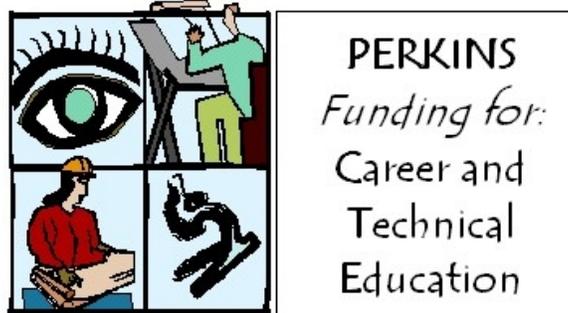


**OREGON**  
**2007—2008**  
**CONSOLIDATED ANNUAL REPORT**



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



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## CAR NARRATIVE

### **STATE ADMINISTRATION**

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

At the state level, three work groups provide leadership for CTE: the ODE Secondary-Postsecondary Team, the Perkins Workgroup, and the CTE Work Group-ODE/CCWD. These groups address Perkins grant management, high school improvement, and workforce/career pathway development ranging from high school-to-postsecondary education and to workforce entry. ODE and CCWD leadership and technical assistance is focused on our clients: school districts, community colleges, education service districts and state workforce development agencies.

The Perkins local applications for secondary schools and postsecondary institutions continue as in previous years with a focus on developing at least one CTE Program of Study (CTE POS) for each school and community college. All eligible recipients, secondary school districts, regional consortia and community colleges, submit a local plan for the transition year. The Perkins local (stand-alone) application, including a program improvement action plan, fosters collaboration among the educational players and stakeholders to develop and implement targeted strategies for CTE student success. All local plans are tied directly to the core performance indicators, so the sub-grantees and the state can monitor local performance and develop continuous improvement processes. Performance Charts for each sub-grantee and school are available on the Oregon Department of Education website. <[Secondary CTE Performance](#)>

### **CTE Network**

The Oregon established CTE <[Network](#)> is the foundation for CTE system building in Oregon. Composed of 18 secondary regional coordinators, 17 community college deans, career pathways and dual credit coordinators, related CTE administrative staff, and state staff, this 60 + member network provides a multi-faceted communication link across the state. Regular meetings provide for discussion and field input regarding policy, strategies, implementation and evaluation as well as current and forthcoming activities. The recent CTE Study noted that while Oregon is well positioned administratively, benefits may be derived if the network were expanded to include workforce and private career school representatives. However, with the growth in the size of the network, staffs are considering a variety of options for expansion and participation. <[CTE Study](#)>

### **Oregon's Delivery Models**

Oregon CTE Program of Study is a tool by which CTE is transitioning to standards based instruction, and integrating academic and technical skill development as a shared responsibility of the secondary and postsecondary programs.

At the secondary level, 227 comprehensive high schools are the primary delivery structure. Additionally, as charter schools emerge, CTE is often an instructional component, and in some cases, the central theme for learning. The notable exceptions to comprehensive high schools are:

- A district-governed technical skill center operating in a large suburban school district serving the students from the district's three high schools (Sabine Schellenburg Technical Center, North Clackamas School District),
- A regional skill center governed by an educational service district serving students from several suburban school districts (Capital Center High School; Northwest Regional Education Service District),
- A regional technical education center with shared governance among participating school districts, a community college and an education service district (Regional Technical Education Consortium (RTEC) located at Lane Community College), and
- A regional distance education network providing videoconference and online Health Services to small, rural, remote school districts in North Central Oregon (Frontier Learning Network North Central Education Service District).

At the postsecondary level, CTE services in Oregon are delivered through a network of providers that include public community colleges, public and private four-year colleges and universities, apprenticeship programs and private career schools. However, Oregon's 17 community colleges are the postsecondary eligible recipients for the Perkins federal funds. Instruction at the community colleges ranges from introductory instruction to advanced coursework that leads to the award of a credential, certificate or an AAS degree. Oregon community colleges also partner with apprenticeship committees to offer the training component of some registered apprenticeship programs. (CTE Study 2008) These programs go through extensive planning and development before State Board of Education approval. All programs must be aligned to industry standards and must meet local or regional workforce demand requirements.

### **DISTRIBUTION OF FUNDS**

Oregon maintains its regional configuration for the primary distribution of Perkins funds. For 2007-2008, ODE recognizes 15 consortia, 31 secondary school districts and 10 community colleges direct recipients for Basic Grants. While funding charts show a separate Tech Prep allocation, Oregon actually merged the Tech Prep funding with the Perkins Basic Grant. Attachment C—Figures 1, 2 & 3 are summaries of Oregon's distribution to eligible Perkins recipients and Oregon's 2007-2008 Local Applications.

Oregon chose to move the Tech Prep Grant to the Perkins Basic Grant, therefore ODE distributes Perkins funding through four applications:

- *Secondary Basic Grant Budget Narrative & Spending Workbook:* A 2007-2008 stand-alone application, for each eligible secondary recipient, was submitted to ODE. The sub-grantee's annual budget is included in the school district's Budget Narrative and Spending workbook. For school districts participating in a Regional Consortium, their local Consortium fiscal agent submits the Perkins Budget Narrative and Spending Workbook on their behalf. Each Regional Consortia that has a Perkins-eligible Youth Correctional Facility Education Program in their region has the 1% formula allocation added to their Perkins Basic distribution.
- *Community College Basic Grant Application:* a stand-alone application that includes local, annual Perkins planning, budget narrative and spending workbook.
- *Regional Reserve Fund:* a stand-alone application for consortia that includes a Budget Spending and Narrative Workbook. Expenditures were limited to alignment, articulation and/or professional development.

- **Non-Traditional By Gender Grants:**  
This is a stand-alone application to provide funding for information and projects leading to careers in occupations that are non-traditional by gender.  
  
Twelve secondary and postsecondary sub-grantees received a total of \$60,000 in grants-in-aid.

Non-Trad Grant Participants	
Males	800
Females	3849
Total Students	4649
Teachers/Administrators	302
Counselors	51
Parents	59
Presenters & Helpers	100+
Volunteers	Numerous
Total	5161 +

## **ENROLLMENT**

Approximately 95,000 secondary and postsecondary students participate in CTE programs with 21,221 secondary concentrators, and 11,192 postsecondary concentrators. <[Secondary Enrollment Data](#)>

Secondary Participants	Total	Male	Female
01 : Agriculture, Food & Natural Resources	1,547	880	667
02 : Arts, A/V Technology & Communications	2,641	1,342	1,299
03 : Business, Management & Administration	2,441	1,177	1,264
04 : Architecture & Construction	1,217	1,053	164
05 : Education & Training	771	108	663
06 : Finance	1,464	654	810
07 : Health Science	1,789	655	1,134
08 : Hospitality & Tourism	1,707	749	958
09 : Human Services	643	115	528
10 : Information Technology	407	303	104
11 : Law, Public Safety & Security	81	54	27
12 : Manufacturing	1,223	1,081	142
14 : Science, Technology, Engineering & Mathematics	937	798	139
15 : Transportation, Distribution & Logistics	1,326	1,179	147
16 : Marketing, Sales & Services	3,027	1,568	1,459

## **1. IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES**

### **A. REQUIRED AND PERMISSIVE USE OF FUNDS-*State and Local Examples***

State Administration is **responsible** for the development and implementation of the Perkins IV State Plan, approved by the Office of Vocational and Adult Education in June, 2007.

*Proving support for career and technical education programs that improve the academic and CTE of students through integration of academics with career and technical education...*

#### **System-wide initiatives support transition to CTE Programs of Study**

*The following activities are examples of work that supports CTE development and expansion:*

- Development and dissemination of the Perkins Taskforce work that informs the 5-Year State and Local Plans and CTE Programs of Study.
- The Oregon CTE Study <<http://www.ode.state.or.us/search/page/?id=2340>>
- Policy guidance and implementation of Oregon's new diploma requirements, Expanded Options, Credit for Proficiency and Applied Academics.
- Dual Credit Standards Taskforce review of national standards.
- Revision and implementation of CTE teacher licensure and endorsement requirements.

### **Program Design, Standards, Curriculum, and Instruction Enhancements**

The Oregon State Plan identifies a path to CTE standards based instruction supported by secondary postsecondary standards alignment and articulation. Oregon's 4 Core Elements were supported in six Career Areas, the Oregon Skill Sets, and the Tech Prep infrastructure.

#### ➤ **Oregon Skill Sets/Career Areas**

Oregon began the process of aligning career and technical education programs to the national Career Clusters initiative of 2004-2005. The Oregon product is the Oregon Skill Sets. The skill set framework includes academic, technical and career related knowledge and skills by six career areas. The following is a brief overview of Oregon's Career Areas: 1) Agriculture, Food and Natural Resources, 2) Arts, Information and Communications, 3) Business and Management, 4) Health Services, 5) Human Resources and 6) Industrial & Engineering Systems.

#### ➤ **Oregon Skill Sets/Standards**

The Oregon Skill Sets are under revision by teams of industry partners and educators. Oregon staff plans to have the revisions to most of the 101 focus areas, within the six clusters, completed by August 2009. From that point on, clusters will be revised on a four-year rotation cycle.

While the Oregon Skill Sets are the foundation for industry-based technical knowledge and skills, the Northwest Association for Community College Accreditation is requiring community colleges to complete extensive work identifying program and course "outcomes." Staffs are leveraging and aligning the work of the two initiatives for the CTE POS process.

The process for the standards based transition and the secondary/postsecondary CTE Program of Study (CTE POS) work began during the transition year. Originally the goal was to have every program achieve CTE POS standards. However, this transition requires significant resources and impacts secondary teacher licensure requirements, therefore it is appropriate to provide additional options and more flexibility. Even with licensure and resource issues, a recent survey indicated that approximately 98% of existing secondary programs are slated for a CTE POS. New collaborations are being explored including opportunities with private career schools and programs that cross state lines.

### **CTE POS Implementation Progress**

#### ***Developing, improving and expanding...(including technology)***

- **Agriculture, Foods and Natural Resources:** *Major improvement initiatives are occurring to bring traditional agriculture/FFA program into a standards-based, pathways structure. This is a strong career area in Eastern Oregon where ranching and traditional agriculture thrive. Western Oregon is a national center for horticulture; specifically, nursery stock, and viticulture.*
- **Arts, Information and Communications:** *This area is one of our fastest growing career areas with programs being developed to address student interest and employer demand for employees skilled in design, communications and information technology. An active industry group representing the Oregon Software Association is in regular communication with the ODE to support program development. Creative approaches to teaching design continue to attract students and prepare them for 21st century careers.*
- **Business and Management:** *Some programs in this area are in a period of transition. In addition to Administrative Services and Financial Services programs,*

*some programs are evolving into broader Management or Entrepreneurship programs. Additionally, some older Marketing related programs are shifting focus to Sports and/or Entertainment Marketing. This career area also covers Hospitality and Tourism programs. Given Oregon's robust tourism industry, this continues to be a strong student and employer interest area.*

- **Health Services:** *Like other parts of the country, Health Services is a high demand area with numerous initiatives underway to address the critical shortage of health care workers. Emerging employment opportunities in high wage and high skill areas such as Health Informatics are being addressed in partnership between secondary and postsecondary programs. Challenges such as postsecondary class size limitations by accreditation bodies and the shortage or the inability to retain teachers impact Oregon's ability to increase educational capacity in this area.*
- **Human Resources:** *As a result of work on the development of an educational pathway from early childhood education to graduate-level preparation as a professional educator, new state teaching standards reflecting updated knowledge and skills are in process of being developed.*
- **Industrial & Engineering Systems:** *Work on the Oregon Skill Sets in Manufacturing and Construction engages CTE teachers in discussion about industry-based standards for technical skills. In addition, statewide and regional Math-in-CTE workshops prompt these same teachers to explore how to help students improve academic performance. The partnerships established between CTE and academic teachers have led several schools into developing academic credit options for students in CTE courses. Project Lead the Way has continued to expand in Oregon where it has been adopted by several districts as a CTE POS.*

Utilizing technology resources for more effective and efficient communication is imperative. Some of the technology-based examples include:

- Transition to online data base for the Oregon Skill Sets and related Career Videos <[Oregon Skill Sets](#)>
- Funding for the delivery of CTE and AP courses via distance learning
- Funding to support CTE Programs that are moving into the high technology areas (i.e. Wind Technology, Sustainable Practices)
- Establishing a wireless campus to help students with their technology and learning needs

### ***Offering professional development...***

The need for professional development for all CTE staff is ongoing as new leaders emerge and more experienced teachers and administrators are challenged to meet new requirements. As a result, all Oregon eligible recipients are required to make a minimum 10% financial investment in professional development. State Leadership Activities in Oregon include:

- Monthly professional development for the CTE Leadership Network which includes 18 Regional Coordinators and 17 Community College Deans as well as a "New CTE Leaders' Institute."
- Workshop presentations at the Oregon Association of Career and Technical Education and the Superintendent's Summer Institute, and State Board of Education (i.e. CTE Programs of Study, CTE and the Diploma, CTE 101 for Administrators and new staff).
- Cohorts of "Math in CTE" to implement a "train the trainer" model; coverage spans the state.

- College CTE faculty use Group Instructional Feedback Technique (GIFT); this allows facilitators to evaluate the effectiveness of a faculty member in a particular class.

### ***Preparation for non-traditional fields...(12 Grants)***

- Two “*Women in Trades Fairs*” – one in Portland and one in Southern Oregon.
- Middle school and high school girls participated in tradeswomen led hands-on workshops in plumbing, carpentry, electrical, welding and more.
- A *Middle School Girls Conference* in Washington County involved girls in hands-on sessions in science, engineering, mathematics, technology, and the trades.
- *Latinas in STEM* recruited Hispanic women for high school computer programming and robotics programs along with putting the elements in place to retain them and help them succeed.
- *Region 13 Nontraditional Career Exposition for 8<sup>th</sup> Graders*, a project that brought students together from four very rural Eastern Oregon counties.
- *Recruiting Females for High Tech*, a project developed and run by high school girls for middle school girls.
- 3 projects focused on nontraditional occupations for young men:
  - Health Occupations Youth Camp in Eastern Oregon focused on careers in nursing for boys.
  - Recruiting Men into the Oregon Coast Community College Nursing Program brought information and opportunities to young men.
  - The Southwestern Oregon Community College Special Project for Young Men developed informational brochures for boys about opportunities in nursing and early childhood education.
- Work with the Labor Education Taskforce introduced CTE students, teachers and counselors and school administrators to the opportunities available for high wage, high demand careers after high school. Phase one was to inform, phase two is to develop a dual credit pre-apprenticeship program for high school students and articulate with the local community college. Over 400 students in one high school participated in the information phase.

### ***Supporting partnerships among local education agencies and related partners...***

- A Summer Wind Institute was attended by fifteen colleges from throughout the nation and by seven wind industry companies. Common skill sets for every technician were identified.
- Businesses hosted students, (i.e. Royal Caribbean Cruise Lines, Market of Choice, Central Electric, Labor Training Center, Hospitality Service, Western Pneumatics, Wage and Electric Boards.
- Collaboration with the Joint Apprenticeship Training Council for program design and implementation.

### ***Serving individuals in state institutions...***

- New automotive technology software provides a more current and flexible resource for instructors. It allows instructors to serve more students, provide learning management system to track progress and remain current with college programs.
- A career pathway has been identified in Automotive Repair with Chemeketa Community College.

### ***Providing support for programs for special populations that lead to high wage, high demand occupations...***

- A dedicated Career Pathways Advisor was stationed at each high school for specific days each week. Student cohorts were formed by cluster area and career awareness materials and opportunities were provided including a field to a farm and a local production and training facility

- A college reported serving 80 Latino students. 80% of the high school students who enrolled in the OLI completed the requirements to graduate from high school.
- One college reported 58 students with disabilities enrolled in CTE programs. A cumulative GPA of 2.0 or higher by term is: summer, (92%), Fall (92%), winter (89%) and spring (84%). Students below the 2.0 GPA were referred for additional services; four students graduated.

## **B. PERMISSIVE USE OF FUNDS- State and local examples**

### ***Improvement of career guidance and academic counseling programs...***

- Transition specialists assisted student entering into the college CTE programs
- The community college Renewable Energy Technician instructor spent three hours daily, during the first semester, at the high school working with the Project Lead the Way instructor.

### ***Academic and financial aid counseling...***

- Community college offer opportunities for pre-college assessment
- CTE Programs of Study templates and Career Pathway roadmaps; most are online; a secondary component is under development.

