

Consolidated Annual Report, Program Year 2013 - 2014 Oregon

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Agency Data Systems - Perkins funds were used to enhance the Community College Course and Program Submission System (WebForms) with information technology-related development, design, programming, connectivity, web-hosting, technical assistance and technical support activities. The WebForms system is the primary online or software resource for course and program submission and modifications for community college administrators and staff involved with instruction and course-related activities. The Webforms system supports the specific requirements, processes and timelines associated with the approval or amendment of career and technical education (CTE) programs and courses at community colleges.

Technical Assistance - Part of the improvement plan for 5P1 included collecting more accurate data. State staff provided technical assistance and support in understanding and identifying possible data collection processes that need enhancement.

Examples of Local Implementation Include:

Portland Community College (PCC) - The Institutional Effectiveness Office (research) has been improving its in-house data reports regarding the best use and impact of Perkins funds at the college. PCC expended efforts in this direction to make more informed and strategic decisions. PCC has rewritten in-house data retrieval programs to better align with the Perkins definitions for CTE students served by Perkins funds. The new in-house data system helps them focus on how to utilize and distribute the Perkins funds, identify the demographics and psychographics of the students they serve, determine the types of shifts necessary, and use the funds most effectively to assure the long term success of CTE Programs of Study, Technical Skill Assessments and their work with regional high schools.

Consolidated Annual Report, Program Year 2013 - 2014 Oregon

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

CTE Program of Study (POS) Application, Renewal and Update - Each year about 150, or one-fourth, of the Programs of Study go through a POS Application/Renewal process, resulting in all programs completing the process every four years. During the renewal process, lead teachers from both the secondary and postsecondary components of the program are asked to respond to prompts regarding the details of their POS. Specifically, they are asked to identify the courses and their relationship to the standards, student support services, articulation agreements, Technical Skill Assessment and the POS design as represented by a career pathway roadmap or other visual representation. All programs must complete a CTE Program Update in the fall of each year; this gives them the opportunity to request adjustments to courses in the POS for the year. This update allows the Oregon Department of Education staff to make adjustments or corrections to the CTE database, and prepare that database for the spring data collection.

Perkins Basic Grant Peer Review - This was the fourth year of utilizing a peer review of the Perkins Basic Grant Annual Update and Applications. Over twenty participants received training on evaluating the components of the annual update, and they were provided feedback that would lead to improvement. This program improvement effort gives the applicants concrete suggestions regarding planning, goal setting and activities. Additionally, the peer reviewers reported a high level of professional learning that they can immediately apply to their individual programs.

Perkins Basic Grant Technical Assistance Workshop - Twelve Perkins project managers were selected to participate in a one-day intensive training as a result of either a poor rating from the peer review, or because they were new to Perkins project management. Instruction and guided practice were provided in goal setting, selecting activities that would result in goal attainment, and improvement activities. The feedback from the workshop was positive; participants reported growth in their understanding of program planning.

Data Collection and Review - Upon completion of the yearly data reporting, agency staff review the reports and follow up with technical assistance and training to the field. This is accomplished through Perkins Technical Assistance Webinars, individual communication, presentations at state leadership meetings and local technical assistance visits.

Program Quality Review Tools - Four local districts participated in the National Quality Program Review pilot sponsored by the National Council for Agricultural Education (National Team AgEd). The Statewide CTE Communication Team evaluated this model and four other quality program rubrics. This group will recommend program review tools for adoption at the state and local level during the 2014-2015 program year.

Risk Factor Assessment - Annually, staff utilize a fiscal risk assessment tool applied to all grant recipients. The tool helps identify which programs to monitor for fiscal accountability. There are seven sections to the risk assessment that include not only strict financial risk factors such as audit results, but also include program quality information such as the number of performance measures met. Four to five subgrantees are identified for fiscal monitoring each year.

OACTE Session on Technical Skill Assessment Data - State staff presented a session at the annual Oregon Association of Career and Technical Education on a strategy for analyzing technical skill assessment data. About 30 participants were provided with data analysis and decision making tools. Analysis using those tools leads to changes in instructional practice through action research.

Informal Program Site Visits - State staff visited over 50 CTE programs last year as part of ongoing oversight and technical assistance visits.

Examples of Local Implementation Include:

Mid-Willamette Education Consortium (MWEC) – Academic assessments and common technical skill assessments were used for program evaluation in the region. Teacher professional learning communities met to evaluate and use data to inform and adjust instructional strategies. They also identified new strategies to increase student attainment of academic and technical skills. Administrators continued to meet and share best practices, common issues and informational topics.

Hillsboro School District – Utilizing local and state data, Hillsboro School District reviewed their CTE programs in order to provide detailed information specifically targeted at improving nontraditional performance and participation. The review resulted in a shift in professional development and recruiting strategies.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Social Media Campaign - Beginning with internal staff training, a Twitter campaign to enhance the public image of CTE was launched. At the CTE Summer Conference in August, the participants were introduced to Twitter hashtags such as #CTENetwork, #InnovateCTE and #RevitalizeCTE. A Storify link was provided to participants to show how hashtags can be used to tell the story of an event.

Equipment Upgrades - According to 2013-2014 Perkins Annual Reports, local grant recipients spent about 7% (over \$800,000) of the total grant in aid (GIA) on computer equipment and software. Other equipment upgrades and purchases totaled about 22% of the total GIA (over \$2.5 million). In addition to federal Perkins funds, districts were able to leverage approximately \$5.7 million from the newly funded CTE Revitalization Grant project to provide equipment upgrades at the local level.

Examples of Local Implementation Include:

Forest Grove School District - Continued developing their Machine Manufacturing program, where there is strong interest from industry partners. Machine Manufacturing students participated in a partnership with Oregon Iron Works (OIW) that included site visits, guest speakers and an industry person working side-by-side with their instructor to provide enhanced instruction to the Advanced Metals students. In 2014-2015 Forest Grove will continue to provide industry experiences in the classrooms and hope to engage CTE students by bringing in more industry professionals to enhance instruction and content and provide specialty skills training. Their Business Office Systems curriculum underwent major updates this year with software to align with college and industry standards; this update included Dreamweaver 6.0 and activities that included HTML5 and CSS (Cascade Style Sheets). Students were also introduced to two Learning Management Systems (LMS) including Schoology and Edmodo, which provided an online learning environment for students in the Business Office Systems program.

