Consolidated Annual Report, Program Year 2015 - 2016
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?

Yes

State Implementation:

State Level Implementation – The Oregon Department of Education (ODE) has created a process to build a list of approved Industry Recognized Credentials that align to the high school component of a CTE Program of Study. Recommendations for additions to the list of approved credentials are collected from the field or from state staff. Information about each recommended credential is provided to outside workforce and education partners to determine to what degree each credential meets criteria, such as alignment to industry needs, alignment to existing Programs of Study, and alignment to a significant body of technical knowledge and skills. ODE will use the feedback to approve the credential.

State Level Implementation – In the past year, ODE spent Perkins funds to improve data related to Technical Skill Assessments (TSAs) and industry-recognized credentials. Perkins money was spent to update Oregon's data collection tool, to create a crosswalk which allowed tracking of new/updated TSAs over time, and to implement a statewide naming convention for industry recognized credentials.

Local Implementation:

Clackamas Education Service District (CESD) – Clackamas ESD offered a week-long workshop entitled "Assessing Performance in CTE," which provided instruction and work time in developing learning targets, writing rubrics, establishing proficiency levels, and assessing students in CTE skill sets. Nineteen instructors participated in the workshop and developed 45 performance-based rubrics for CTE Programs of Study.

High Desert Education Service District (HDESD) – After evaluating 2014-15 Technical Skill Assessment data, the region identified the Engineering/Manufacturing Program of Study scores to be the most deficient. As an improvement strategy, teachers identified applicable industry certifications (NIMS, Solidworks, WCA, AWS) through Engineering/Manufacturing Program of Study meetings and following state level guidance. Additionally, teachers received training in order to offer applicable certifications in their programs. The region continues to make strides to identify applicable certifications. TSA pass rate increased by four percent compared to the previous year.

Mid-Willamette Educational Consortium (MWEC) – During the 2015-16 school year, MWEC used Perkins funds to develop region-wide Technical Skill Assessments in Health Careers, Finance, Marketing, Agriculture, and Natural Resources.

Southern Oregon Education Service District (SOESD) – Representatives from 61 of 65 programs met in regional Professional Learning Communities to review Technical Skill Assessments and for further training on how to use Performance Summaries for program improvement.

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

State Implementation:

State Level Implementation – The Oregon Department of Education (ODE) spent significant time developing and enhancing data systems this year. Efforts included:

Reviewing and streamlining code

Building new feedback system which set tolerances for year-over-year data change (unresolved validation errors OR +/- 20% OR +/- 50 students) and returning anomalies based on those tolerances

Building communication system which notified CTE Regional Coordinators (RCs) and local superintendents of anomalies

Meeting with field data staff to review data entry process and obstacles

Publishing technical assistance videos for field data staff

Providing technical assistance to RCs and answering questions related to CTE data collections

State Level Implementation – Data Collection Support – The Higher Education Coordinating Commission (HECC) spent significant time providing data collection support. Efforts included:

Convening statewide data summit to improve the data collection for Perkins reporting, specifically for those students who are identified as Limited English Proficient (LEP)

Providing technical assistance for postsecondary institutions related to data on nontraditional students

Local Implementation:

Southern Oregon Education Service District (SOESD) – Southern Oregon ESD (SOESD) implemented new data tracking methods, utilizing CTE surveys and the Moodle 2.9 site for the purpose of teacher submittal of CTE Data. Through the feedback and training of district CTE data reporting staff, improvement has been predicted across all secondary CTE performance areas. In the past, SOESD has struggled with the transfer of information between stakeholders for the purpose of Program of Study data tracking, training, reporting, development, and maintenance. During the 2014-15 school year, the ESD piloted the new Moodle 2.9 system with one district, eliminating many of the problems that were being experienced with the previous system. For the 2015-16 school year, the new system was implemented across all districts. Implementation required the transfer of all CTE Program of Study information from the old system to the new one. SOESD began transferring the information to the new system over the summer months.

Consolidated Annual Report, Program Year 2015 - 2016 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?

State Implementation:

State Level Implementation – Oregon has a four-year approval process for CTE Programs of Study. The original application requires that the Program of Study adequately meet criteria for five core elements:

Standards and Content (using Oregon industry endorsed standards—The Oregon Skill Sets)

Alignment and Articulation (between a secondary institution and a community college)

Assessment and Accountability (student concentrators being tested with a previously identified, state-approved Technical Skill Assessment; leads to an industry credential)

Student Support Services (guidance and help navigating the career pathways that each student follows)

Professional Development that responds to the needs imposed by the evolving Program of Study and the needs of the teachers and students who participate in that Program of Study

After four years, each Program of Study is assessed through the renewal process; based on that evaluation, teachers, instructors, and industry partners re-evaluate the Program of Study and make appropriate adjustments. Regional Coordinators in each region lead this local evaluation for each program and submit to the Oregon Department of Education (ODE) their recommendations for another four-year renewal of those Programs of Study that are of sufficient size, scope, and quality. Only those that are approved as high quality CTE Programs of Study receive Perkins funding.