### ***Establishment of agreements including articulation agreements...***

- Quarterly meetings involve the Dean's Office, the Registrar's office and counselors from regional high schools to discuss dual enrollment programs and implementation of guidance programs.
- In partnership with Oregon and Idaho employment offices, area schools held a Regional Career Fair with about 1800 students attending.

### ***Statewide Articulation...***

- Statewide program development and refinement (includes statewide articulation) continues for a variety of programs including, but not limited to: Nursing, Business Office Management, and Emergency Medical Technology. Retail Management, Para-Educator and Apprenticeship.

### ***Postsecondary data and concurrent enrollment program...***

- Dual Credit Taskforce recommended the adoption of national concurrent enrollment standards; this recommendation was addressed at the statewide conference.
- Springfield High School reported 426 students (48 special education) received 3,993 college credits; no fees are required.

### ***CTE student organizations...***

- Resources and leadership to the Student Leadership Center for alignment of CTSO activities to standards based instruction and the high school diploma.
- Leadership provided to facilitate the development of FFA in several charter schools and for the first time in a private school.

### ***Partnerships with business...***

- Tualatin High School CTE summit brings together partnerships with local businesses. The day is spent examining TUHS methods, curriculum and instruction practices to correlate and mirror the needs of the market place.
- Business Leadership Course is being co-taught by district CTE Coordinator who holds an MBA.

### ***New technical education courses and initiatives...***

- Columbia Gorge is developing a CTE POS in Renewable Energy Technician (Wind Energy)
- Linn Benton is developing Mechatronics/Industrial Maintenance Technicians are in high demand in many industries: food processing, forest products, manufacturing,

health care and educational facilities, petroleum, renewable energy, mining, agriculture, aerospace, defense, and telecommunications.

- Lane College is working to develop a new Water Conservation Technician program.

### ***Entrepreneurship...***

- Agriculture programs demonstrate leadership and instruction in entrepreneurship. Each of Oregon's state degree applicants have successfully completed a Supervised Agriculture Experience which requires a business component; projects range from green houses to teaching classes in horseback riding.

### ***Data systems...***

- Institutional researchers, regional coordinators, and local school districts communicate regularly to improve the data collection systems.
- Local entities review the data and rewrite their plans to effectively address the needs of students and meet performance targets.

### ***Recruitment and Retention...***

- One college reported using U Tube as a recruitment tool for the automotive program.
- One college reported conducting 5 Year follow up for Agriculture students to ensure that programming continues to reflect current industry needs.

### ***Occupational and employment information resources...***

- Schools continue to invest in Oregon's Career Information System (CIS).
- Work continues with Oregon's Employment Department to provide up to date information on trends in high demand and high wage jobs to inform the focus of CTE Programs of Study.
- Collaboration continues with the Partnership for Occupation and Career Information with the Oregon Employment Department to improve career information resources.

## **2. TECHNICAL SKILL ASSESSMENT**

ODE and CCWD have chosen to leverage commercially and locally produced technical skill assessments that are both valid and reliable. In January 2009, we will begin populating a database of approved assessments. Approval is based on criteria described in the attached documents and also on the ODE website. < [Part 1](#) [Part 2](#)>

### ***Progress in Technical Skill Assessment***

Although technical skill assessments were not required during the transition year, many local secondary eligible recipients began exploring assessment options:

Recipient	Extent of Assessment	Students Tested
High Desert ESD	23 different NOCTI tests were administered.	415
Salem-Keizer School District	14 different programs used NOCTI tests	100
Union-Baker ESD	3 different tests in Agriculture	26
NW Regional ESD	Prostart	5

Other secondary recipients are at different stages in the implementation of valid and reliable technical skill assessments. A review of the annual reports for 41 secondary eligible recipients indicates the following activity:

Activity & Recipients	
Plans for technical skill assessment not identified in the annual report or not available at the time of review.	12
Plans identified but no specific assessments discussed	6

Total recipients exceed 41 since some annual reports identified multiple assessments. (see table)

Assessments identified in local plans			
NOCTI-	12	NCCER	1
ProStart	4	PLTW	1
Microsoft Office	3	CompTia	1
Skills USA	1	CISCO	1
AWS	1	Locally produced	2

The intent of the Oregon system is to hold all technical skill assessments to the same standard, therefore post-secondary recipients will follow the same technical skill assessment guidelines as the secondary recipients. Many community college programs already have well-developed technical skill assessment systems; often they are linked to an industry license. Some common licensing organizations include: American Welding Society, Automotive Service Excellence, CISCO, Microsoft, and ORACLE. In addition, some community colleges have developed end-of-program assessments that may qualify as approved valid and reliable technical skill assessments.

### **Estimated Number of Secondary Students**

Two sources of data were used to compare and estimate the number of secondary students who would eventually be assessed and reported. 1) The number of high school program completers based on the required courses identified in each program (2006), 2) total number of CTE participants in the state. Using the testing practices of a current recipient, the total number of students assessed in a specific program was compared to the total number of CTE participants in the same program.

Estimation Method	Estimated % students to be assessed
Statewide estimate based on 2006 data	2.2% of CTE Participants
Based on a local administration of technical skill assessments	4.6% of CTE Participants

Based on these methods we estimate that 1,700 to 3,500 secondary students would qualify for technical skill assessments in Oregon.

### **Estimated Number of Post-Secondary Students**

Post-secondary estimates are based on the percent of postsecondary students who completed a degree or certificated compared to the total number of postsecondary CTE concentrators. Our current data indicates that approximately 47% of postsecondary CTE concentrators would qualify to be assessed for technical skills. That would be approximately 5,260 students.

### **State's plan and timeframe**

Oregon's goal is for 100% of Perkins CTE POS to include valid and reliable technical skill assessments, to eligible students, during the 2012 – 2013 academic year by:

- Develop procedures and policies for approving valid and reliable technical skill assessments by January of 2009. See attached documents describing these policies and procedures.
- Begin populating an online state clearinghouse of approved technical skill assessments by January of 2009. An example of the clearinghouse can be found at

- <[Career Assessments](#)> <[Career Area Assessments](#)>
- Transition 25% of programs each year to CTE POS each (June of 2012 completion date).
- Require that recipients identify approved technical skill assessments or a plan to identify those assessments when submitting a CTE Program of Study to ODE for final approval. A qualifying plan must specify a timeline that results in full implementation of a technical skill assessment during the 2012 – 2013 academic year.

### **3. & 4. STATE AND LOCAL IMPROVEMENT PLANS**

#### **Transition Plans**

Each of Oregon's eligible recipients, submitted a Perkins Transition Plan. The Transition Plan was based on each school developing a CTE Program of Study that addressed Oregon's Four Core Elements: 1) *Standards and Content*, 2) *Alignment and Articulation*, 3) *Technical Skill Attainment/Assessment* and 4) *Student Support Services*.

The extensive collaboration involved in transitioning approved CTE programs to standards based CTE POS became evident immediately. Additionally, it was a challenge to address technical skill assessments while the state CTE Assessment Taskforce was still in the research and policy development stage. By the end of the transition year, only a few programs had a fully developed CTE Program of Study ready for implementation as planned. However, some innovators were well on their way and able to implement portions of the new design and were piloting assessments.

#### **Regional and State Program Approval**

Because Oregon ties CTE program approval to CTE alternative teacher licensure, it is necessary to provide a tiered framework for program approval. A new framework was developed for implementation, effective July 1, 2008:

- CTE Program of Study (Perkins eligible, licensure eligible)
- State Recognized Programs (licensure eligible)
- CTE Electives (may meet diploma requirements)

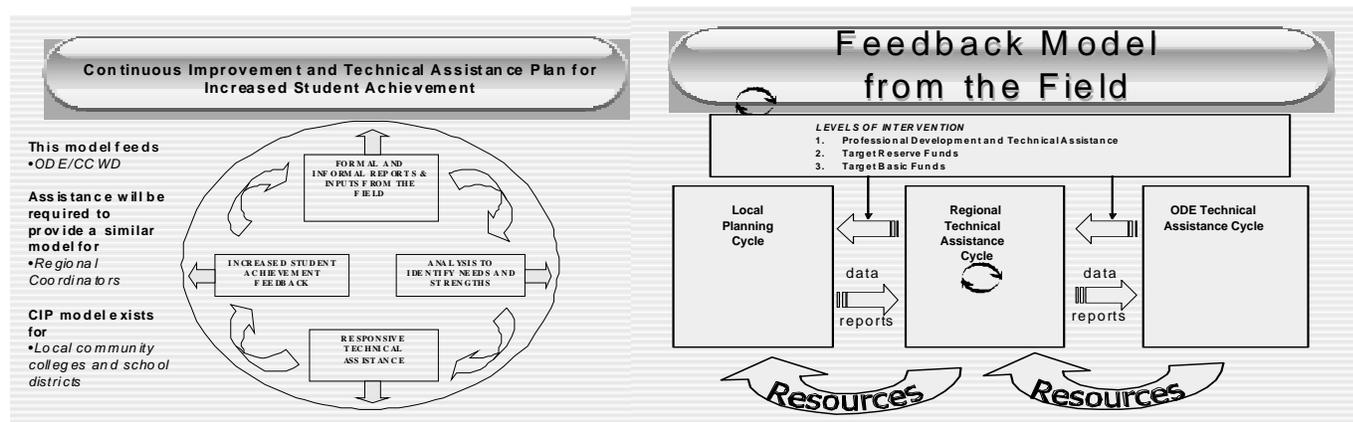
Each eligible recipient provides a four-year transition schedule to bring fully developed CTE POS to implementation. In order to have one full year of complete data, Oregon plans to have the CTE POS transitions at full implementation at the beginning of the 2012-2013 school year.

To date, there are 840 (98%) secondary programs and 176 (27%) community college programs that are expected to meet CTE POS standards by 2011-2012. Since Oregon community colleges have multiple missions, it is not feasible to require every CTE program to have a secondary component.

With the implementation of CTE POS, state staff continue to take active roles in approving the secondary components. This action enables the state staff to better understand the field's development work and ensures that academic and technical standards are identified and assessed. The CTE Program of Study application is located at <[CTE POS Application](#)>.

During spring of 2008, community college program approval transitioned to CCWD. The three new CTE staff are actively engaged in ensuring that all programs meet state standards. These staff members work closely with ODE on CTE POS issues. With the new Perkins IV requirements, a more systematic approach is being developed to support continuous improvement through the inter-related components of technical assistance and professional development. While the model must focus on both technical and academic achievement, it addresses a broad scope and follows the achievement of all CTE students in

all programs. ODE will be the lead agency in addressing the state and local improvement plans. The following graphics provide a visual overview of the process.



### Secondary Performance

Career and technical education data is a cornerstone of our program evaluation and improvement framework, and technical assistance model. As Oregon prepared for the implementation of the new Act, Steve Klein of MPR Associates, Inc. and Jim Schoelkopf (then with ODE and now with MPR Associates, Inc.) led one of the key planning task forces made up of secondary and postsecondary experts on addressing central issues related to accountability.

The Accountability Task Force recommended careful adjustments to the performance measures and revisions to the previous secondary and postsecondary definitions of CTE participants and concentrators. These recommendations led to the Final Agreed Upon Performance Levels (FAUPL) as accepted by OVAE in June, 2008.

### Definitions

<u>Participant</u> – Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an Oregon state-approved CTE program.
<u>Concentrator</u> – Any secondary student who has earned one (1) or more credits in a technical skill course(s) part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a “required” CTE course for program completion.
<u>Secondary Completer</u> - Students who earn a high diploma or recognized equivalent.

Secondary Measure	Measurement Approach
1S1, 1S2, 1S3 Academic attainment: (a) reading/language arts, (b) mathematics, (c) writing	State Academic Assessment System
2S1 Technical Skill Attainment	CTE course completion
3S1 High School Completion	State/Local Administered Data
4S1 High School Graduation	State/Local Administered Data
5S1 Secondary Placement	Administrative Record Exchange
6S1 Nontraditional Participation	State/Local Administrative Data

6S2 Nontraditional Completion	State/Local Administrative Data
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We maintain a robust database of CTE related data and meet regularly with the ODE's Office of Assessment and Information Services to continuously improve our data reporting. Oregon posts the CTE secondary student performance data at: <[Oregon Secondary CTE Student](#)> <[Performance Data](#)>. Selections can be made to view data by region, school district, and individual high school.

We work closely with the Director of the Oregon Community College Uniform Reporting System (OCCURS) and staff of the CCWD concerning postsecondary student performance data. The OCCURS Director participated as a member of the Accountability Taskforce. As we learn more about what the "new" definitions tell us, we will assess whether or not our current calculations need any refinement. CTE postsecondary student data is posted at <[Oregon Postsecondary CTE Student Performance Data](#)>.

The data for 2007-08 will be posted to our state web pages (identified above) in January 2009. Additions and enhancements to disaggregating and displaying of both secondary and postsecondary data are under consideration. Training and assistance will be provided to state, regional, and local staff regarding access, analysis and use of data and other inputs to improve student performance. There is an increasing expectation that grant recipients will analyze the data for planning and reporting.

**Performance Data**

A summary and analysis of Oregon’s 2007-2008 secondary CTE student performance data is presented below:

**Table 1. Secondary Core Indicator Definitions and Performance**

Core Indicator	Definition/Measure as Negotiated	Negotiated Performance (Target)	State % (Actual)	State % Difference (+ / -)
<p><b>1S1 Reading/ Language Arts</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on Oregon’s <b>reading/ language arts</b> assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in Oregon’s computation of adequate yearly progress (AYP) and who, in the reporting year, completed high school.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts</b> whose scores were included in Oregon’s computation of AYP and who, in the reporting year, completed high school.</p>	60.00%	61.00 %	+1.00%
<p><b>1S2 Math</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on Oregon’s <b>mathematics</b> assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in Oregon’s computation of adequate yearly progress (AYP) and who, in the reporting year, completed high school.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics</b> whose scores were included in Oregon’s computation of AYP and who, in the reporting year, completed high school.</p>	59.00%	55.20 %	-3.80%
<p><b>1S3 Writing</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on Oregon’s <b>writing</b> assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in Oregon’s computation of adequate yearly progress (AYP) and who, in the reporting year, completed high school.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>writing</b> whose scores were included in Oregon’s computation of AYP and who, in the reporting year, completed high school.</p>	60.00%	59.00 %	-1.00%

Core Indicator	Definition/Measure as Negotiated	Negotiated Performance (Target)	State % (Actual)	State % Difference (+ / -)
<b>2S1 Technical Skill Attainment</b> 2007-2008 2008-2009	<b>Numerator:</b> Number of CTE concentrators who made satisfactory progress (grade of C or better) during program year. <b>Denominator:</b> Total number of CTE concentrators during program year.	95.00%	98.20 %	+3.20%
<b>2S1 Technical Skill Attainment</b> 2009-2010 2010-2011 2011-2012 2012-2013	<b>Numerator:</b> Number of CTE concentrators who were ready to be assessed and who met or exceeded technical skill attainment based valid and reliable technical skill measurements that are aligned with industry-recognized standards, during the reporting year and completed high school. <b>Denominator:</b> Number of CTE concentrators who were ready to be assessed and had technical skills measured during the reporting year and completed high school.	—	—	—
<b>3S1 Student High School Completion</b>	<b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or other Oregon-recognized equivalent (including recognized alternative standards for individuals with disabilities), during the reporting year. <b>Denominator:</b> Number of CTE concentrators who completed high school during the reporting year.	85.00%	91.90 %	+6.90%
<b>4S1 Graduation</b>	<b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. <b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	68.10%	91.60 %	+23.50 %

Core Indicator	Definition/Measure as Negotiated	Negotiated Performance (Target)	State % (Actual)	State % Difference (+ / -)
5S1 Secondary Placement	<p><b>Numerator:</b> Number of CTE concentrators who completed high school and were found in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they completed high school (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).</p> <p><b>Denominator:</b> Number of CTE concentrators who completed high school during the reporting year.</p>	75.20%	76.00 %	+0.80%
6S1 Secondary Nontraditional Participation	<p><b>Numerator:</b> Number of <b>CTE participants</b> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <b>CTE participants</b> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	42.85%	44.50 %	+1.65%
6S2 Secondary Nontraditional Completion	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year and completed high school.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year and completed high school.</p>	18.80%	49.90 %	+31.10 %

### Overview of Performance

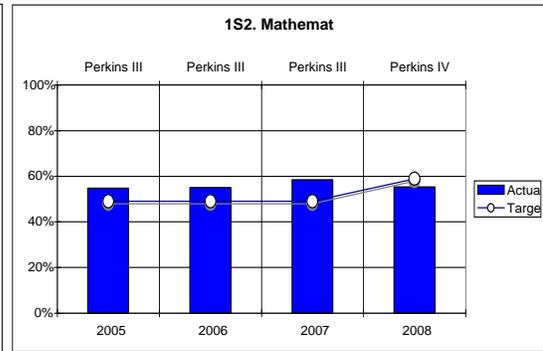
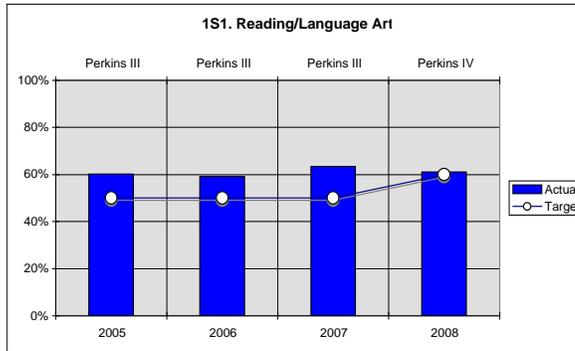
The negotiated academic performance levels for the academic attainment measures are matched to Oregon's NCLB annual measurement objectives (AMO) performance targets. Secondary CTE in Oregon exists almost exclusively in comprehensive high schools; therefore, this approach was adopted this 2006-2007 in order to maintain alignment to a single set of academic targets.