Beaverton School District – Implemented year four of their five year program to bring technology that mirrors industry standards and practices into all of their CTE classrooms. Beaverton found their investment in relevant technology resulted in increased student interest, including underrepresented students in STEM classes. In the course of a semester, students were able to master more technical skills using cutting edge technology and hardware, and students designed complex projects. They also invested in hardware to support the increasing use of 3D modeling in their STEM Programs of Study at Aloha, Westview and Health Sciences School. Based on employer demand for skills in desktop and web publishing, the Beaverton High Marketing Program of Study integrated industry standard Web Design & Publishing software into the curriculum.

Reynolds School District – Started a new Engineering Program which increased the level of technology in the CTE department, and provided classes which aligned directly with advanced level core content classes. Reynolds continued to incorporate more computer-based technologies into the curriculum to advance the skill levels of their students. They are also planning to expand their CTE programs to include more advanced level classes in such areas as engineering and computer-based manufacturing, ultimately providing their students with additional opportunities to prepare for high-wage, high-demand careers. As of November 2014, Reynolds School District reported a total of 56 students enrolled in the new Engineering Design class that was made available after a teacher became Project Lead the Way certified.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

State Sponsored Professional Development - The majority of professional development happens at the local level based on locally identified needs. Statewide presentations were made at various conferences such as the Oregon Association of Career and Technical Education, National Association for Workforce Initiative in Portland, Oregon, Oregon Vocational Agriculture Teachers Association and the Oregon School Counselors Association conferences.

CTE Regional Coordinators - The 17 CTE Regional Coordinators are responsible for secondary and postsecondary program oversight at the local level. They met as a group four times during the reporting year and participated in professional development, discussions and ongoing assistance with the following topics: CTE Program of Study Workshop; Industry Certification and Industry Recognized Credentials; Regional CTE Strategies; Strengthening Partnerships; Nontraditional Student Participation Strategies; Proficiency Based Grading; and Perkins Reauthorization Preparation.

Community College CTE Leaders - The Community College CTE Leaders represent a variety of career areas and serve as deans and instruction leaders at their local institutions. They met four times during the 2013-2014 reporting year and participated in professional development, discussions and ongoing assistance with the following topics: Strategic Planning; Perkins Postsecondary Completion and Performance Data; Pathways Descriptive Study; CTE Impact and Priorities; Community College Data Systems and Institutional Research Reporting; Dual Credit; and Building, Promoting, and Sustaining a Statewide Voice for CTE.

The CTE Network- The CTE Network has about 70 participants and convened twice during the reporting year. Members included CTE Regional Coordinators, School-based CTE leaders, Perkins project coordinators, Community College CTE Leaders and CTE Dual Credit Coordinators. Participants explored such topics as: Career and CTE Advising; Dual Credit Initiative; Community College Advising Tools; High School and Community College Collaboration Strategies; and Intersection of STEM and CTE.

In addition to these events, state staff provided ongoing one-on-one technical assistance and professional development opportunities around program quality as well as improvement and teacher licensure.

Professional Development Expenditures - According to the 2013-2014 Perkins Annual Reports, approximately \$1.8 million, or 15%, of the total GIA was spent on professional development activities at the local level.

An Example of Local Implementation Includes:

Clackamas Technical Education Consortium (C-TEC) - C-TEC offered a week-long professional development opportunity for 13 CTE teachers in June 2014 to implement proficiency teaching and learning practices in their CTE programs. They continued to support teachers in their efforts to add academic rigor to their Programs of Study by providing professional development opportunities and tying that professional development directly to performance/assessment data. Sabin-Schellenberg Center initiated a Peer Observation Learning Protocol for teachers to improve their teaching methodology. Another professional development program connected Clackamas Community College (CCC) and Clackamas ESD as they partnered to develop the College Connections Cadre (a group of high school counselors and college staff that met three times to discuss strategies to ease the transition of high school students to CCC). The group identified a set of goals and tasks to be completed in 2013-2014 and made significant progress toward implementing all of them. The group will continue to meet in 2014-2015.

Linn-Benton Community College (LBCC) – Eighty-three percent (40) of the CTE teachers participated in specific professional development targeted to meet identified needs. This was in addition to their school district's normal required professional development activities. Also, two instructors attended the Lincoln Welding School over the summer. A remarkable difference in student engagement has been attributed to the instructors' more advanced knowledge of welding.

North Coast Educational Consortium, Clatsop Community College – Eighty-six percent of CTE teachers worked with their administrator and CTE Regional Coordinator to identify and select professional development appropriate to their Program of Study and developmental needs. After attending, teachers shared their findings in home high school professional learning communities (PLC) and with the regional CTE teachers. Seventy-one percent of CTE teachers in the region attended more than one professional development conference or workshop.

4. During the reporting year, how did your state provide 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?

2013-14 Nontraditional Occupations Grant Analysis - ODE and CCWD awarded over \$58,000 in competitive grants through the Nontraditional Occupations Grant Projects Program. Six grants were awarded across the state—representing partnerships between secondary and postsecondary institutions these grants served a combined total of 2,488 students of which 88% were females students. These six grant projects were primarily trades-related occupations in focus; moreover, on average, Oregon invested \$23 per student through these grant projects.

Below is more specific information for each of these grant projects:

“Connecting Females with Science and Math through Building/Manufacturing Career Pathways” – Grant ESD in partnership with Malheur ESD and Treasure Valley Community College. The project was awarded \$9125 and served 18 students. “Connecting Females” had two goals: 1) to provide at least 15 female students with the opportunity to learn and participate in nontraditional career activities leading to increased female participation in secondary programs of study for construction, engineering, agriculture, and manufacturing and 2) to provide this cohort of female students with an extended pre-college experience through exposure to campus life. Notably, this project began 5 years ago at a period when both GESD and MESD had very low numbers in nontraditional participation and completion—as this project has progressed, measurable growth has been observed for both indicators of 6S1 and 6S1 attributed to the success of the project.

