

Consolidated Annual Report, Program Year 2017 - 2018 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

The Oregon Department of Education (ODE) does not develop technical skills assessments at the state level. Rather, programs and regions work together to build valid and reliable assessments or choose validated instruments that have been developed by industry groups or entities such as CTECS (Career and Technical Education Consortium of States). Often, programs reach agreements to share assessments if those assessments are valid, reliable, and otherwise comply with the instructional work done in various schools and regions. All CTE Programs of Study (POS) have approved technical skills assessments. Credentials—including both Industry Recognized Credentials (IRCs) and technical skills assessments (TSAs)—are reported through our existing data system. The Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development (CCWD) included an examination of Technical Skills Assessments as part of the Perkins / CTE technical assistance visit protocol. In 2017-2018, CCWD visited all 17 Oregon community colleges.

Local education entities are encouraged to appropriately leverage funds to support efforts related to initiating/adopting, managing, and upgrading TSAs as part of their ongoing Program of Study development and maintenance. Most of the technical skills assessments are already in existence and Perkins funds can support the convening of instructors with their business advisory groups to look at student results on technical skills assessments and improve programs.

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

Data Collection Support - The Office of Community Colleges and Workforce Development (CCWD) spends significant time annually in providing postsecondary data collection support. Efforts included data-related reports on postsecondary Perkins performance definitions and concepts, Perkins pivot table reports targeting student program/sub-program levels for local improvement plans, data collections and data fields used for annual reporting (concentrator/participant), and data sources for Perkins Consolidated Annual Report Performance Measures.

Staff from the Oregon Department of Education (ODE) provided ongoing support to local recipients to improve the collection of accurate and reliable data.

Technical Assistance on Using Data — Staff from CCWD and ODE provided technical assistance for postsecondary institutions (community colleges) and secondary schools related to data on non-traditional students (5P1 & 5P2). Ongoing professional development during CTE Network meetings on how to use the data reports and pivot tables for local program improvement continues. Additional support to local recipients continued with on-site visits and remote support and training to approximately 100 stakeholders.

Local Data Collection and Use

Clackamas Region: In order to build a greater understanding of CTE, C-TEC convened the High School CTE and Counselor Symposium that created space for CTE teachers, high school administrators, and counselors to collaborate and learn about the CTE programs offered in their schools, as well as all opportunities available upon high school graduation. School teams comprising fifty-seven participants from around the county spent the day not only learning about CTE, but also examining their schools' data and creating strategies on how they might use best practices to recruit and retain students in CTE Programs of Study. There were also follow-up webinars for the region's data personnel on how to report CTE data.

Consolidated Annual Report, Program Year 2017 - 2018 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?

Oregon has a four-year approval process for CTE Programs of Study. The original application requires that the Program of Study (<https://drive.google.com/file/d/0B9YVAHoVs6bFcVFXT3dmUG9DQkE/view>) 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 Skills Assessment that leads to an industry credential); Student Support Services (guidance and help navigating the career pathways that each student follows); and 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. CTE 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 approved as high quality CTE Programs of Study receive Perkins funding. Annually, the Perkins performance indicators, and the annual application and report, help monitor program quality.

In addition to overall performance, particular attention is paid to special population performance and gaps. Data tables drilling deeper into student group performance and participation are distributed.

For postsecondary programs, the Office of Community Colleges and Workforce Development (CCWD) assesses career and technical education program applications using the following five standards for evaluation: 1) Need: college provides a clear evidence of the need for the program; 2) Collaboration: college utilizes a systemic method for meaningful and ongoing involvement of the appropriate constituencies; 3) Capacity: college identifies and has the resources to develop, implement, and sustain the program; 4) Design: college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies; and 5) Alignment: college program is aligned with appropriate education, workforce development, and economic development clusters.

The colleges also assure access, continuous improvement processes or systems, and records maintenance and congruence. CCWD also engaged in technical assistance visits to 16 of 17 Oregon community colleges to review and discuss local improvement plans and CTE programs funded by Perkins IV, and visited local CTE program areas and departments. CCWD and ODE also coordinated several Fiscal Monitoring visits involving community colleges.