### Reading/Language Arts

Oregon takes our negotiated performance levels seriously. Statewide we met our expected secondary CTE concentrator-level Perkins targets and student performance in reading/language arts (1S1). In reviewing the eligible recipient data, it was determined that 32 schools did not meet 90% of the target performance rate.

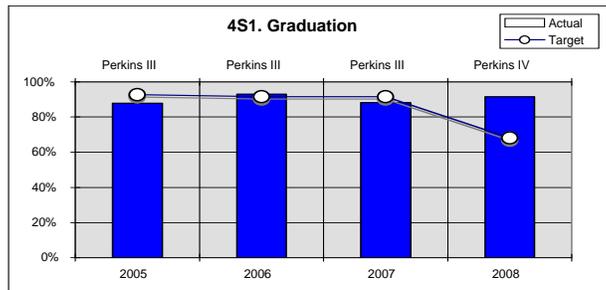
### Mathematics

We achieved 90% of our AMO target in mathematics (1S2) [and in writing (1S3)]. However, this is the first time in seven years that we have failed to fully meet an academic performance level. Data reflects that 75 schools did not meet 90% of the target performance rate.



**Graduation**

Statewide CTE concentrators comfortably exceeded the target completion (3S1) rate by 6.9% and the graduation (4S1) rate by 23.5%. Only one school did not meet the 90% performance target.



**Discussion**

After reviewing the data, it appears that three factors may have affected Oregon's performance in the sub-target academic levels: 1) a higher level of the AMOs in reading/language arts, mathematics, and writing. 2) new definition for CTE Concentrator, 3) high numbers of special populations students. An analysis follows:

1. Schools that missed at least reading, math or writing totaled 136. Of this total, only 15 schools missed reading, math or writing and 17 missed all three of these indicators. Only one school missed the graduation target. When we receive individual school data, we will look at the CTE population demographics and general high school performance to determine what strategies could be most helpful.
2. The AMO levels jumped by 10% from the 2006-2007 level. Although the actual performance in mathematics is comparable to the preceding five years, we did not keep up with the increased target levels in this academic area. However, 2007-2008 percentages in three academic measures (reading, mathematics and writing) continue a generally upward trend in performance that extends back eight years.

It is to be noted that these performance targets will increase again in 2010-2011 (10% for reading/language arts and 11% for mathematics). Of concern is that the rates of the upward trends in academic performance may not be enough to keep pace with the projected 2010-2011 AMOs increases.

3. Another plausible explanation for sub-target and marginal performance may be attributed to the new definition of a CTE concentrator. The revised definition, beginning in 2007-2008, set the threshold at only one credit (typically two courses) whereas the threshold was previously two credits (typically four courses). We believe that the lower threshold increases the pool of CTE concentrators assessed to include younger and/or less experienced students who may not have had the same amount of exposure to CTE and academic courses, including mathematics, as when the threshold was two credits.
4. Three fourths of Oregon's CTE participants and concentrators (unduplicated count) fit in one or more special population categories, including migrant students. With the exception of non-traditional enrollees, performance in academic areas by students in the other special population categories was notably lower than that of total concentrators. Students with disabilities and students with limited English proficiency failed, by the largest margins, to meet the concentrator performance in the academic areas. Clearly, the performance of students in special population categories has a significant effect on the total performance rates such as in mathematics and writing.

## PERFORMANCE IMPROVEMENT STRATEGIES

### Instruction and Resource Management

We will be working with our regional partners to disaggregate and analyze the performance by the special population subgroups. More importantly, we will be exploring ways to improve the academic performance of special population students and reviewing annual plans to ensure the needs of all CTE POS students are being addressed. This will require continued networking with colleagues within the Oregon Department of Education, local ESD's , field instructors and National Center for Research in Career & Technical Education to bring effective practices to CTE program administrators to teachers in these areas.

Oregon has identified three major areas of work:

- Targeting more effective instructional strategies for students of special population to meet AMOs,
- Expand the implementation of Math-in-CTE to enhance the CTE instructional core content.
- Expand the infusion of academic instruction across all CTE programs.
- Partner with postsecondary to provide additional challenging academic opportunities for all students.
- Improvement in our measurement approach of technical skill attainment.
- Continuous improvement of data collection.
- Improved fiscal management of Perkins resources.

ODE/EII and CCWD education specialists will share the internal staffing for technical assistance. Staff will assume regional responsibility to actively listen and review both formal and informal program inputs.

<b>State and Local Improvement Process Timelines and Staff</b>		
<b>Activity</b>	<b>Timeline</b>	<b>Staff</b>
Initial data release	January	ODE state staff
Quarterly Meeting 1-Review of data and develop action plan	January	ODE/CCWD state staff
Review of data local staff	Jan., Feb., March	Regional and Local Staff
Discussions with targeted local staff	February, March	ODE Staff
Response by local and regional staff	March 15	Regional and Local staff

<b>State and Local Improvement Process Timelines and Staff</b>		
<b>Activity</b>	<b>Timeline</b>	<b>Staff</b>
Quarterly meeting 2- Progress review of incoming data and local responses	April 1	ODE/CCWD
New annual plan addressing	June 30	Local and Regional Staff
Quarterly Meeting 3: Review of annual plans	July 1	ODE/CCWD,
CTE Network Retreat: Progress Update	August	ODE/CCWD, CTE Network
Quarterly Meeting 4: Progress Review	October	ODE/CCWD, CTE Network

***Data Collection Improvement***

Performance Measure 5S1—Secondary Placement relies heavily on the full 9-digit SSN for administrative matching with community colleges, the Oregon University System and the Oregon Employment Department, including FEDES and WRIS data matches. However, ODE and its school partners have decided to no longer collect or accept SSNs. ODE has confidence in the data that has been generated by administrative matching of our unit records, but the ability to continue this practice is rapidly diminishing. We are exploring other methods of accurate data collection for 5S1. We will continue our investigation and seek guidance from OVAE during the next reporting year.

We continue to identify and plan for technical assistance and professional development to ensure that we are receiving comparable data that is accurate and complete. Since we merged our CTE data collection with the agency’s consolidated student collection system, we have discovered there are some issues related to local input, particularly where there is inexperienced staff. In some cases, this has created anomalies and delays in our data reporting which we are confident can be addressed through our technical assistance plan.

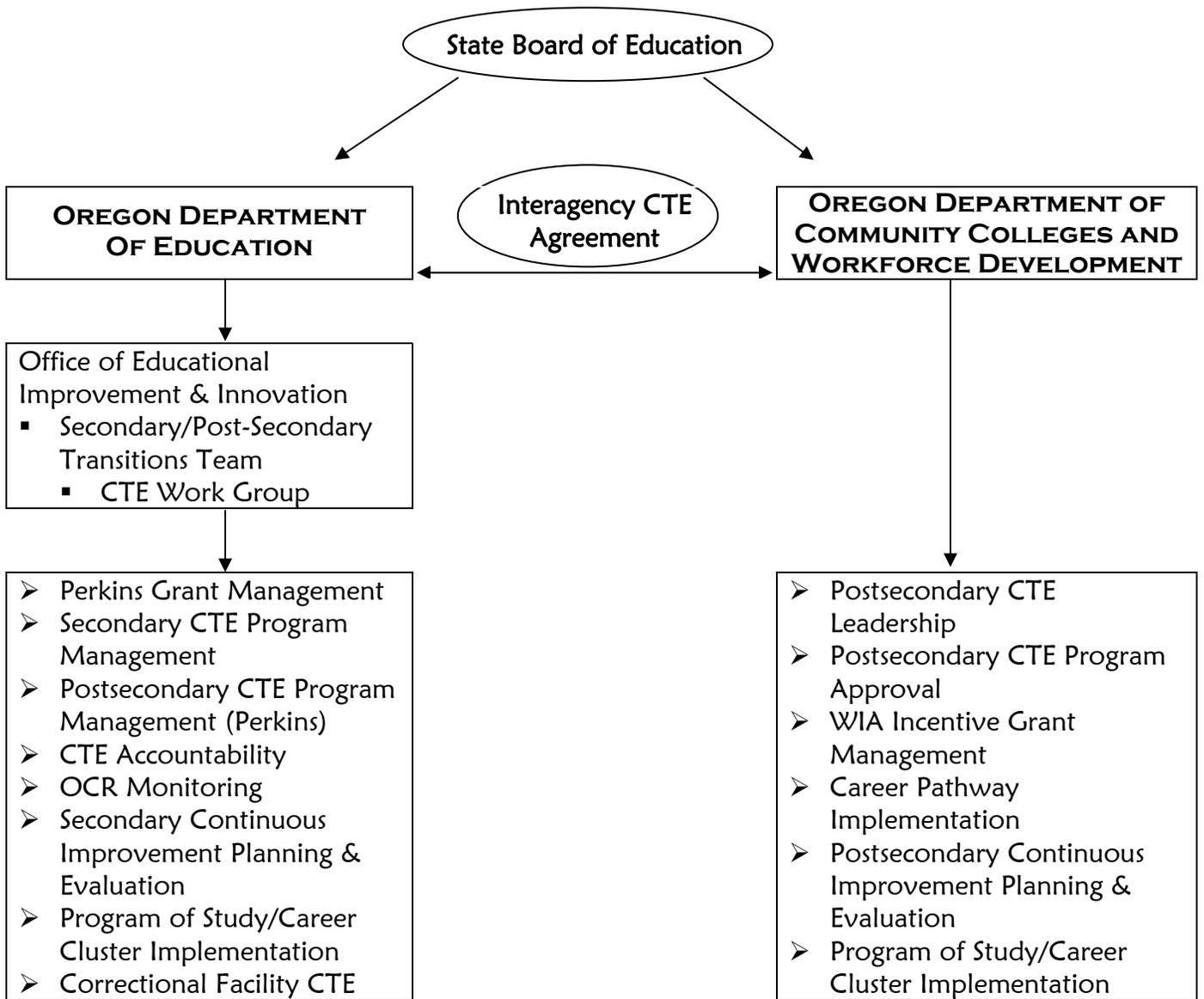


*Engagement - Achievement - Transitions*

# OREGON CTE

## ORGANIZATIONAL CHART

### KEY ACTIVITIES



# CTE DATA & PERKINS ANNUAL CYCLES & ASSOCIATED DATES\*

## ANNUAL GRANT TERM: JULY 1-JUNE 30\*



*\*This document addresses three inter-related grant cycles and a partial list of associated due dates:  
Grant Awards and Release of Funds*

1. *Program and Course Updates*
2. *Program Planning, Evaluation & Reporting*

### SUMMER (July, August)

#### July 1

- **New Fiscal Year Begins- ODE receives State Perkins Funds from USDO (20%)**

#### July 31

- ODE target date for official sub-grant award notifications of first Perkins distribution (20%) (Pending receipt of data from local education agencies and approval of Annual Plan Revisions).

#### August 30

- Due date for college CTE student data as part of OCCURS. (This due date is important to meet state and federal reporting requirements and timelines).
- Target date for state staff approval of CTE Programs of Study applications.

### FALL (September, October, November)

#### September 30th

- Final date to encumber Perkins funds for prior year.

#### October 1

- ODE receives USDOE 80% funds award.

#### October 31st

- ODE completion date for official sub-grant award notification of second Perkins distribution (80%); (pending all required data are report elements submitted to ODE by required due dates.)
- CTE Program & Course Update (online application to audit and update CTE course database. Course data is matched with the CTE student and course enrollment data to determine student performance.)

#### November

- All Perkins expenditures submitted online (Nov. 15).
- Local Perkins Annual Report due to ODE (TBD-approximately Nov. 20. Must be received in order to prepare State's federal annual report. Failure to submit on time may jeopardize future funding of local recipients.

### WINTER (December, January)

#### December 1st

- Release of performance data for review and adjustments in instruction, as well as necessary revisions to the 5-Year Plan (required annually).
- Assess progress on transition from approved programs to CTE Programs of Study.

#### March 3

- Program Performance Analysis-Interim Report

### SPRING (March, April, May)

#### April

- Publish Perkins Basic & Regional Reserve fund allocation (and focus) for following school year.

#### June 30<sup>th</sup> DUE DATE

- Local CTE Annual Application including Budget Narrative and Spending Workbook.
- Secondary student enrollment and course data online database updates complete. (CTE student and course data is matched with fall CTE Program and Course Update and statewide assessment data to determine CTE student Performance.)
- All scheduled CTE Programs of Study applications submitted to ODE for state staff review.

## 2007-2008 PERKINS RESERVE FUND CONSORTIA DISTRIBUTION-FINAL

Recipient Inst. ID#	Eligible Recipient	2007-2008 Secondary Basic	2007-2008 1% Youth Corrections & OSD	2007-2008 Community College Basic	2007-2008 Tech Prep	2007-2008 Regional TOTAL	2007-2008 Regional % of State	2007-2008 Reserve Fund Allocation
2499	Clatsop CC ( <i>North Coast Alliance</i> )	\$75,383	\$4,386	\$64,848	\$38,297	\$182,914	1.4%	<b>\$8,842</b>
2230	NW Regional ESD Consortium ( <i>Tillamook Bay CC</i> )	\$36,919		\$19,373	\$19,189	\$75,481	0.6%	<b>\$3,649</b>
2506	Portland CC/PAVTEC	\$1,376,388		\$1,362,009	\$182,611	\$2,921,008	22.6%	<b>\$141,204</b>
2148	Multnomah ESD Consortium ( <i>Mt. Hood CC</i> )	\$523,024		\$423,143	\$74,559	\$1,020,726	7.9%	<b>\$49,343</b>
2498	Chemeketa CC/Mid-Willamette Education Consortium ( <i>Oregon Coast CC</i> )	\$960,262	\$54,041	\$839,759	\$195,865	\$2,049,927	15.9%	<b>\$99,095</b>
2503	Linn Benton CC Consortium	\$269,930		\$402,750	\$72,561	\$745,241	5.8%	<b>\$36,026</b>
2064	Lane ESD Consortium ( <i>Lane CC</i> )	\$523,972		\$861,171	\$139,501	\$1,524,644	11.8%	<b>\$73,703</b>
1980	Douglas ESD Consortium ( <i>Umpqua CC</i> )	\$155,473		\$154,778	\$35,117	\$345,368	2.7%	<b>\$16,695</b>
1949	South Coast ESD Consortium ( <i>Southwestern Oregon CC</i> )	\$152,254		\$133,774	\$35,342	\$321,370	2.5%	<b>\$15,535</b>
2025	Southern Oregon ESD Perkins Alliance ( <i>Rogue CC &amp; Klamath CC/Lake Co Consortium</i> )	\$619,277	\$9,124	\$586,689	\$123,792	\$1,338,882	10.4%	<b>\$64,723</b>
2223	Region 9 ESD ( <i>Columbia Gorge CC</i> )	\$77,955		\$80,346	\$28,210	\$186,511	1.4%	<b>\$9,016</b>
1975	High Desert ESD/COPA ( <i>Central Oregon CC</i> )	\$297,586		\$261,839	\$85,030	\$644,455	5.0%	<b>\$31,154</b>
2200	Umatilla-Morrow ESD Consortium ( <i>Blue Mountain CC</i> )	\$173,078	\$4,386	\$134,590	\$49,731	\$361,785	2.8%	<b>\$17,489</b>
2211	Union-Baker ESD Consortium	\$88,762			\$31,519	\$120,281	0.9%	<b>\$5,814</b>
2106	Malheur ESD Consortium ( <i>Treasure Valley CC</i> )	\$90,116		\$199,642	\$26,999	\$316,757	2.5%	<b>\$15,312</b>
1902	Clackamas ESD/CTEC ( <i>Clackamas CC</i> )	\$376,253		\$284,270	\$88,762	\$749,285	5.8%	<b>\$36,221</b>
<b>TOTALS</b>		<b>\$5,796,632</b>	<b>\$71,937</b>	<b>\$5,808,981</b>	<b>\$1,227,085</b>	<b>\$12,904,635</b>	<b>100.0%</b>	<b>\$623,822</b>