“Sisters2: Sisters in Science and the Trades” – a collaborative project between Portland Community College and the Portland Area Career Technical Education Consortium. The project served 161 students, 49 high school teachers, 6 PCC faculty members, and 7 counselors across Hillsboro, St. Helens, Scappoose, Banks, Gaston, Forest Grove, Sherwood, Southridge, and Vernonia High Schools. The project was awarded \$5,756.

“STEM Academy and CTE Learning” – sponsored by Southern Oregon ESD in partnership with Rogue Community College and was awarded \$9125. Major activities of this project included the development of a STEM Academy and a CTE Learning Series in which 522 students participated along with 15 teachers and administrators. Serving 15 area high schools, the STEM Academy provided students a workshop series in STEM subjects and career technical education (CTE) POS in automotive, diesel, dental, construction, electronics, EMT, welding, computer science, allied health, and manufacturing. There were 32 STEM Academies held and each was structured to provide two 2.5 hour hands-on sessions giving students time to solve a problem or build a project in various STEM/career technical education (CTE) areas. In all, there were a total of 64 separate STEM/CTE sessions.

The CTE Learning Series brought together teams of high school science, math, and CTE teachers, guidance counselors and administrators for experiential lessons similar to their students, but with a slightly different perspective with the purpose of boosting the understanding of their roles in their students’ academic preparation and career exploration. Notably, this project also included 12 (6 women and 6 men) presenters as representatives from business and industry.

The hands-on experiences and career exploration considerably boosted students’ awareness and understanding of STEM/CTE education and careers as follows: A post survey revealed that 75% could name specific STEM careers, 17% listed non-specific STEM career fields, and 8% could not name a career in a STEM field.

Over the past three years, 850 students (429 girls, 407 boys, 4 unknown) have attended STEM Academy; and 163 (81 girls and 82 boys) of these students have completed dual/accelerated credit averaging 8 credits per student (9.5 credits for girls & 6.5 for boys) with 13 students completing 20 or more credits. This means that 19% of the students have completed at least one college-level course while in high school.

“The Artistic Side of Welding” – collaboration between South Coast ESD and Southwestern Oregon Community College, this project was awarded \$9,125 and served 53 students in total. Building on the success of five previous Perkins Nontraditional Grants, this project furthered recruitment and retention efforts in the manufacturing technology/welding program and study at SWOCC which is articulated and aligned with 7 area high schools. The project employed three strategies to achieve recruitment and retention goals by: exposing students to nontraditional role models, exposing students to nontraditional career opportunities, and providing students with a positive hands-on experience in a nontraditional career. Additionally, this project will introduced students to Engineering, Computer Technology, and other STEM career opportunities relating to the welding industry.

SWOCC’s postsecondary Perkins Performance in Nontraditional Participation 5P1 was 11.4% for 2008-2009; 13.3% for 2009-2010; 15% for 2010-2011; 15.8% for 2011-2012; 22.7% for 2012-2013. This shows a steady increase over the years during which this project has received Perkins Nontraditional grants.

SWOCC’s postsecondary Perkins Performance in Nontraditional Completion 5P2 was 14.29% for 2008-2009; 65.22% for 2009-2010; 28.60% for 2010-2011; 0% for 2011-2012; 44% for 2012-2013. Analysis of the reduction in completions shows students leaving school for employment in entry level welding after one year. The project was developed to expose students to a broader range of opportunities in manufacturing for students who complete two years or more in manufacturing, industrial engineering and related careers. Also, the one-year certificate of completion was redesigned to encourage completion for those seeking employment after one year.

“Lane Regional Pre-Engineering Technology Program: Diversity Strategy Development” – a partnership between Lane ESD and Lane Community College, this program was designed to increase the number of high school female students completing a CTE program in manufacturing, drafting, engineering technology, and construction. Primarily structured around professional development for teachers, the project was awarded \$6,951 and served 20 teachers, three administrators, and one counselor. The project included two professional development activities for CTE, math, and science teachers as well the development of mentor teams comprised of female engineers. The teachers also participated in a two-day job shadow activity as well.

The number of female students completing a CTE program in Lane County was 88 for 2011-12 school year—the project worked to increase that figure by 10% (as measured by Perkins nontraditional completion data). In June 2013, the number of high school female students completing a CTE program in manufacturing, drafting, engineering technology, and construction was 95, demonstrating an eight percent increase in the second year of the project.

State Sponsored Activities: In addition to the Nontraditional Perkins Grant, the following activities were conducted at the state level to enhance the participation and success for preparation in nontraditional occupations:

Developed the Reach and Teach Every Student webinar series

Hosted webinar on Understanding Nontraditional Occupations - December 2013

Presented NAPE Strategies for Nontraditional Occupations to all CTE Regional Coordinators in April 2014

Assembled statewide focus group around strategies for special populations and selecting professional development modes for implementation during the 2014-2015 school year

Provided ongoing reinforcement for local support for nontraditional and special populations in the Program of Study Application and Renewal process

Provided criteria around underserved, special population and nontraditional student participation through numerous state grants

Provided professional development to community college leaders and their partners related to nontraditional STEM occupations and grant opportunities

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

In addition to the support for nontraditional students mentioned in the prior section, the following activities provide support for other students that may be included in the definition of special populations.

Examples of Local Implementation Include:

High Desert Education Service District - Redmond High School – In the Woods Manufacturing class, advanced high school students work side-by-side with special needs students. One project included the use of Computer Aided Drafting (CAD) software, and a Computer Numerical Control (CNC) router to produce a set of signs that were presented to police and fire stations across the state.