Each Oregon community college received a technical assistance visit in the Spring of 2018, with a focus on CTE and Perkins programs, where their programs were assessed for compliance with their grant, the state's Perkins plan, partnerships, and data.

Local Assessment of CTE Programs of Study

Tillamook:

The CTE Regional Coordinator created an evaluation system that included data review, Advisory Committee self-evaluation, and a CTE program evaluation questionnaire. In Tillamook, the questionnaire was completed by CTE teachers, students, administrators, and Advisory Committee members. All CTE teachers were surprised at the differences in the results from each group. It was also surprising that many of the same areas were low for all POS in the county. This provided an opportunity to have countywide improvement goals. The region will be working on these areas of growth.

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

At the state level, staff have implemented technology tools to improve processes and communication of state agencies with local recipients. Smartsheet is now fully implemented to more effectively support and manage program implementation. Specifically, Smartsheet is utilized to assist within the Federal Monitoring, CTE Teacher Licensure, CTE Program of Study Approval, 2018 CAR submission, and personnel support.

Additionally, because of the rural nature of Oregon and the distances to travel, technology is used to improve efficiency of communication and support. Online meeting platforms such as Zoom and GoToMeeting allow for more resources to go to programs by cutting down on travel expenses. Google products (Sheets, Docs, etc.) provide materials and facilitate collaboration across the state.

The Oregon Educator Network (OEN), an online collaboration space created by the Oregon Department of Education (ODE), was used by manufacturing teachers and instructors across the state for partnering on lesson design and sharing promising practices. The Oregon Agriculture Teachers Association (OATA) and Oregon FFA have adopted the Ag Experience Tracker to provide support and guidance on students' Supervised Ag Experiences. This tracker is available online or through a phone app and provides students with access to teachers, industry partners, and parents for mentoring. The OATA has implemented an online new teacher support program where teachers receive content specific webinars, podcasts, and YouTube Videos facilitated by teachers who are content matter experts. The webinars covered a total of fourteen topics and the beginning teachers were specifically invited with their mentor teachers to participate. The content is archived for future reference.

Local Level Technology Implementation

Mid-Willamette Education Consortium utilized drones (<https://pace.oregonstate.edu/catalog/drones-education-workshop>) to expand the Engineering and Agriculture Programs in the growing area of precision agriculture and viticulture. The use of current technology in these programs helped integrate math and science content as students see relevance to learn more through the application of technology within their program.

Hood River Valley School District included robotics and computer programming to elevate their Engineering Program of Study. Students are programming in Java and block programming for Robotics 1 and 2. In partnership with Columbia Gorge Community College, CS160 computational thinking is provided for AP Computer Science, giving students more opportunities to earn postsecondary credit. The program includes the latest technology, such as CAD software including Rhinoceros 5, fusion 360, and Solidworks in the design process for 3D printing, laser cutting, and CNC milling.

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?

The Office of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE) partnered on the following professional development offerings for both secondary and postsecondary Perkins recipients: 1) Perkins Basic Grant Peer Review Workshop — participants completed one section of their Perkins Basic Grant Application during the workshop and left with a clear understanding of the application elements; 2) National Alliance for Partnerships in Equity (NAPE)/Program Improvement Process for Equity (PIPE) workshops — focusing on institutional programs, practices, and policies around equity and non-traditional students; 3) the statewide CTE/STEM Network met four times during the 2017-2018 year to discuss numerous secondary and postsecondary Perkins and career technical education topics; 4) with passage of High School Success funding in Oregon, ODE also traveled throughout the state to provide training to administrators on CTE and how to create quality Programs of Study.

The Network provided opportunities for professional learning on topics such as business and industry partnerships, Perkins funding, legislative changes, career pathways, guided pathways, STEM Hub structure and function, Workforce Innovation and Opportunity Act (WIOA), Accelerated Learning, Dual Credit, Perkins V, using Perkins secondary/postsecondary data to drive program improvement, increasing apprenticeship opportunities and participation, use of social media to communicate with stakeholders, teacher licensure and onboarding of new CTE teachers, and implementation of technical skills assessment (TSAs).