Recipient Inst. ID#	Direct Recipients	2007-2008 Secondary Basic
2243	Beaverton	\$325,610
2088	Bethel	\$58,770
2185	Centennial	\$66,628
1965	Coos Bay	\$48,816
2187	David Douglas	\$122,903
2082	Eugene	\$173,165
2084	Fern Ridge	\$23,043
2241	Forest Grove	\$76,841
2183	Gresham-Barlow	\$106,321
2239	Hillsboro	\$176,536
2024	Hood River	\$39,126
2091	Junction City	\$19,203
4131	No Wasco County	\$38,829

Recipient Inst. ID#	Direct Recipients	2007-2008 Secondary Basic
1926	Oregon Trail	\$48,638
2181	Parkrose	\$40,450
2180	Portland	\$626,096
2182	Reynolds	\$138,084
1991	Roseburg	\$65,454
2096	Siuslaw	\$23,108
2087	South Lane	\$39,514
1994	South Umpqua	\$26,733
2083	Springfield	\$144,658
1948	St. Helens	\$30,733
2003	Sutherlin	\$17,740
2242	Tigard-Tualatin	\$81,035
2002	Winston-Dillard	\$15,730

Recipient Inst. ID#	Direct Recipients	2007-2008 Secondary Basic
<b>2007-2008 Post-Secondary Basic</b>		
2500	Columbia Gorge CC	\$80,346
2501	Klamath CC	\$136,425
2502	Lane CC	\$861,171
2503	Linn Benton CC	\$402,750
2504	Mt. Hood CC	\$423,143
2506	Portland CC	\$1,362,009
2507	Rogue CC	\$450,264
2508	Southwestern OR CC	\$133,774
2510	Treasure Valley CC	\$199,642
2511	Umpqua CC	\$154,778

Oregon Department of Education  
Office of Educational Improvement & Innovation  
Oregon Department of Community College &  
Workforce Development

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Carl D. Perkins  
Career & Technical Education Act of 2006  
LOCAL GUIDE V 7.0  
2007-2008  
Transition Plan

*March 2007*

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It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone: (503) 947-5740; fax: (503) 378-4772; or TDD: (503) 378-2892.

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# INTRODUCTION

The Office of Educational Improvement & Innovation (EII) developed this guide to assist you in preparing your 1-year local transition plan under the newly authorized Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270) <http://www.ode.state.or.us/search/page/?id=480> . Section 134(a) of the Act requires each eligible recipient to prepare and submit to the Oregon Department of Education a 1-year transition plan for Program Year (PY) 2007 which operates from July 1, 2007 – September 30, 2008. The 1-year local transition plan is due **June 30, 2007**.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for Oregon. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education.

This guide organizes the required elements for the Local plan narrative in four key areas:

- Program administration and design;
- Professional development of CTE teachers;
- Provision of services to special populations; and
- Accountability, evaluation and program improvement.

The format for your submission will be a narrative response for each of the numbered items listed in each of the sections. Because this submission is for the 2007-2008 transition year, you may respond with your *planning process for* implementing the elements. Each of the elements, with some additions, will be expected to be significantly developed or implemented for 2008-2009 and described in your June 2008, 5-year implementation plan.

The timeline for local’s submission of their new local transition plan and the ODE’s issuance of grant awards for the first program year (July 1, 2007 – September 30, 2008) is provided below.

<i>Tentative Timeline</i>	<b>Actions</b>
February 15, 2007	ODE issues Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of Local Transition Plan V 3.0
Late March 2007 – April 2007 <i>(estimated)</i>	ODE calculates and publishes Perkins 2007-2008 preliminary local allocations
April 18, 2007	ODE/CCWD/OACTE Pre-conference workshop on 2007-2008 Perkins IV Transition Plan development. Distribution of Local Transition Plan Guide V 7.0
June 30, 2007	ODE due date for submission of Perkins IV 2007-2008 local transition plan and on-line, web-based 2007-2008 budget narrative and spending workbook
July 1 – August 31, 2007	ODE reviews local transition plan, including budget, and reaches agreement with eligible recipients on local plan implementation
July 1, 2007	ODE begins issuing 1 <sup>st</sup> installment of grant award funds (20%) for program year July 1, 2007 – September 30, 2008 to local sub-grantees via official Perkins sub-grant award notification <i>pending ODE approval of 2007-2008 local transition plan and ODE receipt of Perkins funds from U.S. Department of Education.</i>
October 1, 2007	Department issues supplemental (and final) installment of sub-grant award funds (80%) for program year one to local sub-grantees via official Perkins sub-grant award notification amendment <i>pending ODE approval of 2007-2008 local transition plan and ODE receipt of Perkins funds from U.S. Department of Education.</i>
January 31, 2008	ODE issues the Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of Local 5-year Perkins IV Plan.

## Submission Instructions

Complete local plans shall be submitted no later than close of business (5:00 pm PST) on **June 30, 2007**. Plan narratives, including cover page, must be submitted electronically via e-mail to [jim.schoelkopf@state.or.us](mailto:jim.schoelkopf@state.or.us). Hard copies of signed, local plan assurances and Tech Prep articulation agreements are to be mailed to the submission address below. Assurances are to be signed by the highest level administrator for the eligible recipient.

Narratives must be submitted with the following specifications:

- Created as a Word document attached to an e-mail
- Narrative document shall use no less than one-inch margins
- Narrative documents shall use no less than a 10-point font
- Each section of the narrative document shall be clearly identified

<b>Submission Checklist</b>	
<b>Basic Grant</b>	<b>Tech Prep Grant</b>
<input type="checkbox"/> <b>Cover Page</b> <input type="checkbox"/> <b>Transition Plan Narrative</b> <input type="checkbox"/> <b>Signed Assurances</b> <input type="checkbox"/> <b>If Consortium—Consortium Member Roster</b> <input type="checkbox"/> <b>On-line Budget Narrative and Spending Workbook</b> <a href="https://district.ode.state.or.us/">https://district.ode.state.or.us/</a>	<input type="checkbox"/> <b>Cover Page</b> <input type="checkbox"/> <b>Transition Plan Narrative</b> <input type="checkbox"/> <b>Signed Assurances</b> <input type="checkbox"/> <b>Institutional Articulation Agreements</b> <input type="checkbox"/> <b>On-line Budget Narrative and Spending Workbook</b> <a href="https://district.ode.state.or.us/">https://district.ode.state.or.us/</a>

For Tech Prep submissions, copies of the policy-level, school district (or high school)-to-college articulation agreements must be sent along with your plan assurances document. Do **not** include individual course-to-course articulation agreements. [see Appendix F, Page 20]

For Consortium submissions, complete and attach the Consortium Member Roster [Appendix E, Page 19] with your electronic plan narrative.

## EDGAR CERTIFICATIONS AND ASSURANCES

*All eligible recipients must have the enclosed assurance statement signed by the agency's highest level administrator. The Perkins assurances must be signed, mailed and received by the Oregon Department of Education for local plans to be considered complete.*

### Submission Address

**Jim Schoelkopf**  
 CTE and Perkins Administration  
 Office of Educational Improvement & Innovation  
 Oregon Department of Education  
 255 Capitol Street NE  
 Salem OR 97310

### Publication Information

The Department may publish your local plan, in whole or in part, on our Web site or through other means available to us.

We look forward to reviewing your local plan and your initiatives to implement the new Act in the coming years. Educational Improvement & Innovation Staff, particularly CTE Program Area Specialist, are available to answer questions that arise as you prepare your plan. Staff listing available at:

<http://www.ode.state.or.us/teachlearn/pte/stafflist.pdf>

Questions?

**Plan Narrative:**  
 Jim Schoelkopf  
 503-947-5697  
[jim.schoelkopf@state.or.us](mailto:jim.schoelkopf@state.or.us)

**Budget Narrative & Spending Workbook:**  
 Barb O'Neill  
 503-947-5787  
[barbara.oneill@state.or.us](mailto:barbara.oneill@state.or.us)



Oregon Department of Education  
Office of Educational Improvement & Innovation  
Oregon Department of Community College & Workforce Development

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**Carl D. Perkins  
Career and Technical Education Act of 2006**

**2007-2008  
LOCAL TRANSITION PLAN  
COVER PAGE**

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**Agency Name, Address and Authorizing Signature of Eligible Recipient:**

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*Eligible Recipient Agency Name*

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*Mailing Address, City & ZIP*

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*Authorizing Signature (Chief Administrator)*

*Date*

**Person at, or representing, the eligible agency responsible for answering questions about this plan:**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_  
 Email: \_\_\_\_\_

**Type of Perkins IV Transition Plan Narrative *(check all that may apply):***

- |   |   |
|---|---|
| <input type="checkbox"/> Secondary Basic Plan<br><input type="checkbox"/> Consortium Basic Plan | <input type="checkbox"/> Community College Basic Plan<br><input type="checkbox"/> Consortium Tech Prep Plan |
|---|---|

# LOCAL BASIC PLAN NARRATIVE

Eligible recipients must prepare and submit to the Oregon Department of Education a transition plan for the first year of operation of Perkins-supported, CTE programs under the Act if 2007-2008 Perkins funds are desired. [Sec. 134(a)]

The format for your submission will be a narrative response for each of the numbered items listed in each of the sections. Because this submission is for the 2007-2008 transition year, you may respond with your *planning process* for implementing the elements. Each of the elements, with some additions, will be expected to be significantly developed or implemented for 2008-2009 and described in your June 2008, 5-year implementation plan.

## A. CTE PROGRAM ADMINISTRATION & DESIGN

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**NOTE:** The 2007-2008, 1-year Perkins IV transition plan must explicitly identify the CTE program(s) of study that will be developed for September 2008 implementation. Planning and development of at least one (1) CTE program of study is required for each eligible high school—including each high school within a multiple high school district and each consortium member high school—or college. CTE program of study planning and development is required for the eligible recipient to receive 2007-2008 Perkins funds. Each high school and each community college must implement at least one (1) CTE program of study in September 2008 to be eligible for 2008-2009 Perkins funds. In both your Plan Narrative response to item #2 below and your Budget Narrative, clearly identify by name the CTE program of study planned for 2007-2008 development and September 2008 implementation.

1. Describe how the career and technical education programs required under section 135(b) will be carried out with funds received. [see Appendix A, Page 10]
2. Describe how the eligible recipient will offer the appropriate courses of not less than 1 of the career and technical programs of study described as:
  - i. Incorporating secondary education and postsecondary education elements;
  - ii. Including coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
  - iii. Including the opportunity for secondary education students to:
    - (1) participate in dual credit or concurrent enrollment programs; or
    - (2) provide other ways for students to acquire postsecondary education credits; or
    - (3) align secondary CTE program of study content standards and exit proficiencies with postsecondary CTE program of study entrance requirements without the need for remediation; and
  - iv. Leading to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
3. Describe how the eligible recipient will ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
4. [For Consortium plans ONLY] Describe how your agency will allocate Perkins IV funds for career and technical education programs among the members of the consortia, including the rationale for such allocation

## B. PROFESSIONAL DEVELOPMENT OF CTE TEACHERS

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1. Describe how comprehensive professional development for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

## C. SERVICES FOR SPECIAL POPULATIONS

1. Describe how the eligible recipient will:
  - Review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
  - Provide programs that are designed to enable the special populations to meet the levels of performance; and
  - Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
2. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
3. Describe how funds will be used to promote preparation for non-traditional fields.

## D. CTE ACCOUNTABILITY AND EVALUATION

**Local secondary recipients that submit a one-year transition plan will be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are required as specified in the chart below:**

<u>Indicators</u>	<u>Transition Plan</u>	<u>Five-Year Plan</u>
<b>Secondary Level – 9 Indicators</b>		
1S 1 Academic Attainment – Reading/Language Arts	X	X
1S 2 Academic Attainment – Mathematics	X	X
1S 3 Academic Attainment – Writing	X	X
2S 1 Technical Skill Attainment	Not required	X
3S 1 Secondary School Completion	Not required	X
4S 1 Student Graduation Rates	X	X
5S 1 Secondary Placement	Not required	X
6S 1 Nontraditional Participation	Not required	X
6S 2 Nontraditional Completion	Not required	X
<b>Postsecondary/Adult Level – 7 Indicators</b>		
1P 1 Technical Skill Attainment	Not required	X

1. **[Secondary recipient transition plans ONLY for 2007-2008]** Describe how the career and technical education activities will be carried out with respect to meeting State levels of performance. *[see Appendix C, Page 15]*

2. ***[Required for all transition plans]*** Describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in:
  - Reading, writing and mathematics; and
  - Career and technical education knowledge and skills.
  
3. ***[Required for all transition plans]*** Describe the process that will be used by the eligible recipient to evaluate and continuously improve career and technical education program performance.

# TECH PREP PLAN NARRATIVE

Eligible consortium recipients must prepare and submit to the Oregon Department of Education a transition plan for the first year of operation of Perkins-supported, Tech Prep programs under the Act if 2007-2008 Perkins funds are desired. [Sec. 204(a)]

Tech Prep funds are a *regional* allocation and not intended as “flow through” to individual members of a consortia *unless* the funds are being used by a consortia member to support or supplement specific Tech Prep activities and there is agreement among consortia members.

The format for your submission will be a narrative response for each of the items listed in Tech Prep Sections A and B. Because this submission is for the 2007-2008 transition year, you may respond with your *planning process* for implementing the elements. Each of the elements, with some additions, will be expected to be significantly developed or implemented for 2008-2009 and described in your June 2008, 5-year implementation plan.

## A. TECH PREP ADMINISTRATION & DESIGN

- Describe how Tech Prep programs required under section 203(c) will be carried out with funds received. [See Appendix B, Page 13] Each Tech Prep program shall—
  - ✓ Be carried out under an articulation agreement between participants in the consortium;
  - ✓ Consist of a program of study;
  - ✓ Include the development of Tech Prep programs;
  - ✓ Include in-service professional development for teachers, faculty, and administration;
  - ✓ Include professional development programs for counselors;
  - ✓ Provide equal access to individuals who are members of special populations;
  - ✓ Provide for preparatory services that assist participants in Tech Prep programs; and
  - ✓ Coordinate with activities conducted under Perkins Basic Grant.

## B. TECH PREP ACCOUNTABILITY AND EVALUATION

<u>Indicators</u>		<u>Transition Plan</u>	<u>Five-Year Plan</u>
<b>Tech Prep – 10 Indicators</b>			
1TP1	Tech Prep Participation	Not required	X
1TP2	Tech Prep Enrollment	Not required	X
1TP3	Tech Prep Study Field	Not required	X
1TP4	Tech Prep Certificate	Not required	X
1TP5	Tech Prep Completion	Not required	X
1TP6	Tech Prep Remediation	Not required	X
1TP7	Tech Prep Placement	Not required	X
1TP8	Tech Prep Completion—certificate	Not required	X
1TP9	Tech Prep Completion—2-year degree	Not required	X

- Describe the process that will be used to evaluate and continuously improve the Consortium’s Tech Prep program performance as defined by the Tech Prep measurement indicators.