Clackamas Technical Education Consortium (C-TEC) – Wilsonville High School – During the 2013-2014 school year, Wilsonville High School offered a class for the first time within their drafting program that was designed to be a “unified” course; approximately one-half of the participants were students with disabilities and one-half were in general education. The course was designed to be more hands-on and kinesthetic than the traditional drafting course, and incorporated more construction projects rather than computer-based drafting projects. Learning outcomes included: proper use of machines and tools; plan design using CAD; production of a product utilizing team work; and understanding student disabilities. The course was co-taught by the CTE instructor and a special education instructor.

Clackamas Technical Education Consortium (C-TEC) – Clackamas Community College – Twelve students who were enrolled in the Adult Basic Education program began the CNC certificate courses during the 2013-2014 program year. All students were Adult Basic Education and/or English Language Learner students. Seven students continued this year, and either graduated, are continuing in another certificate, or have been hired or promoted.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Agency staff provide ongoing and sustained technical assistance. This assistance comes in the form of:

Phone calls

Email

Webinars – live and archived

One-on-one real time webinars

Small group meetings

Large group meetings

Website

Weekly CTE Update provided to listserve of 256 educators and community partners

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

134080

Number of students participating in Perkins CTE programs in state correctional institutions:

474

Describe the CTE services and activities carried out in state correctional institutions.

Youth Corrections

The Oregon Youth Authority (OYA) oversees programs involving adjudicated secondary students. There were nine CTE Programs of Study offered in five high school institutions. These programs were reviewed on the same three-year cycle, and met the same requirements as CTE Programs of Study offered in non-institution settings. Services are coordinated in a collaborative effort between the CTE Regional Coordinator and staff within the institution. Some examples of services and activities in the youth facilities included:

William Lord High School and Robert Farrell High School - In the 2013-2014 school year, 19 students received a total of 36 American Welding Society (AWS) certificates, with 17 students receiving more than one certificate. This program has a very high passing rate for students taking the AWS welding tests. In addition, metal art work completed by students was displayed at numerous art shows throughout the year.

Three Lakes High School – For the third straight year, Linn-Benton Community College was contracted by Three Lakes High School to teach the Administrative Office Professional program. Incarcerated young women were able to earn a high school diploma and a certificate in Office Technology Skills; last year, three students graduated with both.

Riverbend Correctional Facility - Riverbend Correctional Facility transitioned their Wildland Fire Certification program into a full-fledged Program of Study. The employee who has built the program from the ground up has been an instructional assistant. Working with his existing industry partners and Treasure Valley Community College, he was able to qualify for a CTE I license and is able to fully develop the program. Students enrolled in the program gain confidence, employability skills, certifications that make them employable, and most importantly, the hope of a second chance.

Adult Corrections

The Oregon Department of Corrections coordinates Career and Technical Education Programs for the adult corrections population across the state. Four institutions offered Perkins-supported CTE programs leading to certification or a degree in the following areas:

American Welding Society (AWS) Certifications (Deer Ridge Correctional Facility)

Apprenticeships and Pre-Apprenticeships

Limited Maintenance Electrician

Limited Maintenance Plant Journeyman

Painting

Sheet Metal

Cabinet Making

Pre-Apprenticeship Carpentry

Automotive Technician Certificate, Chemeketa Community College Associate of Applied Science in Automotive Technology, Chemeketa Community College Automotive Service Excellence (ASE) certification(s) (Oregon State Penitentiary)

Building Construction Technology Certificate (Snake River Correctional Facility)

Certified Paraoptometric and Certified Paraoptometric Assistant (Glasses and contact lenses) (Coffee Creek Correctional Facility)

Hair Design, Nail Technology, Esthetics State Licensure Exams (Coffee Creek Correctional Facility)

Microsoft Office Specialist (MOS) Certification(s) & Internet and Computing Core Certification (IC3) (Coffee Creek Correctional Facility)

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

9566

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

76

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

There is one state institution serving individuals with disabilities. The Oregon School for the Deaf (OSD) is part of the Mid-Willamette Valley Education Consortium (MWEC) and is served by the CTE Regional Coordinator. OSD offered one CTE Program of Study in Visual Communications/Video.

The video program at OSD (Visual Communications) sponsored the first annual ASL (American Sign Language) Film Festival at the Salem Cinema in Salem, Oregon. Over 50 short films were submitted from Oregon, Washington and California. The top films were put together in a program for showing on the large screen. Capitol Community Television accepted a student intern from OSD.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

There are twelve charter schools in Oregon that had approved CTE Programs of Study during the 2013-2014 school year. All of the schools are considered small and rural, and they are members of a Perkins Consortium in the region. As such, they have the support and resources of a CTE Regional Coordinator for program and teacher professional development.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Oregon Applied Academic Project – Multiple high schools were involved in the development and implementation of an applied academic math curriculum model. A final report was completed on the impact of this collaborative three-year project that incorporated a CTE context into a math course. In addition to the final report, five case studies were also completed. The reports and studies are published on the Oregon Department of Education website.

OACTE Session on CTE and the Common Core - State staff presented a variety of approaches to integrate the Common Core Math and Language Arts Standards into CTE programs. There were approximately 30 participants at the session. Topics included how the new language arts standards can be supported through CTE, and results from a three-year research and development project focused on a high school technical math project.

Examples of Local Implementation Include:

Tillamook Education Consortium – In 2012-2013, focused professional development incorporated Common Core State Standards for Math and Writing into CTE curriculum and designed math and writing assessments that could be integrated in technical courses. In 2013-2014, teachers continued to refine these teaching strategies and assessments in order to improve CTE students' math and writing skills. The group reported that 76% of CTE students (compared to 57% school-wide) achieved Exceeded/Met in Math and 69% of CTE students (compared to 52% school-wide) achieved Exceeded/Met in Writing .

Portland Public Schools - The Benson High School electrical CTE instructor partnered with a math instructor to teach one section of freshman TechGeometry. Students learned geometry concepts, then designed and built a play structure for a local daycare as well as a living structure for the Dignity Village encampment. The survey findings for this collaborative and integrated course indicated an increase in student persistence and confidence in math success.