Local Professional Development:

Beaverton:

All Beaverton School District CTE teachers participated in monthly professional development opportunities during early release time. The September session began with an opportunity for teachers to review the elements of a high quality Program of Study and identify their professional development needs related to Perkins' Core Elements and their own program vision/goals. The information helped plan the sessions for the year. The topics addressed included vision/goals of each program, Pathway Funding, POS promotion, and Industry Advisory Boards. Two CTE teachers collaborated to lead a session on employability skills after attending the New World of Work workshop. Another session, led by the multilingual department, provided additional strategies around sheltered instruction in CTE. Less than 10% of CTE teachers reported that they would not be interested in continuing the option for CTE teacher collaboration during early release next year.

Linn-Benton:

The region decided to help each CTE teacher create a 3–5 year plan. An outside facilitator guided the CTE teachers through the planning process over the course of two full-day sessions. Now, each Program of Study has a plan to move forward that will enhance and improve their program. The structure allows teachers to tie their professional development requests or special equipment purchases with their plan. This allows for better coordination and alignment of professional development at the regional level.

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?

Oregon continues to provide support and resources targeting secondary and postsecondary performance indicators, 6S1 & 6S2, 5P1 & 5P2, respectively, through the Oregon PIPE Project. The Oregon Program Improvement Process for Equity (Oregon PIPE) is a collaborative project of the National Alliance for Partnerships in Equity (NAPE) Education Foundation, funded by the Oregon Department of Education (ODE) and the Office of Community Colleges and Workforce Development (CCWD). Regional teams participate in a professional development series, leading to the implementation of research-based strategies that increase the participation of diverse student populations in non-traditional CTE Programs of Study and careers. The Oregon PIPE professional development series is designed for use by regional teams of seven to ten members, led by a regional coordinator and representing, but not limited to, secondary and postsecondary administration, student support service representatives, and classroom educators. One of the results from this past reporting year is a promising practice report distributed to Oregon's CTE and STEM Network highlighting strategies to achieve educational equity in Oregon.

Local Implementation

Roseburg:

Through the PIPE program, Roseburg has increased its number of industry partners, and those who would like to have student interns are now approaching Roseburg. The region continues to work with the Reserve grant to improve the partnership between the community college and the high schools and increase offerings of dual credit and increased participation of non-traditional students in the CTE programs. They are seeing a culture shift in CTE classes that is leading to more non-traditional participation.

Clackamas:

Clackamas hosted a High School CTE and Counselor Symposium focused on exploring the barriers to non-traditional participation and completion. This event provided a much-needed collaborative opportunity between high school administrators, counselors, and CTE teachers around creating welcoming CTE programs.

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?

Oregon collaborated with the National Alliance for Partnerships in Equity (NAPE) to offer the Program Improvement Process for Equity (PIPE) in Non-Traditional 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 non-traditional for their gender — in CTE Programs of Study and postsecondary CTE programs.

Over the past reporting period, the Secondary/Postsecondary Transitions Team focused on providing shared presentations and technical assistance focused on identifying educational inequities for students with disabilities and improving access to CTE.

Another example of state support for special populations accessing high skill, high wage occupations has been through pre-apprenticeship and registered apprenticeship partnerships. ODE, Bureau of Labor and Industries (BOLI), and HECC/CCWD have invested in a position to align pre-apprenticeship and registered apprenticeship programs with CTE secondary programs and postsecondary options. Pre-apprenticeship programs serve as a bridge for Oregonians, particularly young people and underrepresented populations who may not have access to apprenticeship preparation programs. As part of the federal funding Oregon has received through the last several years on expanding registered apprenticeship, there has been a movement to have CTE POS approved programs serve as Oregon State Apprenticeship and Training Council (OSATC) approved pre-apprenticeship programs. By leveraging current approved CTE Programs of Study as the bridge to registered apprenticeship and the community college that offers credit to those programs, Oregon has been able to implement this strategy across the state.

In 2017-2018, ODE started implementation of High School Success funding, a ballot-created program to improve graduation. This program required all districts to examine disaggregated data looking at student participation and completion of CTE programs as part of a self-assessment. All high school districts in the state submitted plans that included how they were going to address equity gaps not only in ninth grade on track, but also in CTE and dual credit participation. This structure will set up Oregon well for the implementation of a needs assessment in Perkins V.

