Technical Skill Attainment:

- All secondary grant recipients reported TSA data this year.
- Overall performance on this indicator (65%) exceeded the performance target (60%). However, Black students, ELLs and students with disabilities did not meet the 90% threshold. ELL student performance was the lowest, at 42%.

3S1 and 4S1 High School Completion and Graduation:

- Prior to 2010-11, high school completion and graduation rates were based on the data used to calculate high school graduation for AYP reporting. However, this created a timing issue for ODE to access and interpret CTE student data prior to the submission of this report. Starting last year, CTE data have been extracted from the state data system before the winter collections deadline. This likely results in less complete reporting by the school districts and helps to explain the drop in High School Completion (3S1) and Graduation (4S1) rates beginning in 2010-11.
- This year, Oregon did not meet the 90% threshold for High School Completion. Less than 84% met this indicator -- the performance target was 95%. Our performance on High School Completion and on High School Graduation concern us given that both measures have continued to decline, and may be a reflection of the increased graduation requirements that the state has instituted in the past couple of years. This issue will receive extra attention in the coming year.

5S1 Student Placement:

- Fortunately, our 2010-11 action plan helped Oregon make significant gains from last year (over forty percentage points) and increased overall performance on 5S1 to almost 55%. Although we fell short of performance level target (59.5%), we met the 90% threshold and anticipate that the current and future improvements in our data collection system (including the development of a longitudinal data system) will continue to improve our performance outcome and our ability to more accurately report secondary student placement in the coming years.
- Subgroup performance was fairly weak on this measure. For example, only four of the twelve subgroups included in our reports met the 90% level for student placement this year (females, and three ethnic groups: Asians, Blacks and Whites.)

6S1 Nontraditional Participation and 6S2 Nontraditional Completion:

- Oregon's overall and subgroup performance was strong on both nontraditional measures. Overall, Oregon exceeded the performance targets for both, by over 7 percentage points for 6S1 and over 20 percentage points for 6S2. However, the one group for which Oregon's performance failed to meet the 90% threshold was with males on 6S1, less than 25% of males participated in a nontraditional CTE program.

A glance at the 2011-2012 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 so that a student's major code would not be replaced by the code for any short term CTE certificate earned by the student. This is because Oregon decided that a short term CTE certificate (44 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 2011-2012 count of CTE Concentrators has increased by 3366, an 18.1% increase over 2009-10. This increased "denominator" may have a detrimental effect on current and future performance outcomes.

PM	Core Indicator	Negotiated Target	Attainment	Measurement Approach
1P1	Technical Skill Attainment	75.00%	94.58%	Technical Skills Assessment
2P1	Credential, Certificate, Degree	53.00%	49.12%	Administrative Data
3P1	Student Retention or Transfer	75.00%	73.22%	Administrative Data
4P1	Student Placement	75.00%		Administrative Data; Wage Records
5P1	Non-traditional Participation	22.50%	21.53%	Administrative Data
5P2	Non-traditional Completions	59.60%	46.22%	Administrative Data

Postsecondary data by Perkins performance measure

1P1 Technical Skill Attainment and 1P2 Academic Attainment:

- This is the second year that measure 1P1 was based on technical skill assessments that are aligned with industry-recognized standards. Currently, all of Oregon's 17 community colleges are administering technical skill assessments, although we still consider these assessments to be in a transition phase.
- Of those students who took a technical skill assessment, a very high number (>94%) 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 41% of males achieving degree completion while 57% 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 2010-11 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 2011-12.
- 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 (10%). 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 similar to that of All Students.

Implementation of State and Local Program Improvement Plans

The Oregon Perkins Improvement Plans

In 2011-12, Oregon met all secondary indicators at the 90% threshold except one: 3S1 – High School Completion. Oregon’s overall performance on this indicator was just above 83%. Following is the action plan to improve our performance on this indicator.

3S1 – High School Completion			
Activity	Description	Timeline	Person Responsible
Improve data collection and validation procedures	Analyze secondary data to identify potentially discrepant data. Work with identified districts to ensure that they institute appropriate CTE data collection and reporting safeguards to provide accurate CTE data. Work with the newly hired Research Analyst in our office to develop additional data validation procedures that will help us detect CTE data anomalies in a timely manner.	November 2012 June 2013	Brent Jacobson Martha Martinez Ilene Spencer
Evaluate performance and target data	Analyze secondary data to (1) decipher patterns among grant recipients and student subgroups, (2) shed light on potential contributing factors to the declining performance on this measure and high school graduation in the past two years and (3) determine where to focus our technical assistance efforts. Work with local partners to better understand the patterns evident in the data and potential contributing factors.	February 2013	Brent Jacobson Martha Martinez
Require individual recipient action plan	Each eligible 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. Provide support and technical assistance with strategies and activities to include in the plan.	July 2013	Donna Brant