Local Implementation:

Hermiston School District (HSD) – Each program area conducted an audit to evaluate the program in relation to the core element indicators. A summary was written that listed indicators to focus on. This information acted as the guide to writing the update and goals for the upcoming year. HSD contacted several programs around the state, illuminating areas for potential improvement through collaboration with other schools.

Rogue Community College (RCC) – Over the past year, RCC piloted an Industry Advisory Committee meeting format for Manufacturing/Welding, including representation from multiple business and industry partners, nine secondary instructors representing programs of study from all three partnering county school districts, RCC Dean of CTE, department chairs, and three additional faculty. The most important additions to the process were two RCC faculty, (Lori Sours, Ph.D. Outcomes and Assessment Specialist, and Ralph Henderson, former Construction DC/High Tech Center director). These activities produced the following outcomes:

A survey regarding employability and soft skills was distributed to stakeholders and completed by more than 75% of recipients; the survey's intent was to inform next steps toward addressing the need for curriculum/training in RCC's Programs of Study.

With the facilitative expertise of these faculty, the group was able to vet Program of Study outcomes/standards and inform next step efforts for two new AA degrees (Mechatronics and Plant Systems Technician).

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

State Implementation:

State Level Implementation – At the state level, staff have explored new tools to more effectively deliver information to recipients. The department has employed a number of technologies to hold meetings, informational sessions, and technical assistance calls. Zoom and GoToMeeting are commonly used to share information with the field. Google products (Sheets, Docs, etc.) have been used to provide materials and facilitate collaboration.

Local Implementation:

InterMountain Education Service District (IMESD) – During the 2015-16 school year, IMESD purchased several virtual welders for manufacturing and agriculture programs throughout the region. Professional development was provided to teachers who received a virtual welder for their program. The vendor, Realityworks, provided a half-day session and visited several schools needing additional support. At various times throughout the year, regional instructors worked together to troubleshoot and share ideas on how to effectively use the welders as instructional tools. Although implementing the technology proved to be more of a challenge than expected, by mid-year several of the instructors were ready to commit additional state grant funds to purchase additional virtual welders and/or attachments. The virtual welders have proven to have more utility than originally anticipated; instructors have reported that the apparatuses are an advantageous and safe diagnostic tool, allowing students to attempt a wide range of welds without material wastage. In addition, developing instructors were able to use the equipment to practice. Although the region is still increasing and updating its authentic welders, the virtual option is a safe, space-saving, affordable and efficient way to increase student exposure to a wide variety of welding opportunities.

Portland Community College (PCC) – GRAD Plan is a web-based tool to help students and advisors monitor a student's progress toward degree completion. GRAD Plan combines PCC's degree requirements and completed coursework with an easy-to-read worksheet to help students see how completed courses count toward degree requirements. Ultimately, students can see courses and requirements still needed for graduation.

Beaverton School District (BSD) – As recommended by NATEF and its community college partners, Clark College and Portland Community College, Perkins funded the purchase of an aligner and electrical system trainers for the Aloha High School Automotive program, resulting in the only NATEF accredited secondary automotive program in Oregon.

Lane Community College (LCC) – Students in the Multimedia Program of Study have been able to work with modern tools at industry standards. This fulfilled a critical need at the level recommended by the LCC advisory board. Over 80% of recent graphic design graduates are now employed within the industry, and Multimedia and Graphic Design students are being placed in cooperative internships throughout the area. The Perkins Grant funding was key to providing the industry-standard software needed to train students at the level employers need.

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 Implementation:

State Level Implementation – With the development of the new Statewide Forestry Program of Study, the Oregon Forest Resources Institute (OFRI) provided and helped to coordinate professional development for forestry teachers.

State Level Implementation – In spring 2016, the Oregon Department of Education (ODE), in partnership with one of Oregon's 17 Regional Coordinators, provided a Carl D. Perkins Grant Writing Workshop to approximately 10 participants. Each participant completed one section of their Perkins Basic Application during the workshop and left with a better understanding of the application elements.

State Level Implementation – ODE staff created and maintained a professional development calendar that highlighted both local and national opportunities. Regional coordinators were encouraged to submit regional opportunities to be shared statewide.

Local Implementation:

Clackamas Education Service District (CESD) – CESD facilitated CTE TechFest, a three-day professional development opportunity that provided sessions on 3D Printing, Unmanned Aerial Systems, and Virtual Reality. More than 40 teachers participated in TechFest, creating more than 25 lesson plans and subsequently asking for additional training and equipment.

Mid-Willamette Educational Consortium (MWEC) – Collaboration within each of MWEC's Professional Learning Communities (PLC) has advanced this year in the following new ways:

A Needs Assessment was conducted to ensure teacher-specific training needs were met.

Technical skill-based trainings were held, providing hands-on practice.

Relevant resources were shared from business and industry-trained teachers to those with a more educational background.

Lesson plans were fully developed and resources were shared among teachers.

Relationships were built between teachers in order to share technical advice throughout the school year.

Douglas County School District (DCSD) – Instructors shared information learned from the Career and Technical Education Student Organizations (CTSO) State and National Conferences that focused on new curriculum and best teaching practices. The information presented is helping to move the district forward and away from outdated CTE courses. The instructors had the opportunity to see and participate in hands-on trainings with new technology. The instructors had the ability to ask questions and determine if the technology would be beneficial to their program. Some of the instructors received Professional Development Units for their participation at the conferences.