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

CCWD visited all 17 Oregon community colleges to offer and provide technical assistance to every eligible Perkins postsecondary recipient. During the visits, HECC staff facilitated discussion regarding the Perkins Performance Measures Report to evaluate CTE programs and services on each campus. Each performance indicator was reviewed and discussed, along with ways to improve overall performance.

Another example of state-offered technical assistance are the Fiscal Monitoring visits to selected secondary and postsecondary recipients. This is an opportunity for the state and the college to review, evaluate, and discuss their Perkins basic budget narratives and all things fiscal. It is also looked upon as an opportunity to improve practice.

CCWD and ODE actively support the mission of the Office for Civil Rights: “To ensure equal access to a high quality education for all students through the vigorous enforcement of civil rights.” A primary responsibility of both agencies is the review of career and technical education programs for compliance with federal nondiscrimination regulations. The comprehensive CCWD/ODE review, typically called an on-site review, permits the state to prevent discrimination and ensure equal access to programs, courses, and the information therein, for each Oregon student. CCWD/ODE also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that the Office for Civil Rights enforces.

Technical Assistance was offered by ODE staff in the form of on-site visits and orientation for all new Perkins Grant Management Staff (Regional Coordinators and Grant Managers). A new Regional Coordinator cohort group offered a collaborative peer network to assist with the onboarding of new Regional Coordinators and Grant Managers.

The 32 CTE Revitalization Grant recipients (state grant funds) each received two visits from agency staff. The visits provided the opportunity to coach participants in starting a CTE Program of Study and/or improving program quality. 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, and reviewing and providing feedback on the applications.

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 local recipients. Approximately 60 members of the CTE Network meet twice a year. Additional groups within the Network – such as the CTE Regional Coordinators, Community College CTE Leaders, and Dual Credit Coordinators – meet quarterly. They also offer an opportunity for one-on-one technical assistance with Program of Study development and improvement, data analysis and entry, teacher recruitment and retention, professional development, teacher licensure, regional priority setting, and other issues as they arise. *(The above links connect to a public Google drive folder and require the use of the latest version of internet explorer, chrome, Firefox)

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

133308

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

303

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

Currently, efforts are being made through Perkins and the federal American Apprenticeship Initiative to grow partnerships through registered apprenticeship and CTE. The Oregon Department of Corrections (DOC) and the Oregon Youth Authority (OYA) have registered apprenticeship and pre-apprenticeship programs which utilize the National Center for Construction Education and Research (NCCER) curriculum — an industry recognized program. DOC and OYA representatives are working with ODE and the Oregon Employment Department (OED) to examine re-entry/release outcomes for apprentices and how they can be best supported to continue their training and education.

Local Implementation

Three Lakes:

CTE Services include the continuation of an Office Systems Program of Study, professional development activities for staff and administration, and reserving seats in the Linn-Benton Community College Non Destructive Testing (NDT) program for four young women who will be transitioning out of Three Lakes this year.

Monroe School:

CTE Mechanics:

The Monroe School offers basic small gas and diesel engine training to YCEP students and will be incorporating metals and auto body/paint in the future.

VocEd Woodshop:

This course is designed to give beginners a chance to learn about tools commonly found in a functional woodshop. There is a heavy focus on tool safety and use of personal protection equipment. Students learn how to read a tape measure, identify common types of hard and soft woods, and properly prepare and finish wood pieces.

William P Lord High School:

In 2017-2018, the following CTE Services were provided:

Professional Development through Professional Learning Communities, Regional Institute, Fall Take-Off, and ACTE

Assistance and support around Program of Study updates, renewals, and start-ups

Assistance and support around teacher licensure and endorsements

The barbering program brought in a presenter to speak with the students about his experience. Like the students at Lord High School, the presenter had a rough beginning, going in and out of the system. He showed the students how he turned his life around and went into barbering so they could understand their potential.

The manufacturing program added a 3D printer so students would have the opportunity to see their designs created with CAD come to life.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

18682

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

118

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

Over the past reporting period, the Secondary/Postsecondary Transitions Team forged a relationship with ODE's Youth Transitions Team focused on CTE and Students with Disabilities. Over the past year, Oregon's CTE Network and Youth Transitions/IDEA Network have begun to align work, through research and analyzing data (i.e. post school outcomes, graduation rates, enrollment/participation and completion), learning each system's "language" and what it looks like in the classroom, presentations and technical assistance for the respective systems and topics, and a focused work group on identifying educational inequities for students with disabilities and access to CTE.