For 2011-2012, 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 postsecondary 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.	March 2013	Larry Cheyne Shalee Hodgson Donna Lewelling

Require individual recipient action plan	Each eligible postsecondary 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, 2013	Larry Cheyne Shalee Hodgson Donna Lewelling Krissa Caldwell
Evaluate performance and target data	Analyze local program data to determine patterns that may explain why the measure was not met.	April 2013	Paul Schroeder Krissa Caldwell

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 increasing their performance in these areas.

Grant Recipients that Failed to Meet at Least 90% of the Performance Target

Secondary		
Indicator	Number*	Percent
1S1 – Academic Attainment Reading/Language Arts	0	0%
1S2 – Academic Attainment Mathematics	1	3%
2S1 – Technical Skill Attainment	8	27%
3S1 – High School Completion	13	43%
4S1 – High School Graduation	1	3%
5S1 – Student Placement	14	47%
6S1 – Nontraditional Participation	5	17%
6S2 – Nontraditional Completion	5	17%
Postsecondary		
Indicator	Number**	Percent
1P1 – Technical Skill Attainment	0	0%
2P1 – Credential, Certificate or Degree Completion	7	41%
3P1 – Student Retention or Transfer	5	29%
4P1 – Student Placement	5	29%
5P1 – Nontraditional Participation	8	47%
5P2 – Nontraditional Completion	10	59%

*Total secondary recipients - 30

**Total postsecondary recipients - 17

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 2011-2012 the following progress was made:

- Made additional improvements to the CTE Program Update software application used by schools and Regional CTE Coordinators to update the official CTE program data maintained by the state.

- Completed and began utilizing the new database and tables in which the CTE program data is stored and accessed to increase accuracy, efficiency, and consistency.
- Continued refining 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.
- Enhanced and expanded the design and development of the reports provided to the Regional CTE Coordinators for distribution to local Perkins grantees.
- Incorporated individual school and CTE program level data with district, consortia, regional, and state data and provided via secure file transfer to Regional CTE Coordinators for distribution to local Perkins grantees.
- Developed and implemented revised and enhanced procedures and new form to assure that the data will be handled according to FERPA and other confidentiality requirements.
- Assembled a list of school level personnel responsible for completing the CTE Program Update software application and/or the CTE data collections to facilitate direct communications re: CTE data reporting topics.
- Had the largest live participation ever in our annual webinars (revised and updated) on how to complete the CTE Program Update software application and the CTE data collections.
- Developed and distributed a new CTE Data & Reporting Calendar to clarify the various activities and timeframes associated with CTE data reporting.
- Worked with local school districts on data collection and reporting improvement strategies.
- The CTE/Perkins Data Manager continued working with the State Longitudinal Data System staff concerning CTE/Perkins reporting needs.

Postsecondary

- The Directors of the CCWD and the ODE teams most involved with Perkins grant administration initiated a new interagency "Data Team" comprised of key individuals from the two agencies. 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 increased 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 was a transition of the CTE data to a more compatible and efficient database and processing software.
- The CCWD Education Director collaborated and communicated regularly with the relatively new CCWD Director of Research and Planning to address and improve CTE/Perkins data needs.

**2011-2012 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
2011-2012 Distribution of Funds – Basic	 5-2 12-13 1%.xls  5-2 12-13CCAllctns.xls  5-2 12-13DstibtChrt.doc  5-2 12-13ElgblRcpent.pdf
2011-2012 Distribution of Funds – Reserve	 5-2 12-13RsveAllctns.xls
2011-2012 Perkins IV Local 5 Year Plan Update and Annual Review	 PerkinsBasicPlanApp _11-12.pdf  PerkinsReservePlanA pp11-12.pdf
2012-2013 Basic -Perkins IV Local 5-Year Plan Update; Local Improvement Plan; Basic Annual Application	http://www.ode.state.or.us/teachlearn/pte/perkinsbasicplanapp_12-13.pdf
2012-2013 Perkins IV Regional Reserve Fund Plan and Application	http://www.ode.state.or.us/teachlearn/pte/prknsrsveplnapp_12-13.pdf
Proposed 2013-2014 Basic -Perkins IV Local 5-Year Plan Update	 B 13-14PrknsBscPln.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
Bright Spots Report	 Bright Spots final2.doc