Grant Education Service District – Teams of CTE and Language Arts teachers from five school districts participated in the Literacy-in-CTE project for the past three years. During the past year, teams committed to sharing at least six literacy concepts with students. They also agreed that all of the five identified writing mechanics must be properly used in order for the work to be accepted. As a result, the CTE concentrators who met or exceeded the 1S3 Writing Performance Measurement increased by 14.17 % from 71.7% to 85.87%.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

Partnership Webinar – As part of a technical assistance webinar series, one session presented information on building, maintaining and sustaining effective partnerships. Participants learned about types of partnerships, how to identify potential partners, communication and management strategies, and how to sustain a viable partnership.

Creating an Internship Program – The Oregon Department of Education contracted with a local school district that has a successful model for creating and maintaining an internship program. For those interested in replicating the model, a website was created to provide resources for recruiting businesses, discussing business roles and responsibilities, and supporting businesses as they host summer interns. The website also provides resources on recruiting students, matching students to an appropriate work site and conducting learning activities within the internship. There is also information on college credit requirements and final reflection documents.

Exploring Regional CTE Delivery Models – Over 50 participants representing education and industry participated in a one-day workshop designed to explore options for regional CTE delivery. The group was led through a series of activities, resulting in a set of recommendations that will be included in a report for the 2015 Oregon Legislative Session.

Team AgEd – Oregon Team Agricultural Education (Team AgEd) is composed of partners from the Oregon Vocational Agriculture Teacher Association (OVATA), Oregon State University, Oregon Future Farmers of America (FFA) and the associated foundation, Collegiate and Alumni organizations as well as Oregon Community College instructors and leaders. Oregon Team AgEd provided leadership and served as the advisory committee for the 80 CTE programs that are part of the Statewide Agriculture Science and Technology Program of Study.

Examples of Local Implementation Include:

Grant Education Service District (ESD) – Grant ESD reported great success in strengthening partnerships with agencies and industry. The CTE Revitalization Grant recipients were required to engage partners, which incited the entire region to get on board and work with partners. Besides the traditional business and industry partners, the consortium leadership connected with Oregon Tradeswomen, Inc., to bring the first-ever Construction Pre-Apprenticeship Orientation to Eastern Oregon. In addition, negotiations are underway with the Occupational Safety and Health Administration (OSHA) Training Institute and Oregon Department of Transportation to develop a strategic plan for recruiting females into the trades.

Intermountain ESD – Blue Mountain Community College implemented a new Precision Irrigation CTE Program of Study and revamped their Engineering and Agriculture departments to better align with regional workforce and university needs. Strong connections were made with important industry partners in Morrow County and Hermiston that have been powerful resources for a realignment to high- wage, high-demand jobs.

Forest Grove School District -- Forest Grove School District was successful in involving the regional CTE consortium leadership and local business and industry in providing funding and expertise in the upgrade of materials and machinery in their CTE Programs of Study. The Manufacturing Technology Program was contacted by Oregon Iron Workers 516 in Portland which offered program support, and has developed a partnership that includes onsite student training at the high school by various metals professionals.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

CTE Program of Study Requirement – For a CTE Program of Study (CTE POS) to be approved in Oregon, Student Support Services is one of the five essential elements that must be present in the application. Program partners are required to develop robust support services including career-driven guidance and counseling. Each CTE POS is asked to present evidence of specific guidance and counseling activities that include career identification, future study plans and tracking student progress. Many schools use the Career Information System (CIS) or similar software to help students explore and pursue career interests.

Preparing Students to Succeed - ODE staff, joined by staff from the Oregon Employment Department and the Oregon Department of Community Colleges and Workforce Development, presented a pre-conference session at the Oregon Association of Career and Technical Education (OACTE) titled “Preparing Students to Succeed—Oregon Career and Technical Education Leads the Way in Career Development.” The presentation covered the following topics: an overview and discussion of state resources for career development and career planning, classroom activities and discussion of current practices in career advising, labor market information and resources, current CTE programs of study across the state, recently approved CTE Revitalization Grant program information, information on community college Career Pathways Certificates in Oregon and local career pathways resources. The presentation was delivered to an audience of professional school counselors, career coaches, Career and Technical Student Organization (CTSO) advisors, CTE teachers, and administrators.

Examples of Local Implementation Include:

Mt. Hood Community College – The consortium produced nine videos for advising and recruiting purposes and invited all high school counselors for training on CTE courses. Additionally, five of the eight counselors joined a team of teachers from each of their schools to attend the OACTE conference. This further enhanced their understanding of CTE, but also provided an opportunity to network with other counseling staff.

Mid-Willamette Education Consortium – During the 2013-2014 academic year, 98% of the region’s high schools took part in a “Counselor and Advisory Teacher Tour.” Three industry tours were conducted for about 140 counselors and teachers. They also received training on dual credit and all of the opportunities available at Chemeketa Community College.

Southwestern Oregon Community College – A campus community advising team was developed to strengthen advising and support for Perkins CTE program students. One priority for student success was to provide tutoring and supplemental instruction. The tutoring facilitated a higher retention rate than in prior years.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

CTE Network Theme – The theme of the winter CTE Network Meeting held on February 5, 2014, on the Portland Community College Sylvania campus was “Career & CTE Advising.” This topic was selected based on statewide feedback from CTE Regional Coordinators, Dual Credit Coordinators and the Community College CTE Leaders. All three groups worked collaboratively to address the topics of alignment and articulation of secondary and postsecondary systems within Career Technical Education. A best practices model was presented by one of the regions where Community College, High School and Dual Credit Coordinators shared their model of success. Additional presentations focused on specific student advising strategies and action plans, developing an “advising toolkit,” and enhancing/improving advising engagement practices. Even though no new alignment or articulation agreements were established at this meeting, the conversation was moved forward and practices were put into place in other CTE regions of the state.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

One of the criteria for the Student Support Services element of a CTE Program of Study (POS) is related to student leadership opportunities. The secondary component of a POS must provide students with opportunities related to student leadership. There are student leadership criteria the POS must meet through their courses, or they may use one of the six Oregon State Board of Education chartered nationally affiliated student leadership organizations as part of their delivery system. In the past, ODE has been put in the position to help sustain those organizations with a small Perkins grant each year to the Student Leadership Development Center (SLDC). But the SLDC has been dismantled and a non-profit organization established to operate those six CTSOs. During the last two years, the ODE has not had to expend Perkins funds specifically on student leadership support. However, many CTE POS expend some of their Perkins funds on advisor travel, training and support.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Retail Management Consortium - The Statewide Retail Management Consortium met with their industry partners and addressed the standards identified for the program. The industry partners pared the less-than-one-year certificate down from ten to eight standards, slightly re-structuring two of the remaining eight courses. This will enable incumbent workers to promote faster and progress through to the Associate of Applied Science degree faster. This will affect articulation agreements with secondary partner courses, which should be done over the next couple years.