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?

State Implementation:

State Level Implementation – Five regional teams in the Oregon Program Improvement Process for Equity in Nontraditional Career Preparation™ (PIPE) project-- a partnership with National Alliance for Partners in Equity (NAPE) to address equity – utilized a data dashboard (including enrollment and completion of CTE program data disaggregated by gender, race/ethnicity, and special population status) to formulate and implement activities designed to close student performance gaps. As an example, Douglas ESD, Central Oregon Community College, Klamath Community College, and Salem-Keizer School District will implement strategies to increase the number of female CTE concentrators in their manufacturing programs by approximately 10% in the 2015-16 school year.

Local Implementation:

Douglas Education Service District (DESD) – The region participated in professional development focused on the topic of nontraditional students. The intended outcomes included identifying beliefs and mindsets among instructors, and implementation of strategies to support a positive classroom environment for all students. Secondary and postsecondary instructors learned about stereotypes and biases that inform the micro-messages often shared with staff, students, and parents. The Explore Nontraditional Careers Toolkit provided strategies instructors could use in their classroom to focus on increasing nontraditional participation and completion.

Linn-Benton Community College (LBCC) – During the reporting year, LBCC hosted two events targeting nontraditional students. The first, Women in Metals Manufacturing Day, was a one-day event that encouraged high school girls to participate in intensive hands-on instruction in welding, machine tooling, and mechatronics. LBCC also hosted a middle school manufacturing camp – a four-day event targeting minorities and women who wanted to experience welding, drafting, mechatronics, and machine tooling firsthand. Industry tours were included.

Eastern Oregon Regional Consortium (EORC) – Recently retired, CTE Regional Coordinator Sherry Cole was recognized by the National Alliance for Partnerships in Equity (NAPE) for the leadership she provided in Oregon for females pursuing nontraditional occupational experiences. The purpose of the award was to honor a person who manages (or has managed) major projects or programs, works in the trenches daily, and makes (or has made) a major impact on people's lives by ensuring access, equity, and diversity in education leading to high wage, high skill, and high demand jobs, particularly in nontraditional fields.

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?

State Implementation:

State Level Implementation - Oregon partnered with National Alliance for Partners in Equity (NAPE) to offer the Program Improvement Process for Equity in Nontraditional Career Preparation™ (Oregon PIPE™). PIPE is a research-based professional development program created to increase the participation and success of underrepresented students – particularly students pursuing careers nontraditional for their gender-- in CTE Programs of Study. The Oregon PIPE™ professional development series engaged five regional teams. Each team, led by a Regional Coordinator, consisted of members representing secondary and postsecondary administration, student support service representatives, and classroom educators. PIPE comprises five modules, monthly technical assistance calls, and three days of face-to-face training, culminating in the development of a regional action plan.

Local Implementation:

Lane Community College (LCC) – In February, High School Connections and Student Recruitment and Outreach held their fifth annual Hands-On Career Day. This yearly event provides an opportunity for local high school students to spend a half day on the LCC campus and gain exposure to the various career and technical programs offered.

Hood River County School District (HRCSD) – Through the training and equipment purchases supported by Perkins and local funds, the Hood River Valley High School Agriculture Department and Future Farmers of America (FFA) chapter have created one of the most culturally diverse programs in the state. The district has been successful with community outreach, hosting the Gorge Garden Symposium at the high school land lab facilities. In addition, the district continues to host a Touch and See Day for all third graders in the HRCSD and a free Community Breakfast.

High Desert Education Service District (HDESD) – During the 2015-16 school year, Central Oregon Community College (COCC) held the annual Manufacturing/Engineering Day. Traditionally, this event was provided by secondary partners and had low female participation. This event had 30% female participation, representing an increase of 10% over the previous year.

Lane Education Service District (LESD) – The region provided a summer experience in healthcare called Med Splash. The event served 30 high school students (100% completion) and 30 middle school students (97% completion). The experience ranged from one to two weeks. The curriculum combined academic and experiential activities, industry guest speakers, and site visits. Med Splash was conducted at Lane Community College and included students from 12 Lane County schools, 16 healthcare providers, and 53 healthcare practitioners. Eighty-six percent of middle school students and 87% percent of high school students who participated were from underserved populations.

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

State Implementation:

State Level Implementation – By employing the newly built feedback system during the annual collection, staff were able to be proactive with technical assistance. Twice weekly, staff received a data file outlining alarming year-over-year changes and errors. Through this process, it allowed for an open line of communication with the field and aided in meaningful technical assistance.

State Level Implementation – During the 2015-16 school year, the Community Colleges and Workforce Development (CCWD) unit visited 12 of the 17 community colleges in Oregon. During these visits, staff had conversations regarding Perkins Performance Measures Report to evaluate CTE programs and services on each campus. During these conversations, each indicator was discussed along with ways to continue to improve performance.

State Level Implementation – State staff provided ongoing technical assistance through the CTE Program of Study application and renewal process. Technical assistance included providing telephone support about Program of Study development, reviewing and providing guidance on new or renewed applications, reviewing and providing feedback on the CTE Program Update, and making visits to local programs.