## PERKINS IV REQUIRED ACTIVITIES FOR USE OF FUNDS DRAFT

**“SEC. 135(b). REQUIRED LOCAL USES OF FUNDS**

**NOTE: Eligible recipients must first satisfy the required activities for uses of Perkins funds before any expenditure of funds are permitted for permissive activities [Sec. 135(c)]. The Sec. 135(b) required activities do not need to be exclusively satisfied through the use of Perkins funds. Some required activities may be accomplished through existing, general fund supported programs and policies; some required activities may be accomplished through support from other federal, state or local funding sources; or some required activities may require the use of Perkins funds as the sole funding source.**

*“(a) GENERAL AUTHORITY—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.*

*“(b) REQUIREMENTS FOR USES OF FUNDS—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—*

***“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—***

***“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and  
“(B) career and technical education subjects;***

**Clarification:**

- CTE programs receiving Perkins funding support shall be **approved** CTE programs.
- Approved CTE programs shall reflect an industry-endorsed, coherent and focused sequence of courses. (*Industry-endorsed = e.g. advisory committee endorsement, adoption of career cluster program of study plan.*)
- CTE courses shall include technical knowledge and skill content from the Oregon Skill Sets.
- CTE courses shall include the integration of rigorous and relevant academic content that instructs the application of the academic content in a technical context.
- Should an eligible recipient fail to meet 90% of one of the Perkins performance measures, the recipient shall—
  - ✓ In the first year of failing to meet one of the performance measures, implement an improvement plan to specifically address the performance deficiency;
  - ✓ If the same performance deficiency continues for a second year, update and continue the improvement plan and direct Perkins funds toward addressing the performance deficiency; and
  - ✓ If the same performance deficiency continues for the third year, update and continue the improvement plan and the Oregon Department of Education will direct activities and local Perkins funding until the performance deficiency is corrected.

***“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);***

**Clarification:**

- Each Oregon high school and community college with approved CTE programs shall implement and offer one CTE program of study by September 2008.
- Aligned or articulated secondary-postsecondary CTE programs shall operate under the authority of an institutional articulation agreement.
- Approved CTE programs shall explicitly identify (1) how the secondary CTE program aligns or articulates to a postsecondary CTE program in the same program of study in a nonduplicative way; or (2) what opportunities are provided a student to earn and transcript dual or concurrent credit.

***“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;***

**Clarification:**

- Approved CTE programs shall provide the student with instruction beyond occupationally-specific skill attainment to include how a specific career fits into the larger system of an industry.
- Approved CTE programs with a work-based learning component should contribute to a student satisfying the diploma requirement of career-related learning experiences.

***“(4) develop, improve, or expand the use of technology in career and technical education, which may include—***

***“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;***

***“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or***

***“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;***

**Clarification:**

- Program instructional practice shall, to the extent practicable, use and model program-related technology for the application of skills appropriate to the CTE program of study (*e.g. instruction of skills practical to the level of skill attainment that is possible for the local CTE program*).
- Technology-based equipment, software and instructional material shall explicitly contribute to student academic attainment, with specific attention to mathematics and science, and technical skill attainment.
- Technology-based equipment, software and instructional material purchases shall be limited to approved CTE programs of study that lead to high skill, high wage or high demand occupations in current or emerging careers.
- Costs for distance education shall be limited to program or connectivity costs; not student-related enrollment costs or fees.

***“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—***

***“(A) in-service and preservice training on—***

***“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;***

***“(ii) effective teaching skills based on research that includes promising practices;***

***“(iii) effective practices to improve parental and community involvement; and***

***“(iv) effective use of scientifically based research and data to improve instruction;***

***“(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;***

***“(C) internship programs that provide relevant business experience; and***

***“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;***

**Clarification:**

- Each teacher in an approved CTE program (*defined as holding an active TSPC, 024 CTE endorsement*), shall have a professional development plan that is consistent with the policies of the eligible recipient and meets the criteria of (5) above.
- Professional development activities shall be consistent with the definition of professional development as described in the Perkins Act (*sustained, intensive, over time*).
- Professional development activities shall explicitly contribute to the improvement of instructional practices that lead to improved academic and technical skill attainment of CTE students.
- CTE professional organization conference and student leadership conference attendance may meet the required professional development activity criteria as long as the conference attendance is an integral and relevant part of a teacher’s professional development plan.

***“(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title;***

**Clarification:**

- The secondary CTE program renewal process can be used as a tool for CTE program evaluation.
- Secondary CTE program evaluations shall be part of the ODE Continuous Improvement Process (CIP).
- Postsecondary CTE program evaluations shall be part of the college’s internal evaluation and accreditation processes.

***“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;***

Clarification:

- Relevant technology, equipment and related instructional material and supply purchases are eligible expenditures as long as there is a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTE program of study.
- Use secondary CTE program renewal process to identify areas for CTE program of study improvement.

***“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and***

Clarification:

- CTE programs that are designated as approved meet the criteria of “sufficient size, scope, and quality to be effective” by having completed the secondary or postsecondary quality assurance process.

***“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.***

Clarification:

- Analyze disaggregated CTE student performance to identify and design activities that support special populations in meeting Perkins performance measures.
- Review special population student pre-requisite—not remedial—requirements that equip students with the readiness skills to be successful in a CTE program of study.
- Remedial or developmental education activities are not eligible activities for the use of Perkins funds. Funding support of pre-requisite courses for entry into a CTE program of study may be an eligible activity.
- Special population student support for individuals already enrolled in a CTE program as described above is a required activity for the use of Perkins funds.



## PERKINS IV SECTION 203—TECH PREP PROGRAM

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- “(c) CONTENTS OF TECH PREP PROGRAM.—Each tech prep program shall—
- “(1) be carried out under an articulation agreement between the participants in the consortium;
  - “(2) consist of a program of study that—
    - “(A) combines—
      - “(i) a minimum of 2 years of secondary education (as determined under State law); with
      - “(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or
      - “(II) an apprenticeship program of not less than 2 years following secondary education instruction; and
    - “(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
    - “(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
    - “(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
    - “(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;
    - “(F) leads to placement in high skill or high wage employment, or to further education; and
    - “(G) utilizes career and technical education programs of study, to the extent practicable;
  - “(3) include the development of tech prep programs for secondary education and postsecondary education that—
    - “(A) meet academic standards developed by the State;
    - “(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—
      - “(i) nonduplicative sequences of courses in career fields;
      - “(ii) the use of articulation agreements; and
      - “(iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;
    - “(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
    - “(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;
  - “(4) include in-service professional development for teachers, faculty, and administrators that—
    - “(A) supports effective implementation of tech prep programs;
    - “(B) supports joint training in the tech prep consortium;
    - “(C) supports the needs, expectations, and methods of business and all aspects of an industry;
    - “(D) supports the use of contextual and applied curricula, instruction, and assessment;
    - “(E) supports the use and application of technology; and
    - “(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments;
  - “(5) include professional development programs for counselors designed to enable counselors to more effectively—
    - “(A) provide information to students regarding tech prep programs;
    - “(B) support student progress in completing tech prep programs, which may include the use of graduation and career plans;
    - “(C) provide information on related employment opportunities;
    - “(D) ensure that students are placed in appropriate employment or further postsecondary education;
    - “(E) stay current with the needs, expectations, and methods of business and all aspects of an industry; and

“(F) provide comprehensive career guidance and academic counseling to participating students, including special populations;

“(6) provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations;

“(7) provide for preparatory services that assist participants in tech prep programs; and

“(8) coordinate with activities conducted under title I.

**APPENDIX C**

*DRAFT pending ODE negotiation with OVAE-DATE*

**BASIC GRANT PERFORMANCE MEASURES REQUIRED FOR 1-YEAR TRANSITION PLAN**

**A. SECONDARY LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06 – 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>1S1 Academic Attainment – Reading 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/ language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 50.00%</b></p>	<p><b>L: 60.00%</b> <b>A:</b></p>	<p><b>L: 60.00%</b> <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06 – 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<b>State and Local Administrative Records</b>	<b>B: 49.00%</b>	<b>L: 59.00%</b> <b>A:</b>	<b>L: 59.00%</b> <b>A:</b>

**Secondary CTE Student Definitions:**

**PARTICIPANT:** A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

**CONCENTRATOR:** A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

**Annual Statewide Academic Targets for All Schools and Districts  
Oregon’s Adequate Yearly Progress (AYP) Performance Levels**

School Year	Reading &/or Writing	Mathematics
2007- 2008	60%	59%
2008- 2009	60%	59%
2009- 2010	60%	59%
2010- 2011	70%	70%
2011- 2012	80%	80%
2012- 2013	90%	90%
2013- 2014	100%	100%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06 – 6/30/07)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<b>1S3--Other Academic Attainment – Writing</b> [Oregon Addition]	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>writing</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>writing</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<b>State and Local Administrative Records</b>	<b>B: 50.00%</b>	<b>L: 60.00%</b> <b>A:</b>	<b>L: 60.00%</b> <b>A:</b>
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<b>State and Local Administrative Records</b>	<b>B: 68.10%</b>	<b>L: Will be pre-populated at the request of the State</b> <b>A:</b>	<b>L: Will be pre-populated at the request of the State</b> <b>A:</b>

APPENDIX D

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006  
STATEMENT OF ASSURANCES**

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

The Eligible Recipient Fiscal Agent certifies the following statements:

1. The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.
2. The Fiscal Agent will use federal funds to supplement the eligible recipient's existing programs and will not use federal funds to supplant existing funds or reduced general or other funds.
3. The Fiscal Agent will provide, on request, data as required.
4. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. Note: These assurances can be found on the Oregon Department of Education website at:

<http://www.ode.state.or.us/teachlearn/pte/perkinsassurances.pdf>

**Eligible Recipient Address:**

*(Fiscal Agent Name and Mailing Address):*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_, OR \_\_\_\_\_

**Telephone:** \_\_\_\_\_ Ext. \_\_\_\_\_

**County:** \_\_\_\_\_

**Authorized Representative:**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date Signed**

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## APPENDIX F

**NOTE: This sample agreement is offered as an acceptable example of an institutional, policy-level articulation agreement. This example is not to dictate the format or content of an agreement, just to illustrate the scope and intent.**

### 2007-2008 OREGON COMMUNITY COLLEGE / HIGH SCHOOL

## **\*\* SAMPLE \*\* CREDIT ARTICULATION AGREEMENT**

### *BETWEEN*

Oregon Community College & \_\_\_\_\_ High School

This agreement provides for high school students to receive transcribed college credit from Oregon Community College (OCC) through completion of high school courses, which have been found to be equivalent to a corresponding OCC course. The specific school and courses covered by this agreement, as well as the high school teacher authorized to teach them are listed on the reverse side of this form. The college must approve any changes in courses or the high school teacher assigned to teach them.

High school juniors and seniors who successfully complete the high school course with an A or B grade, and who complete any specific requirements which are set by individual programs (if addendum is required - see attached), qualify for credit in the equivalent OCC course. Students will earn the same grade in the college course as they earned in the high school course. Course credit will be posted to the individual student's transcript at OCC and is intended to provide the student with a "jump start" on college.

**The high school agrees** to provide a teacher, at no cost to the college, to teach the college course to the college's specifications. The high school will provide appropriate documentation for college review and approval regarding course content and instructor qualifications. The high school teacher agrees to complete and submit course articulation materials and student registration materials according to the procedures and timelines outlined by OCC. The high school further agrees to give information about these articulated courses to parents and students. Students who plan to attend Oregon Community College to continue study in a program begun through articulated high school classes will be referred by the high school to the OCC program faculty so that assistance can be given during the transition period.

**Oregon Community College agrees** to review the instructor qualifications for recommended high school teachers and give approval to those in compliance with the instructor requirements, as well as review and give approval to the high school curriculum, assessment materials, etc. The college will provide copies of course information and registration materials to the high school. The college further agrees to grant credit to students for successful completion of an articulated course and to provide program information to the high school and student related to the course and to charge each student a once-a-year, nonrefundable fee of \$XX which covers the cost of processing registration forms and the recording of the grades at OCC.

**Faculty representatives from both institutions agree** to evaluate the process and curriculum materials on an ongoing basis. The courses agreed to by the signatures below for the 2007-2008 year are listed on the reverse side of this form.

\_\_\_\_\_  
High School Principal or District Superintendent

\_\_\_\_\_  
Community College Vice President of Academic Affairs

# Oregon 2008-2013 Guide & Application for CTE Program of Study Approval *Secondary Component*



***“Prepare and support students in the use of demanding, career-related technical and academic knowledge and skills needed for success in high school, college and in highly-skilled careers.”***

OREGON  
Career and  
Technical  
Education

## FOR USE THROUGH JUNE 30, 2009

The secondary Career and Technical Education (CTE) Program of Study (POS) approval process is intended to help Oregon high schools support and prepare students in the acquisition of demanding, industry-based technical and academic knowledge and skills, needed for success in high school and postsecondary preparation, for demand-driven careers. While student success in their chosen career path is the true measure of program effectiveness and quality, the CTE Program of Study approval process provides an external measurement of a CTE program's, readiness and sustainability, quality, and continuous improvement process. Programs status will be identified according to the **2008-2013 PERKINS IV SECONDARY CTE PROGRAM REQUIREMENT AND FUNDING MATRIX IN THIS DOCUMENT.**

**Secondary CTE Program of Study approval is an eligibility threshold for school district access to Perkins federal funds that supplement, but do not supplant, local CTE funding. If approved, a school district may access Perkins funds to support approved CTE Programs of Study. Any secondary CTE approved program desiring to receive Perkins funding support must transition to a Program of Study by June 30, 2012. Any requests for funds for new (never before offered) program development must be presented by the school, with the documented support of a Regional Coordinator, to the Oregon Department of Education for consideration before development begins.**



### CTE PROGRAM OF STUDY 4 CORE ELEMENTS PURPOSES

- Provides cornerstones for quality career and technical education program design
- Contributes to the systemic development, evaluation and improvement of programs
- Ensures opportunities for students to engage in standards-based, industry-validated curriculum, instruction and assessment
- Ensures a program is of sufficient size, scope and quality to serve the needs of the students
- Provide students quality learning experiences that lead to the attainment of academic and technical standards, high school diploma requirements and preparation for postsecondary opportunities.
- Promotes a consistent process for program approval and, program evaluation and overall continuous improvement.

# CTE PROGRAMS OF STUDY REQUIREMENTS

## 4 CORE ELEMENTS & INDICATORS:

### 1. Standards & Content

- Relevant, rigorous standards-based technical content aligned with challenging academic standards.
- Shared secondary and postsecondary technical content incorporates the knowledge and skills identified in the Oregon Skill Sets, which are developed and validated through national and state employer input.
- CTE Programs of Study are designed to equip high school and community college students with knowledge and skills needed for high demand, high wage careers that are responsive to regional, state or global employment trends.

### 2. Alignment & Articulation

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment.
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon's credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

### 3. Accountability & Assessment

- CTE Programs of Study instruction will target both relevant academic and technical standards so secondary students are prepared to move smoothly into postsecondary education or training.
- Systemic approach to Career and Technical Education (CTE) using industry-based academic and technical knowledge and skills, where student performance is demonstrated through valid and reliable assessments aligned to industry standards.
- Administrators, teachers and students are responsible for meeting technical and academic skill outcomes. Technical assistance is provided for programs that do not meet performance outcomes.

### 4. Student Support Services

- All CTE students will have informational guidance support and advising to assist them in progressing through a CTE Program of Study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).
- All students wishing to participate in CTE receive appropriate accommodations and have barrier-free access to CTE learning environments.

- A CTE Program of Study is comprised of a secondary component and a postsecondary component leading to a postsecondary certificate of completion (45 quarter hours +), degree or an industry-recognized credential.
- CTE Programs of Study must lead to occupations in high demand, high wage career areas (as listed at [Regional High Demand, High Wage Occupations](#)).
- The secondary component and postsecondary component may be approved separately or jointly. **Separate approval must explicitly show the alignment of standards across the two educational levels.**
- Courses within a CTE Program of Study must be based on, and aligned with, industry-validated technical and academic standards.
- CTE Program of Study content standards and assessment strategies must be validated by local or regional employers or industry groups.