Examples of Local Implementation Include:

Klamath Community College (KCC) – KCC students received industry knowledge through classroom and learning labs during 2013-2014; a continuance of their contextual learning takes place in CTE work experience and/or in practicums. KCC approached local industries and has set up a few internships and work ready projects. The local response was positive, with several businesses setting up scholarships and hiring students prior to graduation. This can present a problem for the college when students are employed before finishing their full AAS degree. KCC is looking at night offerings and hybrid “online weekend” offerings to combat this issue. This expansion of offerings will also allow Klamath residents to transition their skill set while working in their current career. Aggressively seeking more on the job internships and upgrading equipment to recommended industry standards will be a key pursuit for KCC in 2014-1015.

Portland Public Schools – CTE students were provided opportunities to connect with industry professionals in the classroom and through industry-sponsored, career-related learning experiences. They will continue to work with existing partners such as the Portland Workforce Alliance and Worksystems/BizConnect to support a wide-range of career learning opportunities (guest speakers, industry site visits/tours, job shadows, externships and paid apprenticeships). Portland Public Schools is also looking to expand CTE related partnerships through parent outreach and implementation of the District's Equity in Purchasing Career Learning Policy.

Treasure Valley Community College (TVCC) – The AAS in Renewable Energy was implemented in 2011-2012 and continued to undergo a summative assessment process that included members of the Renewable Energy Advisory Committee. The Renewable Energy program has embedded STEM skills, and the advisory committee has worked to expand the scope and employment opportunities for Renewable Energy students by completing a comprehensive review of the program. Finally, TVCC has completed submission of an Aviation Technology program. It now has the opportunity to create Aviation Safety Management System (ASMS) certification that is needed by members of the Forest Service and other industries that use aircraft. TVCC will be investigating ways to align some of the Aviation coursework with the secondary school, and courses on such topics as aviation history, meteorology and safety will make that possible in 2014-2015.

Salem-Keizer School District – Students had an opportunity to learn all aspects of an industry through entrepreneurial and career-related learning experiences embedded within Programs of Study. Student-run businesses exposed students to management and business operations. Additionally, experts assisted in the classroom and industry tours deepened students' knowledge of the industry. Postsecondary program tours and pathway training information were provided and students participated in numerous field trips to industry and colleges.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Advancing CTE through Career Pathways - ODE and CCWD used Perkins administrative funds to bring together multiple entities to work on a USDOE project underwritten by Jobs For America (JFF). The project, Advancing CTE in Career Pathways, was a five-state initiative in which JFF provided technical assistance to Oregon. The Oregon partners in the project included: Oregon Department of Education (co-lead), Office of Community Colleges Workforce Development (co-lead), the Office of the Governor, Department of Employment, ASPIRE, Job Growers Inc., Salem-Keizer School District, McMinnville School District, Clackamas Community College, Chemeketa Community College, Columbia Gorge Community College, the Career Pathways Project, Oregon Education Investment Board, Portland Business Education Compact, and Oregon Career Information System.

The project was aimed at bringing together partners already engaged in career pathways work; it appeared to be ahead of its time in Oregon. For the timebeing, it has been moved to the Oregon Education Investment Board for inclusion in the College and Career Ready Initiative.

A Glossary for Career Pathways Practitioners, which helps identify common language that can help bring all these endeavors into alignment with each other, was produced. This document will be made available to all partners and will be posted to the appropriate websites.

Examples of Local Implementation Include:

Clackamas Education Service District – CESD leveraged relationships between the high schools and community colleges by offering new courses to high schools in the health sciences via distance learning. Clackamas Community College added an online Introduction to the Health Careers course to the existing offerings to high school students and is building curriculum for future online offerings. Districts are interested in increasing the opportunities that offer college credit, such as expanding Dual Credit offerings with the implementation of the Oregon Education Investment Board Achievement Compacts. They will share models and build on existing strong relationships to look at new models of offering CTE courses that bear college credit.

Umpqua Community College (UCC) – In planning for the 2013-2014 Perkins year, the UCC Perkins team decided to focus proposal dollars on their automotive program. This focus paid off and was reflected in the development of new curriculum, industry certifications for students and facilities, connections with high school CTE teachers and even additional donations from Toyota to improve their automotive lab. As a result of this success, the Perkins team created the 2014-2015 proposal with the idea that an emphasis on a particular program can truly pay off.

Tillamook Education Consortium – Tillamook School District – Career and College Ready RAC (C2R) continued to build their CTE Academies in Business & Management, Health & Safety, Industrial Maintenance Technology/Pre-Engineering, and Agricultural & Natural Resources.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Teacher Preparation Programs - Oregon Department of Education staff met with Teacher Standards and Practices Commission staff throughout the year in an attempt to streamline the CTE teacher application processes. Western Oregon University ceased to offer the CTE teacher preparation programs, leaving CTE teachers in Oregon the difficult task of piecing together their own preparation courses from a variety of institutions to meet state requirements for licensure. CTE staff at the Department began discussions with community colleges and Eastern Oregon University during the spring of 2014 to encourage and recruit institutions to offer training for new CTE teachers. On June 3, 2014, ODE hosted a meeting of CTE leaders, Community College representatives, TSPC and Eastern Oregon University to discuss the creation of a statewide CTE teacher preparation program. The group looked at identified courses already in existence, examined research, highlighted needs for Oregon and outlined next steps. In September 2014, ODE agreed to fund the development of an online on-demand CTE teacher training course by Eastern Oregon University. Programs will be offered during the 2014-2015 academic year.