Activities at Oregon School for the Deaf in 2017-2018:

The visual communications program focused on student work and portfolios. The program added a large color printer that is able to print flyers, posters, and other pieces so students can build their portfolios for potential employers to review.

The construction program focused on carpentry, providing students with the opportunity to learn cabinet making.

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

Yes

There were 18 charter schools in Oregon providing CTE Programs of Study during the 2017-18 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. Among the charter schools, there are 25 approved Programs of Study. There has been increased interest in Charter Schools offering CTE programs because of state investments in High School Success. Administrators from charter schools received regional trainings on CTE during the 2017-2018 school year, and there will be ongoing discussions on how to support CTE during the next year, particularly with online charter high schools.

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

Yes

There was an ongoing focus on education Programs of Study including early childhood education. The education programs continue to strive toward the creation of a statewide Program of Study. Through state funding for Secondary Career Pathways, many early childhood programs upgraded their preschool facilities and focused on creating STEM curriculum for the youngest students.

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

With continuation of the Workforce Innovation and Opportunity Act (WIOA), Title II/Adult Basic Education programs include Integrated Basic Education and Skills Training (I-BEST) elements into ABE/ESL/GED classes to provide CTE program access to low-skilled and English Language Learning adults. These programs provide college-level CTE training, basic skills education, and work readiness skills by collaborating with CTE programs and WorkSource programs to accelerate adults to high wage and high demand careers using Career Pathways, stackable credentials, and CTE degree options.

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?

Yes

Oregon has had a strong history of providing secondary work-based learning technical assistance to various stakeholders throughout the state. However, these supports are not part of a streamlined, integrated approach to providing solutions to perceived or real barriers to these opportunities.

An Oregon Work-Based Learning Workgroup - created common language among stakeholders to develop and implement successful work-based learning opportunities, - provided streamlined technical assistance to stakeholders (including knowing the correct person to contact), - developed a stronger work-based learning infrastructure, and - held employer roundtable for stakeholder investment.

This work will need to be quickly ramped up and become part of the state Perkins V plan.

Consolidated Annual Report, Program Year 2017 - 2018 Oregon

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?

ODE focuses on the development of deeper understanding of academics by creating authentic learning experiences and situating them into the math experience. This approach is based on the premise that 1) all students will be exposed to math through core curriculum (thereby potentially increasing the math readiness and proficiency of all students—not exclusively CTE students), and 2) giving math and CTE teachers an opportunity and a structure through which to engage in co-learning and collaboration around constructing authentic curriculum and learning experiences results in better learning experiences and greater equity within programs.

Relative to this, staff at ODE have created and continue to evolve The Oregon Math Project (OMP) through the development of content and instructional strategies and the curating of Math in Real Life projects. The project advances mathematics education in the state by cultivating a network of educators that promotes equitable math experiences for all students through guidance and support of policies, standards, curricula, assessments, and instructional best practices. The vision on math education in Oregon is to ensure that all students attain mathematics proficiency by having access to high quality instruction that includes challenging and coherent content in a learning environment where each student receives the support they need to succeed in mathematics.

A critical part of the long-term vision, The Oregon Mathways Initiative (<https://www.oregonednet.org/groups/oregon-math-project-meaningful-math-every-student>) supports changes in secondary math teaching and learning to improve student engagement and preparation for college and career. The initiative does this through attention to equity, pedagogy, self-directed learning, and system alignment. Stakeholder engagement is critical to accomplish this statewide transformation of secondary mathematics education.

Separate from the Mathways Initiative, there are local initiatives that focus on applied academics in CTE programs, including contextualized approaches such as AMPED and Geometry in Construction Workshops.

The statewide CTE/STEM Network is composed of four main groups: CC CTE Leaders, Regional Coordinators, Dual Credit Coordinators, and the STEM Hub Coordinators. This group is supported by representatives from the Higher Education Coordinating Commission (HECC) and the Oregon Department of Education (ODE).