The CTE Network – The CTE Network comprises stakeholders from both secondary and postsecondary education and serves as the state's primary communication conduit, both to and from the field. There are approximately 60 members of the CTE Network that meet twice yearly. Additional subgroups of the Network – such as the CTE Regional Coordinators, Community College CTE Leaders, and Dual Credit Coordinators – meet quarterly. These meetings provide an opportunity to facilitate conversations and communicate updates with representatives of local regions pertaining to Perkins funding, CTE Programs of Study, and CTE Teacher Licensure, and to offer other relevant technical assistance.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

121622

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

307

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

Youth Correctional Institutions:

Oregon Youth Authority (OYA) – OYA oversees programs involving adjudicated secondary students. There were seven CTE Programs of Study offered in high school programs located in six state institutions. These programs meet the same requirements as CTE Programs of Study offered in traditional or vocational high schools. Some examples of the activities offered in youth correctional facilities include:

A new Program of Study in wildfire science, created by RiverBend Juvenile Correctional Facility with assistance from InterMountain Education Service District

A new auto technology Program of Study, as applied for by William P. Lord High School in partnership with Mid-Willamette Education Consortium (MWEC)

Adult Correctional Institutions:

Oregon Department of Corrections (ODOC) – The first two completers of the Limited Building Maintenance Electrician (LBME) program located at Coffee Creek Correctional Facility received their electrical licenses in fall 2015. A new cohort of trainees started the program in January and it is anticipated that at least two of these program participants will complete the program and sit for their licensing exam sometime in spring 2017.

Part II: State Institutions Serving Individuals with Disabilities

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

13865

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

79

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

Oregon School for the Deaf – The Oregon School for the Deaf is part of the Mid-Willamette Education Consortium (MWEC) and is served by a CTE Regional Coordinator. Oregon School for the Deaf offers one CTE Program of Study in Visual Communications/Video.

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

Yes

Charter Schools – There were 21 charter schools in Oregon providing CTE Programs of Study during the 2015-16 school year. All of these charter schools are members of a Perkins Consortium in their region, allowing support from a CTE Regional Coordinator and access to resources. Between the charter schools, there are 25 approved Programs of Study, one state recognized Program of Study, and four in-transition programs.

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

Yes

State Level Implementation – At the secondary level, three new family and consumer sciences programs were approved in Early Childhood Education. At the postsecondary level, 12 family and consumer services programs were approved at five community colleges. The programs cover childhood education, family studies, and family support services.

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?

Yes

Clackamas Education Service District (CESD) – Clackamas Community College (CCC) has offered an Integrated Basic Education and Skills Training (I-Best) Program for multiple terms. Included in the program is Entry Level Welding Technician certificate / GED model. For initial recruitment, CCC recruited students that had at least two of the four GED tests completed and had achieved a minimum score of 225 on CASAS Reading and Math. The six students in the pilot are ready to test in one to two additional GED areas. During school breaks, the Workforce Advisor has been working with students on NCRC practice and taking GED practice tests, as most need to be eligible for the additional funding financial aid would offer.

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?

State Implementation:

State Level Implementation – During the Career and Technical Education Summer Conference (consisting of regional coordinators, community college leaders, dual credit coordinators, and representatives from ODE and HECC), staff provided a workshop on the Common Career Technical Core and integration of the new Core into existing CTE programs.

State Level Implementation – Oregon has funded six regional Math in Real Life projects. Each project supports collaboration between math teachers and those who use math in context. Teachers are developing, implementing, and revising lessons that put math in context. All lessons will eventually be available on an open resources site operated by the Oregon Department of Education (ODE).

Oregon is working with five school districts to develop and implement opportunities for students to earn core academic content through CTE courses. Lessons learned from these pilot projects will be used to expand this option to other school districts.

Local Implementation:

Southern Oregon Education Service District (SOESD) – Through Rogue Community College's expansion of the CTE/STEM Academy pilot program, Klamath County students will be exposed to college education and CTE-related opportunities at Klamath Community College. The KCC STEM Academy has yet to solidify its course offerings, but will likely concentrate on Agriculture Sciences and Transportation Technology. The region will be exploring articulation with Oregon Institute of Technology (Oregon Tech).

Rogue Community College (RCC) - RCC provided a series of STEM Academy opportunities for secondary students to visit an RCC campus and engage in hands-on STEM-related activities. Forty-nine participants (12% of total participants) enrolled in Programs of Study with dual credit eligibility, and 204 RCC credits were obtained.

InterMountain Education Service District (IMESD) - IMESD and Eastern Oregon University Go STEM! Hub successfully collaborated on a large K-12 conference in March which paved the way for assistance and sponsorship of a TSA Competition, and helped arrange a dinner with a STEM professional. In the coming year they will be included in the region's Community of Practice.

Hood River County School District (HRCSD) – Through the Course Equivalency pilot, the district adopted strategies to integrate CTE into Common Core courses, and conversely, Common Core into CTE. To support the pilot program, the district agreed to pay for exams, as well as study and prep time, to allow instructors to acquire additional endorsements. The district is experiencing success with the enrollment (and waitlist) in the Practical Math in Engineering course offered.