## 2008-2013 PERKINS IV SECONDARY CTE PROGRAM REQUIREMENT AND FUNDING MATRIX

1. CTE PROGRAM ELEMENT	PERKINS-ELIGIBLE CTE PROGRAM OF STUDY	STATE RECOGNIZED CTE PROGRAM	LOCAL CTE ELECTIVES
<b>CTE Foundation Criteria</b> <ul style="list-style-type: none"> <li>▪ Aligned to careers</li> <li>▪ Aligned to CTE standards</li> <li>▪ Equitable access</li> <li>▪ Continuous improvement</li> </ul>	Required	Required	Optional Equitable access required <i>[Must align with CTE foundation criteria to meet diploma requirement-]</i>
<b>CTE Program of Study 4 Core Elements Criteria:</b> <ul style="list-style-type: none"> <li>▪ Standards &amp; Content</li> <li>▪ Alignment &amp; Articulation</li> <li>▪ Accountability &amp; Assessment</li> <li>▪ Student Support Services</li> </ul>	All Core Elements and Indicators Required	Selected Core Element Indicators Required from the CTE Readiness Evaluation & Sustainability Tool [#1A,C,F,G; #2B,E; #3A,D; #4B,C,D]	N/A
<b>Regional/ODE approval</b> (to document Perkins eligibility)	Required ODE Approval <i>[Joint Regional &amp; ODE approval]</i> Program of Study Approval	Required ODE Recognition <i>[Regional approval]</i> CTE Foundation Assurance (Item 1 this Matrix)	N/A
<b>Annual updates</b> to approved CTE programs to sustain Perkins eligibility and CTE teacher licensure <i>[Annual Program Review]</i>	Required	Optional <i>[Regional CTE Coordinators must submit a list of local, active CTE programs to ODE annually]</i>	N/A
<b>Renewal</b> following published renewal cycle	Required	Required	N/A
<b>Annual submission</b> of CTE program and student data for Perkins accountability	Required	N/A	N/A
Exposure to <b>federal accountability sanctions</b>	Yes	No	No
Meets CTE Diploma Requirements	Yes	Yes	Yes
<b>2. Teacher Licensure/CTE Endorsement</b>	Licensed Teacher Required CTE Endorsement Required <i>[TSPC licensed teacher with appropriate CTE endorsement aligned with approved CTE program of study]</i>	<b>Licensed Teacher Required CTE Endorsement Optional*</b> <i>[TSPC requires evidence of an ODE-recognized CTE program for a CTE license or endorsement.]</i>	<b>Licensed Teacher Required</b> <i>[Does not fulfill TSPC requirements for CTE license or Endorsement]</i>
<b>3. Funding Support</b>	Perkins Federal & Local Funds	Local Funds	Local Funds

\* Select courses require CTE Endorsement; check with TSPC <http://www.tspc.state.or.us/new/core/licensure.asp?op=10&id=0> To start or maintain an FFA Chapter, an agriculture program must be Perkins Eligible, or be a State Recognized CTE Program meeting additional Perkins Program of Study indicators, 1B, 1D, 2C and 4A, and maintain a Licensed Teacher with a CTE Endorsement in Agriculture.



It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone: (503) 947-5740; fax: (503) 378-4772; or TDD: (503) 378- 2892.



# SECONDARY CTE PROGRAM OF STUDY APPROVAL HOW TO APPLY

## PROGRAM READINESS & APPROVAL

**C**TE Program of Study approval is the process for determining a program's ability to establish and sustain the CTE Program of Study 4 Core Elements and the ability to provide students with the necessary skills for entry to a postsecondary opportunity. The process is also a vehicle for identifying program quality, continuous improvement and possible technical assistance needs. CTE Program of Study approval establishes eligibility for Perkins federal funds to supplement local funding. Only CTE Programs of Study will receive an approved designation. To attain a CTE Program of Study approval, a program must have documented implementation evidence for each of the 4 Core Elements Indicators. (See **2008-2013 PERKINS IV SECONDARY CTE PROGRAM REQUIREMENT AND FUNDING MATRIX IN THIS DOCUMENT.**) New programs (never before offered) desiring to access Perkins Funds must receive authorization to apply from the local or regional Perkins Eligible Entity and the Oregon Department of Education. NEW programs are required to be ready for full implementation in 3 years. For more information contact your Regional Coordinator ([CTE Regional Coordinator List](#)).

### Local Evaluation Process Using the Readiness and Sustainability Evaluation Tool

Schools seeking CTE Program of Study approval will conduct an assessment to determine a program's readiness for approval and sustainability. The CTE Program of Study Readiness and Sustainability Evaluation Tool (included in this document) identifies the required 4 Core Elements and Indicators that further define each element. The readiness evaluation is meant to be an honest assessment of a program's implementation status.

The evaluation process should be conducted in collaboration with **all** teachers contributing to the program of study, both secondary and postsecondary, administrators and a Regional CTE Coordinator. At least one employer or industry member of a program of study advisory committee member **must be** involved.

Required application forms are available electronically and can be downloaded from the ODE web site at: [CTE Program of Study Approval/Renewal](#)

### Application Submission Process:

1. Local programs of study applications may include an application for a single program of study career focus or a POS containing one or more focus areas or specialties. **For** example, a Computer Science POS may have several focus areas or specialties including 1) software engineering; 2) network support; 3) computer gaming. Each focus area or specialty within a program of study must meet all requirements to be eligible for Perkins support funding. Focus or specialty courses on the Program Application may need to be identified by a separate [CIP Code](#) [4 digit for secondary; 6 digit for postsecondary].
2. Applicants work with a Regional Coordinator to complete and submit a **Secondary CTE Program of Study Approval Application** (*available on web site above*) including Certificate of Assurances signed by the school administrator
  - Submit the approval application and required documentation, including CTE Program of Study Readiness Evaluation & Sustainability Tool, to your local Regional CTE Coordinator ([CTE Regional Coordinator List](#)).
  - The Regional CTE Coordinator will visit with the teacher(s) and administrator to:
    - verify the program of study application materials for accuracy and authenticity, advisory committee involvement and
    - make initial determination on the approval status for the CTE program of study, suggest improvements, refinements or technical assistance
    - Notify the applicant of program of study approval recommendation, and
    - Forward the program application materials to ODE (if the CTE program of study is recommended for approval).
  - ODE will review the CTE Program of Study application packet

- If the submitted program application is incomplete or does not provide evidence of readiness and sustainability, the application will be returned to the Regional CTE Coordinator specifying what information is needed before the application process can move forward.
- The CTE Regional Coordinator will work directly with the applying program to address any issues or concerns relating to the application.
- Final CTE Program of Study approval will be determined collaboratively by ODE staff and the Regional CTE Coordinator.

**3. Required documentation:**

- **Visual organizer**, program planner/roadmap or educational plan for the CTE Program of Study sequence of courses inclusive of both the secondary and postsecondary component to 1) authenticate the POS secondary-postsecondary alignment and articulation and 2) to explicitly identify the secondary POS technical courses (documented by [CIP Code](#)). The program planner shall be signed by a secondary **and** postsecondary curriculum administrator.
- **Courses:** The Application requires the identification of courses and course descriptions, through which industry-based standards are delivered. Each POS technical course must be identified with the appropriate NCES Code. ([NCES CTE Codes](#)). The number of CTE Program of Study courses may vary depending upon the concentration of standards within an individual course and the program's capacity. However, the overall program should prepare students to reach the secondary concentrator level and the entry level requirements of the postsecondary program. (**Only** POS technical courses will be eligible for Perkins funding support; these courses requires a teacher with a CTE endorsement to a regular teaching license or a CTE license).
- **Standards:** Effective January 1, 2009 submit a list of industry validated technical and academic standards (broad knowledge and skills, see APPENDIX 3) addressed in the 1) CTE POS required/foundation technical courses and 2) any articulated courses in the focus or specialty area component of the CTE program of study.
- **Assessments:** Attach a list of valid and reliable technical skill assessments that meet the measurement of secondary technical skills identified in the POS, or submit your plan to meet ODE guidelines for valid and reliable assessments. Include signature of the advisory committee chair to assure employer validation of technical skill assessments.
- **Student Performance Analysis**
  - Analysis of CTE student performance data using the **CTE Student Performance Data Analysis Tool** [Page 12]. To identify continuous improvement and technical assistances needs.
  - Analysis of CTE placement and remediation data to gauge transition success from the secondary program of study component to a postsecondary component. The intent of the data analysis is for program evaluation and continuous improvement. CTE Program of Study performance less than the statewide performance target may influence continued approval of a CTE program of study.
  - A Continuous Improvement Plan (action steps) including an analysis of professional development and technical assistance needs for instructors.
- **Sustainability and Readiness Tool pgs. 7-10**

**For Technical Assistance:**

**FIRST** contact your Regional CTE Coordinator ([CTE Regional Coordinator List](#)). For application process assistance from ODE, contact:

Ilene Spencer, CTE Perkins Data  
Oregon Department of Ed., EII  
(503-947-5636) [ilene.spencer@state.or.us](mailto:ilene.spencer@state.or.us)

Laura S. Roach, CTE & Perkins Admin.  
Oregon Department of Ed., EII  
(503) 947-5656 [laura.s.roach@state.or.us](mailto:laura.s.roach@state.or.us)

**Approved POS Courses eligible for Perkins Funding**

1. Technical courses that provide instruction on the secondary scope of technical standards (Required/Foundation, Focus Area (Oregon Skill Sets) or Specialty, and prepares students to the concentrator level and for entry into a receiving postsecondary opportunity
2. Technical courses that cover Cluster (Oregon Skill Sets) required/foundation knowledge and skills that are pre-requisite to standards-based technical courses [#1], or
3. Technical courses that explicitly articulate with the postsecondary component through a signed agreement.

# CTE PROGRAM OF STUDY READINESS & SUSTAINABILITY EVALUATION TOOL

Please be prepared to present evidence that documents full implementation of the 4 Core Elements and each supporting indicator for the CTE Program of Study to be eligible for Perkins funding support. Documentation may be requested during the evaluation review by advisory committee members, administrators, the Regional CTE Coordinator or ODE. Oregon Benchmarks represent statewide goals that Oregon has set to ensure progress towards federal and state requirements.

**1. STANDARDS & CONTENT: OREGON BENCHMARKS AND INDICATORS**  
*Oregon Benchmark –By 2012-2013:*  
 a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards;  
 b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.

- A. Relevant, rigorous standards-based content aligned with challenging academic standards;
- B. Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;
- C. The program is of sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry and careers within **high wage, high demand fields**.
- D. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and
- E. Assure secondary and postsecondary students are prepared for **high demand and high wage careers and occupations** that are responsive to regional, state or global employment trends.
- F. Safety and drug-free workplace expectations are an integral, explicit and mandatory part of the CTE instructional program. Laboratory spaces with power equipment model a safe and clean learning environment. Available safety certification is required for students, as appropriate.
- G. Based on the Program Design and instructional plan where each student will:
  - ✓ Recognize connections between academic and technical content;
  - ✓ Meet diploma requirements and postsecondary entry requirements;
  - ✓ Demonstrate mastery of academic and technical content that is aligned with industry standards;
  - ✓ Apply learning through authentic experiences, and
  - ✓ Build confidence to compete in high wage, and/or high demand occupations.

<input type="checkbox"/> <b>MEETS ALL REQUIREMENTS FOR PERKINS ELIGIBLE CTE PROGRAM OF STUDY</b> <i>[EACH indicator has documented evidence of full implementation.]</i>	
AREAS OF STRENGTH	PRIORITY CONCERNS/ACTION STEPS
<ul style="list-style-type: none"> <li>▪ What's working well that is worth keeping?</li> <li>▪ What goals do you have to sustain and improve your program?</li> <li>▪ What strategies will you use to reach your goals?</li> <li>▪ How will you know if you are successful?</li> </ul> <p style="margin-top: 20px;"><u>Standards &amp; Content</u></p>	<ul style="list-style-type: none"> <li>▪ What will be new or needs to be revised?</li> <li>▪ What strategies will you use to address identified priority concerns?</li> <li>▪ What are the indicators you will use to measure your improvement?</li> <li>▪ How will you know if you are successful? And when?</li> </ul> <p style="margin-top: 20px;"><u>Standards &amp; Content</u></p>

## 2. ALIGNMENT & ARTICULATION: OREGON BENCHMARKS AND INDICATORS

### Oregon Benchmarks- by 2012-2013:

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
- b. 67% of Perkins-eligible programs of study have secondary-postsecondary credit articulation agreements for courses that are a part of a CTE Program of Study leading to a postsecondary certificate or degree;
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary certificate or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].

- A. An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122©(1) & Sec. 134(b)(3)]
- B. A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible. ([Community College CTE Program Standards](#))
- C. Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon’s credit for proficiency, dual credit).
- D. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- E. Based on the Program Design and instructional plan where each student will to:
  - ✓ Never need to take a remedial course;
  - ✓ Continually progresses in knowledge and skills when ready;
  - ✓ Earn high school or college credit based on performance; and
  - ✓ Make the connection between educational preparation and entry into a career.

**MEETS ALL REQUIREMENTS FOR PERKINS ELIGIBLE CTE PROGRAM OF STUDY** *[EACH indicator has documented evidence of full implementation.]*

AREAS OF STRENGTH	PRIORITY CONCERNS/ACTION STEPS
<ul style="list-style-type: none"> <li>▪ What’s working well that is worth keeping?</li> <li>▪ What goals do you have to sustain and improve your program?</li> <li>▪ What strategies will you use to reach your goals?</li> <li>▪ How will you know if you are successful?</li> </ul> <p><u>Alignment &amp; Articulation</u></p>	<ul style="list-style-type: none"> <li>▪ What will be new or needs to be revised?</li> <li>▪ What strategies will you use to address identified priority concerns?</li> <li>▪ What are the indicators you will use to measure your improvement?</li> <li>▪ How will you know if you are successful? And when?</li> </ul> <p><u>Alignment &amp; Articulation</u></p>

### 3. ACCOUNTABILITY & EVALUATION: OREGON BENCHMARKS AND INDICATORS

*Oregon Benchmarks –By 2012-2013:*

- a. 100% of CTE concentrators who complete the secondary or postsecondary component of their program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
- b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
- c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

- A. Business, community and education partners, such as an Advisory Committee, participate in evaluating program vision, goals and priorities such as:
  - Assist in program of study development and validation of industry skill standards for curriculum content and technical skill assessment, where appropriate,
  - Play an active role in curriculum development, implementation and program evaluation,
  - Participate in the CTE teacher recruitment, instructor appraisal process and ongoing faculty professional development.
- B. Each Perkins-eligible CTE program of study's performance shall be measured against the set of Perkins-required performance measures as described in [Perkins IV Measurement Definitions](#). [Perkins Section 113 (2)(A-B)].
- C. Perkins performance data is used for data-driven, CTE program of study improvement decisions (See page 18 of this document)
- D. Based on the Program Design and instructional plan each where each student will:
  - ✓ Monitors their own progress through their demonstration of attaining standards;
  - ✓ Demonstrates their technical and academic proficiency in meaningful ways
  - ✓ Adapts their program to meet their personal goals based on industry requirements and performance outcomes

**MEETS ALL REQUIREMENTS FOR PERKINS ELIGIBLE CTE PROGRAM OF STUDY** *[EACH indicator has documented evidence of full implementation.]*

AREAS OF STRENGTH	PRIORITY CONCERNS/ACTION STEPS
<ul style="list-style-type: none"> <li>▪ What's working well that is worth keeping?</li> <li>▪ What goals do you have to sustain and improve your program?</li> <li>▪ What strategies will you use to reach your goals?</li> <li>▪ How will you know if you are successful?</li> </ul> <p><u>Accountability &amp; Evaluation</u></p>	<ul style="list-style-type: none"> <li>▪ What will be new or needs to be revised?</li> <li>▪ What strategies will you use to address identified priority concerns?</li> <li>▪ What are the indicators you will use to measure your improvement?</li> <li>▪ How will you know if you are successful? And when?</li> </ul> <p><u>Accountability &amp; Evaluation</u></p>

#### 4. STUDENT SUPPORT SERVICES: OREGON BENCHMARKS AND INDICATORS

*Oregon Benchmarks –by 2012-2013:*

- a. 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;
- b. 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.

- A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
  - Instruction, Career Development and Assessment
  - Community-Based Experiences
  - Organizational Management and Administrative Experiences
- B. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).
- C. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990.
  - Appropriate access is provided for all students, including non-traditional and special populations.
  - Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
  - Program facilities provide physical access and instruction that accommodates students with disabilities including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
  - Program meets the needs of students for whom English is a second language.
- D. Based on the Program Design and instructional plan where each student will to:
  - ✓ Identify the career path options he/she can follow to a chosen career;
  - ✓ Receive consistent and informed messages about career and possible financial options for postsecondary education;
  - ✓ Takes ownership of their education through maintaining a current education plan and profile and/or portfolio, and
  - ✓ Applies skills and traits in a variety of settings including student organizations.