Local Implementation

Salem-Keizer: Salem-Keizer continued to expand the integration of academics and CTE at its regional Career Technical Education Center (CTEC). This facility allows high school students the opportunity to attend the regional center for career training. An example of this is the partnership with Contextual Learning Concepts, a company developed by math and CTE teachers focused on providing algebra and geometry instruction contextual through manufacturing processes and construction. A current result is the development of this program at West High School in the business program and GIC at McNary High School in the area of construction technology. The construction program is a new Program of Study as well. All teachers attended specific trainings held by experts in the contextual learning program. The college partner, Chemeketa Community College, expanded collaboration between CTEC and Chemeketa's applied sciences and health sciences Programs of Study.

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.

In order for a program to be Perkins eligible, secondary schools must partner with at least one postsecondary partner (one must be a community college) in planning the career pathway for that program. Business and industry partners must help to design the Program of Study (secondary) in order that it also aligns with the program at the community college.

Staff from the Office of Community Colleges and Workforce Development (CCWD), the Oregon Employment Department (OED), and the Oregon Department of Education (ODE) work to collaborate across sectors and systems for program alignment and workforce needs.

Local Advisory/Employer Committees are part of the program approval process for high schools and community colleges. They provide guidance and support for programs on how to help students achieve the academic and career and technical skills necessary to succeed in the workforce.

Local Implementation

Hillsboro: FirstTech Credit Union, Longbottom Coffee, and Nike partnerships helped to launch Hillsboro's first off-site Marketing Lab experience for CTE Business/Marketing students. Students in the 2017-18 school year met with the FirstTech marketing team and designed a student-run coffee shop — named “Ground Up” — within their corporate headquarters. Nike paid for the shop's equipment and Longbottom Coffee provided coffee at cost. In 2017-18, Hillsboro's construction technologies program was in a planning year; the connections of neighboring district teachers (Forest Grove and Sherwood) helped the instructor design and plan for the program. The school also received a state grant to build a Biotechnologies program with the support and guidance of Portland Community College, OHSU Primate Research Center, and Genentech. In the 2017-18 school year, a \$403 million construction bond was passed, with \$13 million allocated for CTE equipment and building expansion.

Hood River: An after-school mentoring program with local industry professionals—including mechanical and electrical engineers and computer programmers designing and building robots for First Tech Challenge (FTC) and First Robotics Challenge (FRC)— included Champion Tool Storage, Prigel Machine Shop, and local mentors from Hood Tech, Power for Flight, Insitu, and Google. Students received internships at Prigel Machine Shop, SageTech, and Hood Tech. Examples of projects include engineer Scott Sutherland working with students to design and build aerodynamic frames for e-cars, computer programmer Roy Hall volunteering over 100 hours mentoring the HRVHS Robotics in Java, Joe Nardone and Mark Frost tutoring robotics teams and leveraging \$4,000 from volunteering and a matching grant program, and engineer and machinist Jim Klass mentoring students in engineer design process and machining.

Rogue Community College: Rogue Community College continued its collaboration with many regional and state groups, including Business Education Partnerships, Regional Advanced Manufacturing Partnership, Rogue Workforce Partnership, and Statewide Workforce Oversight Committee. Collaborative meetings have developed an implementation plan for certified production technician training as well as a common employability skills rubric to be utilized in cooperative work experience placements.

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

Yes

The Oregon Department of Education (ODE) spent several months editing and tailoring dozens of career and college education lesson plans for grades 6-12 that align to Oregon's School Counseling Framework. The goal is to provide districts with supports and resources to improve career guidance systems. ODE staff presented career education resources at statewide and regional professional development venues; topics included creating district-wide career education systems, setting goals and measuring outcomes of these systems, and individual student experiences that promote career education.

ODE worked with Oregon Career Information System (CIS) and its Board to improve career advising experiences for students. ODE continued its partnership with other agencies (C3: Career College Collaborative, Oregon Workforce Development, etc.) and cross-office teams within the agency to develop and refine delivery of career education professional development.