Recruitment Site - During the summer of 2014, CTE representatives participated in a Task Force convened by the Oregon Education Investment Board to design a comprehensive teacher recruitment site for Oregon and include materials and outreach for recruiting CTE teachers. CTE representatives participated in a steering group that recommended the redesigning the role of the Oregon Employment Department's workforce analysts to better connect with education.

STAR Program Implementation - In the 2013-14 school year, the collaborative partnership of Oregon Team AgEd (Team Agricultural Education) implemented a teacher recruitment and retention initiative titled STAR (State Teach Ag Results). Team AgEd applied for a national grant explicitly for the recruitment and retention of Agricultural Science and Technology teachers. The STAR program is designed to create a sustainable and effective recruitment and retention strategy in Oregon. The STAR program is research based and is striving to build a database of various strategies and best practices that will increase the amount of teachers entering into the profession.

As part of the STAR program, there are 16 key initiatives that will focus on the recruitment and support of prospective teachers as they prepare for admission into the Oregon State University Agricultural Education teacher preparation program. In the 2013-2014 school year, the following deliverables and programs have been implemented by the STAR Program:

- Teach Ag Workshop
- Dual Credit AgEd 101
- Social Media Groups and Discussions
- Database Collection
- Teach Ag Day
- Teach Ag T-shirt
- OR Teach Ag Video
- Teach Ag Ambassador Program
- Ag Ed Classroom stop during Ag Exec Council tour
- Teacher Forum
- Encouragement and Themed baskets
- Student Teaching Scholarships
- Internal Mentoring
- Early Career Teacher Workshop
- Early Career Teacher Mentoring
- I Love my job campaign

Oregon Team AgEd members provide the sustainability of the program. Each element is assigned to the respective owner and accountability is ensured through the quarterly meetings. The Team AgEd educational partners include: OVATA (Oregon Vocational Agriculture Teachers Association), Oregon State University, Oregon FFA, Oregon FFA Foundation, Oregon FFA Alumni, Oregon Department of Education, Oregon Community Colleges and Collegiate FFA.

Examples of Local Implementation Include:

High Desert Education Service District – To enhance CTE teacher retention, the region started a New CTE Teacher Professional Learning Community (PLC). This group included teachers with three or fewer years of experience and they met four times throughout the 2013-2014 school year. Program fundraising, parent communication, working with administration and other staff members, classroom management, safety and the proper use of Perkins funding were discussed. Because many of their new teachers are coming directly from industry, they lack the pedagogical training that teachers have received. The new teachers feel this training is necessary, as is a cohort of fellow teachers to communicate with – even across school boundaries. It has helped them understand the bigger picture of CTE – outside of their classroom walls.

North Coast Education Consortium-Clatsop Community College (NCEC) – Each CTE Program of Study teacher participated and gravitated towards CTE activities that supported their strengths, interest, time, energy and responsibilities. Those activities included, but were not limited to, organizing and hosting advisory committees, attending professional development conferences (local, state and national), attending and participating in local CTE workshops, organizing student leadership organizations and/or providing career-related activities. In recent years there has been much professional growth as CTE teachers attempted new activities with support and sharing among fellow CTE colleagues. This has assisted in strengthening the Program of Study and has provided more opportunities and resources for CTE students. For 2014-2015, NCEC reports there is still much more to be explored and provided to assist new and inactive CTE teachers.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Oregon's Partnership for Occupational and Career Information (POCI) – POCI was established in 2001 by Governor John Kitzhaber. The partnership is comprised of representatives from the Oregon Employment Department, Oregon Career Information System, Oregon Department of Education and the Department of Community College and Workforce Development. POCI's responsibility is to coordinate and cooperate across the education and workforce systems to develop, disseminate and effectively use the best occupational and career information products and services for Oregonians.

An Example of Local Implementation Includes:

Linn-Benton Community College (LBCC) – This region committed to being responsive to regional employment trends through a combination of the college's comprehensive needs assessments and secondary advisory committees. Every two years the college conducts a major community needs assessment associated with a different industry sector, and secondary partners are a key element to this assessment. CTE program approval processes require that the program offers sufficient career-related learning experiences that prepare students for employment. Linn-Benton also provided comprehensive counseling, advising and career development services through Counseling and Career Centers, and the use of Oregon Career Information Systems. In June 2014, 80% of all secondary senior CTE students attended a career fair and/or LBCC CTE Mini-camp, and/or created a career planning portfolio on Oregon Career Information System (OCIS).

Southwestern Oregon Community College – The Credentials, Acceleration and Support for Employment (CASE) grant Career Coaches developed a strong relationship with the Program of Study faculty. As a result, almost all Program of Study students had contact with a Career Coach sometime during the year. CASE grant Career Coaches conducted employment workshops for students in all Programs of Study at least once per term, and the workshops covered employment topics such as interviewing techniques, job search strategies, resume writing, job search techniques and available resources at the CASE Career Center. In addition to making presentations in Program of Study classes, the CASE grant Career Coaches conducted a Hiring Forum on May 28, 2014. Twenty-five employers representing 18 companies participated; 64 students attended and two were offered jobs as a result of connections made at the Hiring Forum. CASE Career Center assisted students in job searches by offering resources to identify job opportunities and providing training in job search techniques and strategies. Career Coaches attended each of the Advising Community Team meetings and offered suggestions for developing more informative advising materials and integration of career exploration into CTE curriculum. In the 2014-2015 Perkins Plan, “Where the Jobs Are” newsletters are being developed and distributed in CTE classes to help keep students abreast of options and opportunities that are available in their field of study.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans	Paul Schroeder	02-27-15
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	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. Research successful practices of other states – apply lessons learned in technical assistance for Oregon programs.	Luis Juarez	03-31-15
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	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.	Luis Juarez	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.	Luis Juarez	10-16-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	Encourage institutions to apply for non-traditional grant opportunities. Encourage institutions applying for STEM grants to target non-traditional students (i.e. women in engineering, men in nursing). Provide technical assistance to ensure applications include strategies to increase program participation.	Luis Juarez	06-30-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans.	Luis Juarez	02-20-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	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. Research successful practices of other states—apply lessons learned in technical assistance for OR programs	Luis Juarez	03-31-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	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.	Luis Juarez	06-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.	Luis Juarez	10-01-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting Team leader webinar with NAPE; Data submitted for construction of the data dashboard Explore and Discover Training Select and Act Training Cohort Showcase	Luis Juarez Victor Cato	10-23-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans.	Luis Juarez	02-13-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English	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	Luis Juarez	03-31-15