**MEETS ALL REQUIREMENTS FOR PERKINS ELIGIBLE CTE PROGRAM OF STUDY** *[EACH indicator has documented evidence of full implementation.]*

AREAS OF STRENGTH	PRIORITY CONCERNS/ACTION STEPS
<ul style="list-style-type: none"> <li>▪ What's working well that is worth keeping?</li> <li>▪ What goals do you have to sustain and improve your program?</li> <li>▪ What strategies will you use to reach your goals?</li> <li>▪ How will you know if you are successful?</li> </ul> <p><u>Student Support Services</u></p>	<ul style="list-style-type: none"> <li>▪ What will be new or needs to be revised?</li> <li>▪ What strategies will you use to address identified priority concerns?</li> <li>▪ What are the indicators you will use to measure your improvement?</li> <li>▪ How will you know if you are successful? And when?</li> </ul> <p><u>Student Support Services</u></p>

APPENDIX 1  
CTE PROGRAM OF STUDY

## CTE STUDENT PERFORMANCE DATA ANALYSIS

TO BE SUBMITTED WITH APPLICATION

A 3-year analysis of CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment as well as the other performance indicators. The analysis of CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

CTE Concentrator Performance Reports with student performance targets are available at [CTE Student Data Reports](#)

CTE Performance Indicator	Current Year CTE Target Performance Year:	Current Year School-wide Performance Year:	Year 1 CTE Performance Year:	Year 2 CTE Performance Year:	Year 3 CTE Performance Year:
<b>1S1—Academic Attainment (Reading) *</b>	*				
<b>1S2—Academic Attainment (Mathematics) *</b>	*				
<b>1S3—Academic Attainment (Writing) *</b>	*				
<b>2S1—Technical Skill Attainment</b>					
<b>3S1—High School Completion</b>					
<b>4S1—High School Graduation</b>					
<b>5S1—Secondary Placement</b>					
<b>6S1—Nontraditional Participation</b>					
<b>6S2—Nontraditional Completion</b>					

**\*Annual Statewide Academic Targets for All Schools and Districts**

School Year	Reading & Writing	Mathematics
2008- 2009	60%	59%
2009- 2010	60%	59%
2010- 2011	70%	70%
2011- 2012	80%	80%
2012- 2013	90%	90%
2013- 2014	100%	100%

***Recommended Guiding Questions for***

1. Does your CTE concentrator performance performance indicators?
2. What might be the cause of your current performance if it lags behind statewide academic or CTE indicator performance?
3. Is your program's CTE concentrator performance consistent with school-wide student performance data?
4. Do your CTE concentrators continue with their program of study at the postsecondary level? Do these students require remediation before they continue with their program?
5. What questions does your students' performance raise?
6. What action steps will you take to assist students in improving performance?

**analysis of your CTE performance data:**  
meet statewide performance on the CTE

## APPENDIX 2: Examples of Evidence for Programs of Study

This is a tool you can use in the Program of Study development process to identify the kinds of documents/that demonstrate progress or work accomplished. However, these documents may be maintained at the local or regional office. A list of broad knowledge and skills (industry based standards) must be submitted for Required/Foundation and Specialty /Focus area courses that are articulated.

Requirement	Evidence Examples	Comments
<b>STANDARDS AND CONTENT</b>		
A. Relevant, rigorous standards-based content aligned with challenging academic standards;	<input type="checkbox"/> Course syllabi with industry standards identified. <input type="checkbox"/> “Road map” including recommended academic classes consistent with post-secondary requirements. <input type="checkbox"/> Academic standards included in course syllabi <input type="checkbox"/> Examples of lessons that integrate technical and academic standards.	
B. Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;	<input type="checkbox"/> Course syllabi with industry standards identified. <input type="checkbox"/> Articulation agreements based on alignment of standards. <input type="checkbox"/> Minutes of program meetings that included secondary and post-secondary participants	
C. The program is of sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry and careers within <b><u>high wage, high demand fields</u></b> .	<input type="checkbox"/> Road map showing a sequence of courses at secondary and post-secondary levels. <input type="checkbox"/> Signed articulation agreements with post-secondary institutions. <input type="checkbox"/> Records of advisory meetings that include industry and post-secondary participants. <input type="checkbox"/> Road maps include lists of possible jobs. <input type="checkbox"/> Materials provided to students describing related careers. <input type="checkbox"/> Labor Market Information from post-secondary component <input type="checkbox"/> Labor Market information from OLMIS	
D. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and	<input type="checkbox"/> Identification of specific third-party valid and reliable assessments. <input type="checkbox"/> Evidence of administration of assessment through reported scores, testing schedule, or written testing policy.	
E. Assure secondary and postsecondary students are prepared for <b><u>high demand and high wage careers and occupations</u></b> that are responsive to regional, state or global employment trends.	<input type="checkbox"/> Articulation agreements linked to post-secondary approved degrees or certificates <input type="checkbox"/> Printed information related to specific careers.	

Requirement	Evidence Examples	Comments
<p>F. Safety and drug-free workplace expectations are an integral, explicit and mandatory part of the CTE instructional program. Laboratory spaces with power equipment model a safe and clean learning environment. Available safety certification is required for students, as appropriate.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Example of safety certification required by all students (safety test, OSHA 10 certification, etc.)</li> <li><input type="checkbox"/> Written policy or class expectations that support a drug-free environment.</li> <li><input type="checkbox"/> On site observation of facilities by a regional coordinator.</li> <li><input type="checkbox"/> Documentation of site inspection through and outside agency or a school safety committee.</li> </ul>	
<b>ALIGNMENT AND ARTICULATION</b>		
<p>A. An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) &amp; Sec. 134(b)(3)]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course syllabi that contain industry-based technical and academic standards</li> <li><input type="checkbox"/> Road maps that show suggested sequences of technical and academic courses at secondary and post-secondary levels.</li> <li><input type="checkbox"/> Sample lessons that include instruction of technical and academic standards</li> <li><input type="checkbox"/> Sample assessments that are aligned to course standards.</li> </ul>	
<p>B. A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A Program of Study roadmap that identifies specific courses that are articulated or aligned between secondary and post-secondary education.</li> <li><input type="checkbox"/> Signed articulation agreements for courses that provide program technical and/or academic credit.</li> </ul>	
<p>C. Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon's credit for proficiency, dual credit).</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documented dual credit or College Now that is linked to the Program of Study.</li> </ul>	
<p>D. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulation agreements signed by secondary administrators and post-secondary administrators.</li> </ul>	
<b>ACCOUNTABILITY AND EVALUATION</b>		
<p>A. Business, community and education partners, such as an Advisory Committee, participate in evaluating program vision, goals and priorities such as:</p> <ul style="list-style-type: none"> <li>▪ Assist in program of study development and validation of industry skill standards for curriculum content and technical skill assessment, where appropriate,</li> <li>▪ Play an active role in curriculum development, implementation and program evaluation,</li> <li>▪ Participate in the CTE teacher recruitment,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes of advisory committee meetings with names and roles of each advisory committee member.</li> <li><input type="checkbox"/> Schedule and sample agendas of ongoing advisory committee meetings.</li> <li><input type="checkbox"/> Minutes and agenda of instructor appraisal committee meetings that include names and roles of committee members.</li> <li><input type="checkbox"/> Documentation of professional development provided to instructors through business partnerships.</li> <li><input type="checkbox"/> Documentation of structured internships.</li> </ul>	

Requirement	Evidence Examples	Comments
instructor appraisal process and ongoing faculty professional development.		
B. Each Perkins-eligible CTE program of study's performance shall be measured against the set of Perkins-required performance measures as described in <a href="#">Perkins IV Measurement Definitions</a> . [Perkins Section 113 (2)(A-B)].	<input type="checkbox"/> Annual report that includes data for all performance measures. <input type="checkbox"/> Written plan for administering assessments that will result in data required by Perkins.	
C. Perkins performance data is used for data-driven, CTE program of study improvement decisions.	<input type="checkbox"/> Annual report that addresses program improvements that are linked to data. <input type="checkbox"/> Minutes of advisory committee meetings where data was discussed as an element of program improvement. <input type="checkbox"/> Documented school or department continuous improvement process that involves analysis of data.	
<b>STUDENT SUPPORT SERVICES</b>		
A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations: <ul style="list-style-type: none"> <li>▪ Instruction, Career Development and Assessment</li> <li>▪ Community-Based Experiences</li> <li>▪ Organizational Management and Administrative Experiences</li> </ul>	<input type="checkbox"/> Current chapter of a recognized CTSO. <input type="checkbox"/> Documentation of how courses incorporate the expectations of leadership development. <input type="checkbox"/> Participation in leadership opportunities other than recognized CTSO's that meet the expectations.	
B. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).	<input type="checkbox"/> Examples of career information provided to students. <input type="checkbox"/> Sample Education Plan and Profile that is linked to a Program of Study. <input type="checkbox"/> Published road map that is readily available to students. <input type="checkbox"/> Student access to a career information system.	
C. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts	<input type="checkbox"/> Published statements of civil rights compliance on documents provided to students and/or parents. <input type="checkbox"/> Documentation of the results of a recent civil rights audit. <input type="checkbox"/> Examples of program information (flyers, instructional materials, posters, etc.) that promote a non-discriminating learning environment. <input type="checkbox"/> Examples of special accommodations for student disabilities. <input type="checkbox"/> Signed assurance of compliance.	

Requirement	Evidence Examples	Comments
<p>of 1990.</p> <ul style="list-style-type: none"> <li>▪ Appropriate access is provided for all students, including non-traditional and special populations.</li> <li>▪ Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).</li> <li>▪ Program facilities provide physical access and instruction that accommodates students with disabilities including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).</li> <li>▪ Program meets the needs of students for whom English is a second language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of materials provided to students in multiple languages.</li> </ul>	

## APPENDIX 3

### Guidelines for the documentation of industry standards for submission to ODE

1. Identify the Cluster for the Program of Study (e.g. Finance)
2. Identify the source of Industry Standards (e.g. Oregon Skill Sets, NATFF etc.)
3. List the Broad Knowledge and Skills Statement/Standards that the program addresses, for example:

#### **Cluster- Finance**

##### ***Industry-Based Knowledge and Skills***

- FNZ01.01 Apply reading skills used in the financial services industry.
- FNZ01.02 Apply writing skills used in the financial services industry.
- FNZ01.03 Apply mathematics skills used in the financial services industry.
- FNZ01.04 Apply economic skills used in the financial services industry.
- FNZ01.05 Understand and use financial formulae to make investment, borrowing and lending decisions.
- FNZ01.06 Apply communications skills used in the financial services industry.
- FNZ02.01 Understand and apply facilitation/mediation/conflict resolution skills
- FNZ04.02 Apply technology used in the financial services industry.
- FNZ05.01 Examine current world events to determine impact on the financial industry.
- FNZ06.01 Implement safe and secure work environment to enhance productivity.
- FNZ06.02 Understand regulatory and compliance requirements in the financial services industry.
- FNZ07.01 Apply human resource management skills used in the financial services industry.
- FNZ07.02 Understand and apply fiscal management practices used in business.
- FNZ08.02 Apply ethical practices and responsibilities to business operations.
- FNZ09.01 Develop employability skills to obtain a career in finance.
- FNZ09.02 Pursue

**Office of Educational Improvement & Innovation**

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Salem, OR 97310-0203

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<http://www.ode.state.or.us/search/results/?id=225>



**CTE PROGRAM OF STUDY APPLICATION**

<b>High School Name:</b>		<b><u>Institutional Code:</u></b>	
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**Effective beginning School Year:** \_\_\_\_\_

List the title of the local Program being submitted, and the appropriate Classification of Instructional Programs (CIP) Code and CIP Title for both Secondary and Post-Secondary programs.

School's Name for Program:			
Secondary Program <b><u>CIP Code</u></b> Number (4 digit):		Secondary CIP Title:	
Post-Secondary Program <b><u>CIP Code</u></b> Number (6 digit):		Post-Secondary CIP Title:	

Name of School/District and Program Contact Person(s)	Title	Phone Number	FAX Number	Email Address

Career Areas	TSPC Career & Technical Endorsement (For this program, check the appropriate TSPC Endorsement for CTE.)
<b>Arts, Information &amp; Communications</b>	<input type="checkbox"/> Communication Journalism <input type="checkbox"/> Communications Technologies <input type="checkbox"/> Design & Applied Arts
<b>Business &amp; Management</b>	<input type="checkbox"/> Administrative Services (IT) <input type="checkbox"/> Financial Services <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing/ Management
<b>Health Services</b>	<input type="checkbox"/> Health Services <input type="checkbox"/> Leisure & Fitness
<b>Human Resources</b>	<input type="checkbox"/> Education <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Personal Services <input type="checkbox"/> Legal & Protective Services <input type="checkbox"/> Social Services
<b>Industrial &amp; Engineering Systems</b>	<input type="checkbox"/> Computer Technology <input type="checkbox"/> Construction <input type="checkbox"/> Engineering Technology <input type="checkbox"/> Mechanical Systems <input type="checkbox"/> Manufacturing Technology
<b>Ag, Food &amp; Natural Resource Systems</b>	<input type="checkbox"/> Agriculture Science & Technology <input type="checkbox"/> Forestry/ Natural Resources <input type="checkbox"/> Integrated Environmental Technology



# SECONDARY CTE INITIAL PROGRAM APPLICATION

High School \_\_\_\_\_ Program of Study Name \_\_\_\_\_ CIP Code # \_\_\_\_\_

All technical instruction must be based on industry standards. The number of standards addressed in a course may vary. However, programs must also be documented through courses and NCES codes. This application must identify at least 2 credits of required core CTE content for the delivery of industry standards and a scope sufficient for assessment. **This application form should explicitly identify courses that will cover the required core content. ATTACH COURSE DESCRIPTIONS TO THIS APPLICATION FOR EACH HIGH SCHOOL COURSE LISTED BELOW.**

Required/Foundation Courses- Perkins Eligible <i>Teachers must have a teaching license with an appropriate CTE Endorsement</i>								General Education	
<b>Number of Credits REQUIRED to Complete Program _____</b> High School CTE program design <b>must</b> include at least 2 credits of <b>required</b> core CTE course content that addresses industry standards. Programs may require more than 2 credits in order to address the scope of the Program of Study including industry standards and technical assessment. <b>Required CTE courses</b> (teachers must have a teaching license with an appropriate CTE)								<b>General Education Courses</b> Identify the <b>highest level</b> of general education courses recommended for this CTE Pathway. Selected general education courses <i>may be</i> appropriate as an optional CTE program course.	
School Course #	High School Course Name	# of Credits	4-digit NCES Code	CN* Y or N	College Name	College Course #	College Course Name		
*CN = College Now—course identification as College Now or articulated courses									
HS Instructor of Required Courses				List TSPC License Name, CTE Endorsement and Expiration Date					
<b>OPTIONAL/ FOCUS AREA OR SPECIALITY COURSES</b> <b>(add page if more space is needed)</b>								Post-secondary Transition Options	
School Course #	High School Course Name	# of Credits	4-digit NCES Code	CN* Y or N	College Name	College Course #	College Course Name		
*CN = College Now—course identification as College Now or articulated courses									
								College Programs:	_____
								Employment or Career Options:	_____

## POSTSECONDARY COMPONENT OF THE CTE PROGRAM OF STUDY Program Database Information

College Name	Name of Degree or Certificate of Completion	# of Credits	6-digit CIP Code	Award	Link to Roadmap

*Attach copies of postsecondary documentation to authenticate the alignment between the secondary and postsecondary components for this CTE program of study application for each award listed above. Documentation should include college curriculum as listed in college's catalog, signed articulation agreements and signed apprenticeship agreements, if applicable.*

### Assessment Strategies

Indicate below the method of assessment used for this Program of Study *(block will expand as needed)*:

This program will be implemented according to state guidelines and requirements:

\_\_\_\_\_  
*Secondary Instructor Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Regional Coordinator Signature*

\_\_\_\_\_  
*Date*

<b>Certificate of Assurance</b>	
<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	I have reviewed this program application document for clarity, completeness and adherence to program quality standards and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 101-392, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.
<b>School District Administrator Signature</b>	<b>Date:</b>

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	The program advisory committee has been involved in the design and development of this program.
<b>Advisory Committee Signature</b>	<b>Date:</b>

<b>COMMUNITY COLLEGE NAME</b>		
<b>POST SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	This community college has been involved in the design and development of this program of study and agrees to continue collaboration meeting all 4 Core Elements including alignment and articulation and reliable and valid technical skills assessment.	
<b>CHIEF ACADEMIC OFFICER SIGNATURE</b>		<b>Date:</b>

*For Regional Coordinator's Use Only*

**Recommended Status**

**RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)**

**Expiration Date:** \_\_\_\_

**Date:** \_\_\_\_

\_\_\_\_\_  
**Regional Coordinator Signature**

*For Oregon Department of Education Use Only*

**Approval Status**

**FINAL STATE APPROVAL (Perkins Eligible)**

**Expiration Date:** \_\_\_\_

\_\_\_\_\_  
**EII Education Specialist Signature**

**Date**

# Oregon Technical Skill Assessment Part 1

## *A Conceptual Framework*

This document is **Part 1** of a two part series about technical skill assessment.