Lane Education Service District (LESD) – Based upon trend data provided by ODE, local partners have identified several regional priorities. The region has prioritized enhancing strong, rigorous CTE Programs of Study through the integration of Common Core Standards in math, literacy, engineering, technology, and arts. Local support comes from Lane Community College, Lane ESD, University of Oregon, local business/industry, and Lane Workforce Partnership.

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.

State Implementation:

State Level Implementation – Staff had the opportunity to meet with representatives from the Ford Family Foundation to explore ways the philanthropic organization can help support CTE programs in rural Douglas County.

State Level Implementation – The STEM Investment Council was appointed through the 2013 Oregon Legislature to help guide improvement in STEM opportunities. During the past year, collaboration with the STEM Investment Council has been imperative to supporting CTE and STEM initiatives across Oregon. Oregon Department of Education (ODE) staff presented to the Council three times during the reporting year and met regularly with the Council staff.

Partnership for Occupational and Career Information (POCI) – The POCI met quarterly throughout the year. Representatives from the Oregon Employment Department (OED), Career Information Systems, Division of Community Colleges and Workforce Development (CCWD), and the Oregon Department of Education (ODE) coordinated and collaborated across systems to develop and disseminate career information.

State Level Implementation – As part of the CTE Program of Study design process, secondary schools must partner with at least one postsecondary partner (one of which must be a community college) in planning the industry pathway that is the focus of each Program of Study. These educational entities are required to use industry partners in designing Programs of Study that meet the needs of local communities, including the local business and economic need for high wage, high demand careers.

Additionally, the state legislature funded CTE Revitalization projects that require local districts to work with their local industry and community partners to reinvigorate CTE opportunities for the students in their districts. These partners help design the CTE project, apply for the grant, implement the projects funded, and evaluate those projects as they come to fruition.

Local Implementation:

South Coast Education Service District (SCESD) – Southwestern Oregon Community College (SOCC) partners attended Professional Learning Community meetings and discussed alignment and articulation, assisted teachers in understanding dual credit options, and created relationships with industry partners. The meetings allowed postsecondary teachers to understand and work with secondary teachers to assist them with understanding how the college system will benefit from efforts made for students at the high school level. By continuing to focus on bringing new industry partners into the regional PLC system, efficient and current career pathways can be better ensured.

Clatsop Community College (CCC) – CCC collaborated with local education and business entities to sponsor the Clatsop County Career and Job Fair in April. Sixty-eight businesses, organizations, and agencies critiqued resumes and conducted mock interviews for more than 700 high school students. Many companies hired students at the event or shortly thereafter, 40 businesses signed up to provide future job shadowing opportunities, and more than 20 community/business volunteers assisted with planning and hosting. A website was developed to provide information for students, parents, and businesses: www.clatsopjobfair.com.

Douglas County School District (DCSD) – PRIDE Night (Tech Nite) is Douglas County's annual CTE night, when CTE programs are showcased in an open house format. Incoming students, current students, parents, community members, other school staff, school board members, and advisory members were invited to attend the most recent event. Brochures with a brief description of the programs were distributed. Attendees participated in hands-on activities in the program areas, viewed activities completed by students, and left the event with items made in classes. CTE instructors and volunteer students were present at the event and were available to answer questions and facilitate activities. The event was geared toward fostering better understanding of the quality of local CTE course offerings.

Portland Public Schools (PPS) – Grant High School's Theater Arts program secured a year-long partnership with Artists Repertory Theater, which included having actors, directors, an artistic director, and others speak to students about the productions; three students secured a job shadow/internship called "Fresh Eyes," in which they witness five rehearsals, engage with a design team, and blog about the experience.

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

Yes

State Implementation:

State Level Implementation – The Oregon Department of Education (ODE) supported career guidance and academic counseling by attending professional development on strategies for leading, facilitating, and training school counselors for effective career and academic counseling program supports. Staff served on the planning committee and provided support for a college and career readiness conference. In addition, staff provided guidance and historical information on career education and program development.

Local Implementation:

Lane Community College (LCC) – Approximately 794 Computer Information Technology (CIT) academic advising sessions took place in the 2015-16 academic year, providing academic advising in careers, course scheduling/selection, academic probation, and credit limit appeals. Each CIT student worked with a CIT advisor to create a term-by-term planner that lays out a road map to achieving their education goals.

Portland Community College (PCC) – In 2014-15, there were 14,306 students enrolled in Perkins-eligible CTE programs at PCC who met the GRAD Plan criteria (Graduation Requirements and Academic Decisions Plan) for a declared major. GRAD Plan is a web-based tool to help students and advisors monitor a student's progress toward degree completion. GRAD Plan combines PCC's degree requirements and completed coursework with an easy-to-read worksheet to help students see how completed courses count toward degree requirements. Ultimately, students can see courses and requirements still needed to graduate. Sixty-six percent of these students met the definition of a Perkins concentrator (enrolled students who earned at least 18 credits toward a major, nine of which were for required courses). Perkins funds impacted 40% of the total enrolled students, many of whom were also concentrators.

Hillsboro School District (HSD) – The district noticed a seven percent increase in Free Application for Federal Student Aid (FAFSA) completion rates, and dual credit enrollment increased by 36% during the 2015-16 school year. HSD students earned college credits equivalent to $765,977 in college tuition, largely through CTE technical education courses.