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

For a CTE Program of Study to be approved, there has to be a secondary component and a postsecondary component. Only approved Programs of Study can receive Perkins funds. These secondary/postsecondary partnerships are initially allowed to be "aligned," but the institutions are encouraged to work out official articulation (credit granting) agreements wherever possible. "Start-Up" applications are for programs that do not have all five required elements to be approved as a Program of Study. A Start-Up program can use Perkins funds for up to 30% of start-up costs, which often includes using funds to facilitate articulation initiatives. The intent is to provide the fullest career pathway opportunities for students. Regional collaboratives that are working at aligning secondary and postsecondary programs are funded by the state. In 2017-2018, the state worked on creating statewide transferable core foundations credits in education and business.

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

No. However, state monies dedicated to supporting career and technical student organizations (CTSOs) funded local grants to increase student opportunity and participation in student leadership opportunities. In addition, CTE Programs of Study where students complete three credits or more received incentive funds; these incentives often supported student participation in CTOSs.

Teachers/advisors of CTOSs are able to use Perkins funds for professional development, and most take advantage of the opportunity.

Local Implementation

Beaverton: HOSA Students from the Health and Science Project Lead the Way (PLTW) Biomedical Program of Study (POS) presented at the PLTW Summit 2017 in front of an audience of 2,000. They also presented at general sessions on embedding English Learners structured instruction into CTE classrooms, advocating to local legislators for stronger CTE programs, and creating student leadership opportunities in biomedical classrooms. This program has been a great example of the integration of student leadership into the Program of Study and is showing particular success with students who are English learners.

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

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.

The CTE Program of Study (POS) application process requires programs to offer experience in and understanding of all aspects of the industry, creating as robust a Career Pathway experience as possible within the resources available to the teacher and the community.

Local Implementation

Clatsop: Clatsop was part of the Program Improvement Process for Equity (PIPE) Cohort. As part of this work, a team surveyed students to gain an understanding of their knowledge around CTE and their experiences in CTE courses. Each member of the team created a project to address student understanding of CTE and industry. One teacher created a non-traditional job fair that was open to all high school students. Students were able to learn about CTE opportunities from industry representatives, and after the brief presentation, they were given time to speak with industry representatives. Another participant spent her summer participating in an externship with the Association of General Contractors to gain further understanding of CTE opportunities. One teacher came away from the local industry experience worried about the hidden messages promoting only a four-year college path. The industry partner's testimonial caused the participant to evaluate how her own office might send a hidden message to students seeking guidance. She evaluated the situation and chose to redecorate her office to encompass a more neutral feel and start the process of providing a well-rounded view of the opportunities in industry. This type of review process and innovation created stronger industry partnerships, not only addressing equity issues, but also creating more robust, well-rounded CTE programs.

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

During the POS development and application process, both the secondary and postsecondary institutions are to use local industry partners to help design, implement, and evaluate the Program of Study. This can include adjunct instructor arrangements between secondary and community college institutions.

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

As Oregon CTE Programs of Study are designed and developed, Perkins funds are used for professional development and resource acquisition that allows for new or improved courses as part of those new or improved Programs of Study. Recently, some Perkins funds have been spent on online CTE curriculum, although vigilance is exercised in making sure online courses do not substitute for the hands-on instruction that is definitive of career and technical education.

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

Over the past reporting period, ODE and HECC/CCWD provided technical assistance in launching the state's first CTE Instructor Joint Apprenticeship Training Council (JATC). In collaboration with a local community college and school district, the JATC is searching for ways to address the CTE instructor shortage throughout the state. Although it is in the early stages with hope to start apprentices in Spring 2019, this work took most of 2017-2018 to obtain approval by the Oregon State Apprenticeship and Training Council (OSATC).

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

Yes

The Oregon Department of Education (ODE), Bureau of Labor and Industries (BOLI), and Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development (HECC/CCWD) have invested in a position to align pre-apprenticeship and registered apprenticeship programs with CTE secondary programs and postsecondary options. Pre-apprenticeship programs serve as a bridge for Oregonians, particularly young people and underrepresented populations who may not have access to apprenticeship preparation programs. As part of the federal funding Oregon has received through the last several years on expanding registered apprenticeship, there has been a movement to have CTE POS approved programs serve as Oregon State Apprenticeship and Training Council (OSATC) approved pre-apprenticeship programs. By leveraging current approved CTE Programs of Study as the bridge to registered apprenticeship and the community college that offers credit to those programs, Oregon has been able to implement this strategy across the state.