Core Indicator	Disaggregated categories of Proficient	Action step to be implemented	Staff member	Timeline
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	become part of the action plan. Research successful practices of other states—apply lessons learned in technical assistance for Oregon programs. 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.	Luis Juarez	06-30-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.	Luis Juarez	10-01-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting Team leader webinar with NAPE; Data submitted for construction of the data dashboard Explore and Discover Training Select and Act Training Cohort Showcase	Luis Juarez Victor Cato	10-23-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African	NAPE PIPE Project Implementation Overview: • Three year project – each year	Victor Cato	01-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	American Hispanic White Multiple Identification	will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting		
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Team leader webinar with NAPE; Data submitted for construction of the data dashboard	Victor Cato	01-30-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Explore and Discover Training	Victor Cato	02-20-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Select and Act Training	Victor Cato	04-24-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Cohort Showcase	Victor Cato	10-16-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes	Victor Cato	01-30-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
		three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting Team leader webinar with NAPE; Data submitted for construction of the data dashboard		
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Explore and Discover Training	Victor Cato	02-20-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Select and Act Training	Victor Cato	04-24-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Cohort Showcase	Victor Cato	10-23-15

Local Program Improvement Plans

The following represents the number of eligible recipients that failed to meet at least 90% of the performance measure and will be required to implement a local improvement plan:

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans	Paul Schroeder	02-27-15
3P1	Males American Indian / Alaska	Work with individual recipient	Luis Juarez	03-31-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
3P1	Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	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. Research successful practices of other states – apply lessons learned in technical assistance for Oregon programs.	Luis Juarez	06-30-15
3P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	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.	Luis Juarez	10-16-15
5P1	Males American Indian / Alaska Native Native Hawaiian / Other Pacific Islander White Individuals with Disabilities	Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.	Luis Juarez	06-30-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	Encourage institutions to apply for non-traditional grant opportunities. Encourage institutions applying for STEM grants to target non-traditional students (i.e. women in engineering, men in nursing). Provide technical assistance to ensure applications include strategies to increase program participation.	Luis Juarez	02-20-15
5P1	Males Native Hawaiian or Other	Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans.	Luis Juarez	03-31-15

Core Indicator	Disaggregated categories of Pacific Islander White Unknown Race	Action step to be implemented	Staff member	Timeline
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	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. Research successful practices of other states—apply lessons learned in technical assistance for OR programs	Luis Juarez	06-30-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	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.	Luis Juarez	10-01-15
5P1	Males Native Hawaiian or Other Pacific Islander White Unknown Race	<p>Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.</p> <p>NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting Team leader webinar with NAPE; Data submitted for construction of the data dashboard Explore and Discover</p>	Luis Juarez Victor Cato	10-23-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	Training Select and Act Training Cohort Showcase Analyze local program data to determine patterns that may explain why the measure was not met. Provide the results of this analysis to each individual recipient postsecondary program that did not meet performance for use in developing their corrective action plans.	Luis Juarez	02-13-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	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. Research successful practices of other states—apply lessons learned in technical assistance for Oregon programs.	Luis Juarez	03-31-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	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.	Luis Juarez	06-30-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	Provide ongoing technical assistance and monitoring of implementation of the individual plans, collecting and sharing best practices with other individual recipient postsecondary programs to increase performance statewide.	Luis Juarez	10-01-15
5P2	Males Females American Indian / Alaska Native Asian Black/African American Hispanic/Latino White Two or More Races Individual with Disabilities Limited English Proficient	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten	Luis Juarez Victor Cato	10-23-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting	Victor Cato	01-30-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Team leader webinar with NAPE; Data submitted for construction of the data dashboard	Victor Cato	01-30-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Explore and Discover Training	Victor Cato	02-20-15
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White	Select and Act Training	Victor Cato	04-24-15

Core Indicator	Disaggregated categories of Multiple Identification	Action step to be implemented	Staff member	Timeline
6S1	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Cohort Showcase	Victor Cato	10-16-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	NAPE PIPE Project Implementation Overview: • Three year project – each year will have three cohorts of five regions – Thereby covering the state within the three years. • Cohorts include 50 professionals representing high school and community college levels. Ten member teams from each of the five regions. • Training includes three days of face-to-face meeting • Monthly technical assistance phone calls with all participants Select 5 regions for Cohort 1; Planning Meeting; logistics for initial face-to-face meeting Team leader webinar with NAPE; Data submitted for construction of the data dashboard	Victor Cato	01-30-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Explore and Discover Training	Victor Cato	02-20-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Select and Act Training	Victor Cato	04-24-15
6S2	Males Disabled LEP Economically Disadvantaged American Indian Asian African American Hispanic White Multiple Identification	Cohort Showcase	Victor Cato	10-23-15

Secondary:

1S1 – 0; 1S2 – 0; 2S1 – 4; 3S1 – 3; 4S1 – 0; 5S1 – 9; 6S1 – 11; 6S2 – 13.

Postsecondary:

1P1 – 0; 1P2 – 0; 2P1 – 4; 3P1 – 11; 4P1 – 5; 5P1 – 7; 5P2 - 8