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

State Implementation:

State Level Implementation – The Oregon Department of Education (ODE) facilitated, designed, and developed a Biomedical Associate of Science Transfer Degree (ASOT – Biology) with all eight of Oregon's public universities. When approved by the Higher Education Coordinating Committee (HECC), this transfer degree will be available at all 17 Oregon community colleges. Student completion of this community college degree will assure transfer to any of the Oregon public universities with junior status. Final approval for this degree is anticipated in early 2017.

Local Implementation:

Forest Grove School District (FGSD) – The agriculture program continues to grow in student interest and serves the community through the annual Viking Plant Sale, which benefits from local industry support. Portland Area Career Technical Education Consortium (PACTEC) meetings have helped the agriculture instructor develop new articulation for the Program of Study. The agriculture instructor was also able to participate in the OATA Summer Conference to support classroom instruction and FFA participation. The instructor also worked with other agriculture instructors in the state to join the statewide Agriculture Program of Study. An additional course – LAT 106 Basic Horticulture – was added to articulate, providing four college credits for students to earn. The students also participated in the Linn-Benton Community College (LBCC) Industrial Skills Contest.

Portland Community College (PCC) - More than 250 high school and college faculty attended the PCC Dual Credit/CTE Symposium and Connections meetings.

2015-16 Dual Credit Statistics

62 local area high schools

7,626 unduplicated students (both CTE and University Transfer)

47 Schools, 108 Faculty, 3,519 unduplicated CTE students, 15,887 credits

51 Schools, 160 Faculty, 5,785 unduplicated Lower Division Collegiate students, 26,515 credits

45,402 PCC dual credits awarded

821 Articulated PCC Courses

268 Dual Credit Instructors

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?

Yes

State Implementation:

State Level Implementation – In preparation for the new statewide Program of Study in Health Sciences/Biomedical, Perkins Funds have been used to facilitate meetings for transition of sub baccalaureate CTE students into baccalaureate programs with:

Oregon Health Sciences University

Schools of Public Health, Medicine, Nursing, Dentistry, and Pharmacy

Other Healthcare Professional Programs

Human Nutrition, Physician Assistant, Radiation Therapy

Oregon Institute of Technology/Oregon Health Sciences University Collaborative Programs

Clinical Laboratory Science

Paramedic Education

Local Implementation:

Rogue Community College (RCC) – Southern Oregon University (SOU) previously eliminated many low enrollment majors for the 2016-17 academic year with a few “teach-out” years for the existing students. In the physics department, the physics, pre-engineering, and material science degrees were eliminated, along with the majority of full-time faculty. As such, RCC no longer has an option for helping physics, engineering, and material science students transfer to SOU. To address the need of such students in the Rogue Valley, RCC is in its second year of offering the 200 level physics sequence in both Jackson and Josephine counties rather than alternating a single section between the counties every other year. To further assist this student population, RCC is offering pre-engineering courses this academic year, most of which are based on SOU offerings, but also including some classes never offered at SOU. The CTC courses available at RCC, such as those found in electronics and manufacturing, offer RCC students courses which were never available at SOU that develop engineering related skills. The goal for RCC students is to qualify for acceptance straight into engineering professional school when transferring to any one of the three Oregon public universities with engineering programs: Oregon Institute of Technology (Oregon Tech), Oregon State University, and Portland State University. The high level of detail involved in such a process has been ongoing since spring term of 2016 and will probably continue through the rest of this academic year, but significant progress in formalizing the transfer of credits has already been achieved, especially with Oregon State University.

Clatsop Community College (CCC) – CCC developed six Welding Career Pathways Certificate programs in partnership with Western Oregon University and Eastern Oregon University, providing additional post-secondary opportunities for CTE students and strong alignment with four-year institutions for CTE Programs of Study at Knappa High School, Seaside High School, and Astoria High School.

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

Yes

State Implementation:

State Level Implementation – With the development of the new statewide Program of Study in Forestry, a new career and technical student organization (CTSO) was formed. The Future Nature Resource Leader (FNRL) student organization held its constitutional convention in April 2016. Initially, nine chapters were formed, and interest continues to grow.

Local Implementation:

Beaverton School District (BSD) – Students in the Health and Science Project Lead the Way (PLTW) Biomedical Program of Study experienced a variety of successes this year. Approximately 10 of the students qualified for the national competition in HOSA, three Biomedical Studies students were elected to be state officers for HOSA (future health professionals), and one student presented at the national PLTW Summit.

Southern Oregon Education Service District (SOESD) – Two high schools in the region qualified at the National SkillsUSA competition: North Medford High School placed 10th in the nation in Cabinetmaking, and South Medford High School placed 12th in the nation in Robotics.

Portland Public Schools (PPS) – Six Benson High School students registered for the Dental Radiation exam and are awaiting results. Additionally, 26 students participated in the HOSA Leadership Conference in the following areas, with two first place winners: CPR/First Aid; Creative Problem Solving; Dental Science; Health Care Issues Exam; Human Growth Development ; Interviewing Skills; Medical Law and Ethics; Medical Terminology; Nursing Assisting; Pathophysiology; and Prepared Speaking.

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

State Implementation:

State Level Implementation – Oregon supported well-rounded programs by providing information around apprenticeship, youth employment laws, and work based learning. The resources were released through webpages, in-person presentations across the state and nationally, webinars, and on-going conversations. To facilitate this work, the Oregon Department of Education (ODE), the Bureau of Labor and Industries (BOLI), and the Higher Education Coordinating Commission (HECC) partnered to hire an Apprenticeship and Work-Based Learning Specialist.

Local Implementation:

Beaverton School District (BSD) – Students in the Beaverton Marketing Program of Study completed over 25 career-related learning experiences. Additionally, the digital marketing students earned consultancy work, with two outside clients and four social media marketing internship opportunities.

Hillsboro School District (HSD) – In the 2015-16 school year, HSD formed the Executive Committee of the Hillsboro School District College and Career Pathways (CCP) program that meets quarterly. This extension of the regional framework brings together local CEOs, the Hillsboro City Manager, the President of the Hillsboro Chamber of Commerce, and the HSD Superintendent to discuss metrics and goals for career pathway programs (CPP). In this venue, the executive committee also learns about CTE programs within the pathways and helps to partner in the development of career related learning opportunities for students.

Mid-Willamette Educational Consortium (MWEC) – McMinnville High School's manufacturing students, in collaboration with the school's culinary students, redesigned and outfitted a donated trailer into a food cart. The finished food cart is used to teach culinary skills and to raise funds for the Program of Study. This process provided manufacturing students a real life experience on how to customize a design based on customer needs.

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?

Yes

State Implementation:

State Level Implementation – The State dedicated significant staff to building relationships with potential partners and promoting the benefits of CTE. During the 2015-16 school year, efforts were made between the Oregon Department of Education (ODE), Oregon Arts Commission, and the Oregon Film Association. Staff met with stakeholders at both organizations to discuss opportunities for collaboration.

Local Implementation:

Beaverton School District (BSD) – Students in the Westview Hospitality Program of Study catered a luncheon for 20 members of the Beaverton Chamber of Commerce and presented information about the CTE programs at Westview. The goal of the luncheon, and a subsequent breakfast for 30 members of the community and local industry, was to create a network around the CTE programs and develop future funding opportunities. Northwest Culinary Institute became increasingly involved in the program and conducted cooking demonstrations for all four levels of the Culinary Arts classes.

Eastern Oregon Regional Consortium (EORC) – The Eastern Oregon Regional Construction Hub (EORCH) is a virtual interactive hub which coordinates the integration of rigorous construction trades curriculum and resources in four rural Eastern Oregon school districts (Elgin, Baker, Pine Eagle, and Vale). EORCH's purpose is to provide students with contextual, hands-on curriculum supported by industry-approved instruction, job-related experiences, industry certifications, and college credit. The hub connects multiple sites, instructors, projects, and resources to make instruction and practical experience available for students across the region. Through the hub, construction trades industry-approved curriculum, instructional resources, cohort support from craft instructors, and industry partner contact information are accessible to all regional teachers. EORCH also identifies professional development opportunities, provides industry-approved assessments, develops student leadership activities and opportunities, and facilitates the integration of academic and workplace skills.

Clatsop Community College (CCC) – Columbia Memorial Hospital (CHM) continued involvement in providing instruction for the CTE Health Services Program of Study for three local high schools: Knappa, Astoria, and Warrenton. CMH provided instruction, facilities, and career exploration resources for the health occupation classes. This partnership allowed CTE students an inside view of, and hands-on experience with, the healthcare professions. The hospital's support provides coverage for liability and privacy responsibilities that are normally of concern when involving underage students in the healthcare environment.

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

State Implementation:

State Level Implementation – Team AgEd works with closely with Oregon State University and six community college partners that are actively working with the agricultural education collective to advance the causes of school-based agricultural education. These causes include the advancing of secondary students to community college CTE programs and from the community college to baccalaureate programs. Team AgEd acts as the Statewide Agricultural Science and Technology Program of Study Advisory Committee. The advisory committee consists of business and industry partners that provide insights and recommendations for items within the statewide Program of Study.

State Level Implementation – State staff worked with leading industry partners to develop guidelines and processes to effectively use Unmanned Aerial Vehicles/Drones in the classroom. Several CTE/STEM workshops were provided using drones during summer 2015; teachers spent two days on learning activities, two days working in the UAV industry, and two days of follow-up lesson planning. This model was deemed successful and will be replicated during summer 2016.

Local Implementation:

Beaverton School District (BSD) – The Health and Science School is in the process of becoming a model school for Project Lead The Way. The Biomedical Program of Study completed the process of becoming a full program of study, transitioning from the start-up Program of Study application completed last spring. The program earned its national PLTW certification, giving students an opportunity to earn college credit from proficiency exams, similar to AP and IB courses.

Salem-Keizer Public Schools (SKPS) – The district is opening the new CTE Center (CTEC) for Salem-Keizer School District, with two new programs initially. Eight additional programs will be added in the following years. Additionally, four other start-up CTE programs across the district in three Comprehensive High Schools will be added. SKPS will continue its public-private partnership in development of CTEC, planning two start-up Programs of Study (Manufacturing and Residential Construction) to be implemented 2015-16 and two to three additional Programs of Study for 2016-17, then adding two to three annually until a total of 10-12 Programs of Study has been reached.

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

Yes

State Implementation:

State Level Implementation – The State supported entrepreneurship through the state-funded CTE Revitalization Grant. This investment has had a significant impact on entrepreneurial components of both new and existing Programs of Study. In three specific career areas, there has been an increase in courses related to entrepreneurship: Agriculture, Food and Natural Resources; Business and Management; and Industrial and Engineering Systems. These added courses foster and support entrepreneurial experiences through management of student stores, campus manufacturing and production businesses, and annual plant sales.

Local Implementation:

High Desert Education Service District (HDESD) – In April of 2016, Redmond High School held Teen Tank, an event featuring student innovation and ideas. More than 40 students participated in the event, and 10 local entrepreneurs attended. The winning team (from 8th grade) had the opportunity to participate in Bend TEDx, a locally organized Ted event.

Portland Community College, PACTEC (PCC) – The manufacturing program at Gaston High School developed a class to allow students to design, produce, and market products that are sold locally or online. Each team of students sets up their own business, including the production process and incentive structures necessary for meeting student-determined benchmarks.

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

State Implementation:

State Level Implementation – Oregon made a significant investment in expanding opportunities in teacher training for CTE alternatively licensed teachers. Through a collaboration with Eastern Oregon University and InterMountain Education Service District that was designed to develop and provide online, self-paced college courses that meet the requirements of the alternative licensure route, four courses were initially developed to help teachers meet the requirement of their Professional Development Plans. These courses fill an important role in CTE licensure in Oregon and have proven useful to the many new teachers that have participated.

Intended outcomes for the initial courses were:

Address the urgent needs of the current teachers in the CTE-I to CTE-2 licensure pipeline

Provide a roadmap for beginning collaborative work in Oregon around CTE licensure

Provide flexible, consistent access to all required coursework for CTE-I licensure

Provide new CTE teachers from industry with coursework and instruction that will help them develop greater proficiency in the teaching profession

Increase the possible pool of potential CTE teachers in Oregon by developing a CTE licensure pipeline with existing licensure programs

State Level Implementation – With many challenges around teacher licensure, Oregon Department of Education (ODE) staff have been working to improve the licensure process. Initially, CTE Regional Coordinators were surveyed on licensure needs and the availability of instructional methodology courses needed for both new and renewal licenses. In response to the survey results, ODE began updating the CTE licensure applications and simultaneously realigning relationships with the Teacher Standards and Practices Commission (TSPC) to ensure a smoother overall process.

State Level Implementation – The Community College and Workforce Development (CCWD) unit is in regular contact with the community colleges, utilizing its wide network to distribute job postings as positions become available in the field.

Local Implementation:

Clackamas Education Service District (CESD) – Last year, Clackamas Community College (CCC) developed a package of coursework that met the requirements for newly licensed CTE teachers through the alternative licensing process. The courses are part of ODE and are offered online on a consistent basis to ensure statewide accessibility. In 2015-16, CCC developed and offered a new course – ED220 Foundations in Career and Technical Education – which meets the "Introduction to CTE in Oregon" course requirement within the CTE licensure requirements.

Southern Oregon Education Service District (SOESD) – Three cadres, made up of 11 CTE teachers, CTE District Administration, and Core Teachers, participated in this year's 2015-16 MTH63 course at Rogue Community College , held over the course of a month and a half in the spring of 2016. Participation has increased since last year. The region looks to the MTH63, and now MTH 96, at RCC as a requirement for all new CTE instructors.

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

Yes

State Implementation:

State Level Implementation – Staff member (Apprenticeship Liaison) presented information about apprenticeship, education, and workforce resources in the following ways:

CTE Revitalization Webinar: Developing Effective Partnerships

Youth Employment Law Webinar Series

ASPIRE Conference 2015 (Pre-Apprenticeship and Apprenticeship)

Tillamook Bay Community College presentation at OSAC

Panel discussion at College and Career Symposium at Portland Community College

Oregon Apprenticeship and CTE presentations at Pacific Northwest Apprenticeship Education Conference

Oregon Apprenticeship and Career Readiness at College and Career Readiness Collaborative

State Level Implementation – Oregon Department of Education (ODE) staff improved distribution and accessibility to Oregon Employment Department (OED) materials (Careers Magazine, www.qualityinfo.org, utilizing data to determine high wage and high demand Programs of Study)

Local Implementation:

Clatsop Community College (CCC) – A workforce analyst for WorkSource Oregon provided presentations on labor market trends and nontraditional careers in Oregon for high school counselors, community college advisors, and CTE teachers, introducing them to the availability of information and resources from WorkSource Oregon (www.worksourceoregon.org).

Salem-Keizer School District – The district has made it a priority to provide information and resources to all students. Brochures regarding each CTE Program of Study in every high school are printed in both English and Spanish.

High Desert Education Service District (HDESD) – In partnership with the Eastern Cascades Workforce Investment Board, High Desert Education Service District procured both regional and statewide employment data which was distributed to all consortium members to help guide their Program of Study expansion decisions. OED gave several presentations throughout the year to inform the region of emerging trends.