--**Part 1 addresses the general framework for technical skill assessment in Oregon.**

--Part 2 focuses on identifying or developing technical skill assessments that meet standards of validity and reliability.

### Purposes for Technical Skill Assessments

- ✚ Document attainment of industry-based technical knowledge and skills;
- ✚ Document evidence of career development and preparation;
- ✚ Document readiness for secondary-to-postsecondary CTE Program of Study transition; and
- ✚ Evaluate CTE programs for continuous improvement

### Using Valid and Reliable Assessments to Align with Industry

**P**erkins IV calls for CTE Programs of Study to use technical skill assessments that are valid, reliable and aligned with industry standards as a measure of a CTE concentrator's technical skill attainment. Technical skill assessments are one source of data to evaluate whether CTE Programs of Study effectively prepare students to pursue their career interests. An effective technical skill assessment approach should contribute to the improvement of instruction.

Not all assessments are created equal. An assessment that fits the need of one program may not fit another. In all cases, assessments must be valid and reliable.

**Valid** - the extent to which an assessment measures what it is intended to measure. For example, if a student performs well on a reading test, how confident are we that the student is a good reader? A valid technical skill assessment is aligned with the industry-based standards intended to be measured, provides an accurate estimate of a CTE concentrator's performance relative to the standard, and is fair.

**Reliable** – consistency in the measurement and scoring of assessments; specifically, the extent to which separate administrations of the same technical skill assessment approach score students in the same way. Reliability is often determined using a statistical test that either compares how a student performs on different parts of a test or how well two observers can agree to student performance on a specific task.

## Guidelines for Choosing an Appropriate Assessment

1. ***Select assessments that are appropriate for the industry-based standards within a program of study.*** Appropriateness here is defined as how easily the assessment can be aligned with, and integrated into a program. It may be appropriate to implement multiple approaches to adequately measure technical skill attainment.
2. ***Ensure assessments have an explicit relationship to the program's content and instruction.*** The potential exists that an assessment choice may adversely affect curriculum alignment with industry standards. This can occur if the scope of knowledge and skills an assessment covers does not reflect what industry requires. Similarly, assessment choices can negatively affect a program's instructional methods. If an assessment covers only terminology, definitions and concepts or "soft" employability skills, this may result in a program only using instructional methods that teach this level of knowledge, but fall short of promoting technical skill attainment and learning transfer.
3. ***Establish a defined industry role for the validation and recognition of assessments.*** Using assessments aligned with industry standards will only succeed if industry is involved and publicly endorse the assessment in some tangible way. Employers can help "set the bar" by reviewing the assessment and determining qualification scores for meeting technical skill attainment. Most national commercially produced technical skill assessments incorporate industry input. Local industry involvement in selection of specific assessments can help validate the importance of technical skill attainment and determine the connection to local employment needs.
4. ***Ensure that all students have an equal opportunity to demonstrate technical skill attainment.*** Some students may need an alternative form of assessment in order to accurately demonstrate their technical skill attainment. These students must not be excluded from taking the assessment. Alternative forms of an assessment may be available from a vendor or an instructor can provide an appropriate form of assistance to the student. In either case, the results of the assessment should accurately reflect how well a student has met the same standards required of all students taking the assessment.

## Specific Criteria to be Considered when Selecting and Implementing Technical Skill Assessments

### A. Assessment Construction & Administration—*what are the implementation issues?*

- Adopt, adapt or align assessments of specific technical knowledge and skills based on validated industry-based standards such as the Oregon Skill Sets.
- If locally developed, industry-aligned assessments are being implemented, the construction of the assessments should reach beyond just the individual classroom teacher and include stakeholders such as other CTE Program of Study instructors and industry partners.
- Identify the use and role of cognitive-level assessment.
- Identify the use and role of performance-based assessment.
- What is the cost/benefit analysis of developing assessments vs. purchase and use of existing technical skill assessments aligned to CTE Program of Study content standards? Is the selected assessment strategy financially sustainable?
- Assure that technical skill assessments can be administered at the end of the secondary and postsecondary CTE Program of Study component.
- Assure that data from technical skill assessments is available for required reporting.

### B. Assessment Requirements—*what are the requirements for using the assessment?*

- Student Prerequisites—students have met the designation of a CTE concentrator and are ready to be assessed.
- Program Requirements—alignment of content and instruction with adopted, state-recognized CTE content standards.
- Instructional Requirements—instructor and program coordinator have access to reports on assessment development and validation. Assessment blueprints and objectives are easily available to inform content alignment and document validity.

### C. Assessment Use—*how are assessments going to be used?*

- Accountability & Continuous Program Improvement—use of assessments allows for determination of progress towards specific targets that inform performance-driven decisions and requires access to student-level performance data.
- Support—assessments are used to diagnose and monitor student progress towards meeting industry-based standards.
- Bridge—assessments are used to bridge the secondary and postsecondary components of a CTE Program of Study and to bridge education with industry.

### D. Assessment Impact—*what is the impact of using assessments on curriculum?*

- Classroom Impact—use of assessments has a positive cost/benefit impact on curriculum and instruction changes.
- Cross Level Integration—use of assessment require secondary and postsecondary levels of a program of study standards to be highly aligned and articulated.
- Professional Development—experience with, and the results from, assessments are used to inform an on-going professional development cycle focused on the improvement of CTE standards-based curriculum and instruction.

## Reporting Student Data

There are a number of reasons students should be assessed on technical skill attainment. The data can help individual teachers evaluate the program in order to strategically use available resources for improvement. The data can also help students understand when they are prepared for their next steps toward a career. While individual schools or consortia may wish to assess a large group of students to evaluate programs, only data from a certain population of students needs to be reported for Perkins

accountability. Use the following guidelines when deciding which secondary and post-secondary students must be assessed for technical skill attainment.

1. Secondary students should be concentrators, having completed at least one credit in a CTE Program of Study, and are ready to be assessed. A secondary student who is ready to be assessed should have completed their required/foundation courses in a CTE Program of Study. Some students may be ready before they have completed all the courses. An instructor can identify additional students who are ready to be assessed.
2. Post-secondary students should have completed their CTE program.

Since assessments will vary in type and scoring, it is only necessary to report whether the student met or did not meet the level of proficiency defined by the assessment. Actual assessment scores are not reported.

### **Using Assessments to Determine Proficiency**

Assessments are usually designed to be criterion referenced or norm referenced. Norm referenced assessments compare the performance of one student with that of another student. They do not indicate whether or not the performance is acceptable according to a set of standards. Criterion referenced assessments compare the performance of each student against a set of standards. The student is usually determined to be proficient if they meet or exceed a certain cut score. Technical skill assessments used for Perkins reporting should be criterion referenced.

A proficiency level, or cut score, is often determined by a panel of experts in the topic being assessed. When the panel is identifying the proficiency level, they consider the characteristics of the people being assessed and what constitutes an acceptable performance. A proficiency level determined for a person entering a profession is not necessarily an appropriate proficiency level for someone who has just begun their education and training. When selecting an assessment make sure that proficiency level is appropriate for the experience of the students.

There may be little relationship between the cut scores of two assessments even if they cover similar content. Different assessments can create significant changes in the number of students identified as proficient. One way to avoid problems is to pilot a new assessment and compare the results with other sources of data such as test scores, work samples, or course grades. An appropriate assessment should produce scores that can be predicted based on this other data.

### **Proficiency and Course Grades**

Prior to Perkins IV, course grades were used as a measure of technical skill attainment. Course grades often reflect more than just proficiency in technical skill attainment. ODE and the Perkins IV legislation do not require the use of technical skill assessments to determine grades for courses. Instructors may use technical skill assessments and the data generated through those assessments for other purposes. An assessment could be a viable component of an articulation agreement. It also could serve as a comprehensive course exam.

### **Comparison of Assessment Types**

There are multiple ways to assess student attainment of technical skills. The Oregon Department of Education encourages schools and regions to select a type of assessment that will provide data that accurately reflect student technical knowledge and skills. Choosing an assessment requires balancing validity and reliability with other criteria such as cost and ease of implementation. The six types of

assessments described below are appropriate for measuring technical skill attainment. Starting in January 2009, ODE will provide information on assessments that meet the requirements of Perkins IV and fit into one or more of these categories.

## 1) Standards-based criterion-referenced tests

**Description:** Specific measure of elements of state CTE content standards through a standardized instrument

**Reliability:** Generally as high as standardized achievement tests

**Alignment with Industry-based Standards:** High, in theory, although specific tests vary based on how well they sample the content domain represented by the standards. No single test can measure performance for the full set of standards.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Varies depending on the degree to which teachers have aligned their curriculum to standards. In practice, varies from high to not at all.

**Cost:** High initial cost to develop or purchase a test that meets psychometric standards. Ongoing costs depend on how often new forms are implemented. If forms are released annually, a new test must be developed or purchased each year, which increases the cost.

**Professional Development Requirements:** Implies significant professional development for teachers who need to understand the standards and how to teach to them.

**Conditions of Administration:** Administered under highly standardized conditions, generally during class time (reduces instructional time)

**Diagnostic Properties:** Varies based on characteristics of the test. If the test has enough items to produce subscales, then reasonably specific diagnostic information relative to standards can be provided. Otherwise, results are more general to achievement within a subject area.

**Sensitivity to Changes in Instruction:** Theoretically, highly sensitive. However, if the test does not map well onto the content domain, sensitivity is decreased because instruction may not necessarily cover areas assessed on the test.

**Effect on Teacher Instructional Practice:** Can serve as a framework for instruction, but can also drive instruction toward repetitive basic skills instruction, depending on what is tested and how it is tested.

**Adaptability to Reflect Local Practices and Priorities:** Very limited, except to the degree that local practice has been adapted to reflect the standards or the standards have been developed to reflect existing local practice.

**Accountability Uses:** School-to-school comparisons within a state, growth models, as a component of a CTE performance measurement and reporting.

**Primary Limitations:** As noted, cannot assess the full knowledge domain of the CTE standards, which leads to a narrowing of how the standards are taught. Format and time limitations restrict ability to assess higher order thinking skills and more complex skills.

## 2) End-of-CTE-course/CTE program exams

**Description:** Designed on a course-by-course or program basis to assess the key elements of that particular course or program.

**Reliability:** Can be developed to achieve high levels of reliability

**Alignment with Industry-based Standards:** Can be well aligned with state standards, assuming the state standards align with the content of a particular course, or, conversely, that a particular course is designed to align with state standards.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Very high. The alignment should be nearly complete. Teachers should be teaching precisely what is on the test and delving more deeply into closely related content and topics to strengthen student understanding.

**Cost:** High to develop initial test forms. Can be moderate thereafter, depending on how often the forms are updated. If content topics remain constant across forms and items are selected or purchased from a pool, costs can be constrained. Cost is greater if the test includes any performance tasks, such as a problem or paper that is scored externally.

**Professional Development Requirements:** Materials need to be developed that allow teachers to be trained in the content and pedagogy of the course. Professional development, however, is much more focused than with standardized tests. Teacher networks can be utilized, and teachers can share materials as a form of professional development.

**Conditions of Administration:** Normally in class, near the end of the school year, during class time. If the results are incorporated into the student's grade for the course, the exam becomes something like a final rather than a separate test.

**Diagnostic Properties:** Highly diagnostic, but not useful for students who take it because it is taken at the end of the year. Provides teachers with very detailed information on how their students did on a wide range of content that is specifically taught in the course.

**Sensitivity to Changes in Instruction:** Highly sensitive. If teacher deviates from specified content to any significant degree, student performance is likely to be affected. Conversely, teachers who maintain fidelity to course framework should generally witness better student results.

**Effect on Teacher Instructional Practice:** High degree of influence of test on instruction. As noted, teachers statewide who teach the course can share materials, lesson plans, etc., in ways that help them teach particular elements of the course better.

**Adaptability to Reflect Local Practices and Priorities:** Not highly adaptive. Because test is consistent regionally, statewide, or nationally it does not support local decisions on curriculum and textbooks that are inconsistent with the state course framework.

**Accountability Uses:** Can be used as a component of individual student grades, can provide information for course placement in high school and college, and allows comparisons among schools within a state.

**Primary Limitations:** Limited by number of students who take the course within the school and statewide. Schools may have an incentive to keep certain students out of courses for which a statewide end-of-course exam is mandated. Can lead to poor instruction if the test is not designed carefully to promote better instruction.

### 3) On-demand performance tasks

**Description:** Complex task designed to elicit a more complete and authentic student response that demonstrates knowledge and skills not easily captured and measured on standardized assessments. This can be a state task, such as writing prompt, math problem solving prompt, or science experiment.

**Reliability:** Varies based on the type of task and scoring method utilized. Sufficiently reliable scoring can be achieved on performance tasks. However, a related issue is task difficulty, which can be more problematic to make consistent across tasks and administrations.

**Alignment with Industry-based Standards:** High alignment with state standards can be achieved, particularly with standards that address more complex aspects of learning.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Moderate to high, assuming teachers have aligned their instruction with state standards. However, some tasks assume teachers have skills to teach material in ways that require sophistication and attention to complex cognitive skill development, which may not always be the case.

**Cost:** Task development costs are moderate, but ongoing costs to score the tasks can be significant. However, costs can be controlled when scoring is done through virtual means where scorers do not have to be assembled physically. Some states and contractors are instituting such methods for writing samples in particular.

**Professional Development Requirements:** Moderate, particularly if the task expects teachers to develop student knowledge and skill in unfamiliar areas or in ways that teachers are not accustomed to teaching.

**Conditions of Administration:** Standardized in terms of when and how tasks are administered, generally within class during class time, although performance tasks on tests such as CTE student organization competitive events are administered under secure testing conditions.

**Diagnostic Properties:** Moderate due to time lag involved in scoring tasks and limited number of score points on the scoring guide. Can provide useful general information about overall student skill level on each scoring point.

**Sensitivity to Changes in Instruction:** Highly sensitive. If a teacher does not address the component content and skill elements of the task, the student has little chance of doing well based simply on test-taking savvy. A good performance task should be designed in a way that it is highly representative of instruction. However, a poorly designed task will not be reflective of instruction on the knowledge and skills being assessed.

**Effect on Teacher Instructional Practice:** Tends to have a high amount of influence because the task is administered in class, and it is difficult to ignore students' performance on the task. This does not mean that all teachers integrate the task into their teaching, only that they generally pay attention to it.

**Adaptability to Reflect Local Practices and Priorities:** Very low. The task must be administered consistently statewide for it to be scored consistently. This limits dramatically the possibility of adapting the task to local conditions, curriculum, or teaching practices.

**Accountability Uses:** Can be a good independent measure of student learning or a correlate with another measure because the task in theory should be measuring something different than a standardized norm-referenced or criterion-referenced test. However, due to somewhat lower reliability, it is not as good of a measure of student-level performance.

**Primary Limitations:** Expensive, difficult to develop comparable tasks from year to year, scoring provides limited number of data points or dimensions, viewed as an outside imposition into classroom teaching, may not fit with teacher's existing curriculum and lesson plans, some teachers may not want to or be able to teach the desired skills.

## 4) Extended performance tasks

**Description:** A task that takes several weeks to complete and may involve multiple attempts but that must follow criteria, guidelines, and rules that are consistent across all tasks of the same type. Is scored using a common scoring tool. The Oregon diploma Extended Application may be an example of an extended performance task.

**Reliability:** Moderate. Scoring is done using a common scoring guide, but task prompts may vary. Students may produce different products, for example, while the scoring may be on the technical skills they utilized.

**Alignment with Industry-based Standards:** Potentially high. Individual tasks can be designed to respond to specific standards and content knowledge. The problem is that no individual task can cover more than a few standards.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Variable, particularly if students select the topic. Can be higher if the task is standardized to a greater degree. Tends to be most valid as a measure of key cognitive skills the task emphasizes rather than of mastery of particular content knowledge because task content varies.

**Cost:** Low initial cost, mainly to develop procedures, scoring tools, sample topics. Low ongoing costs if tasks are scored locally, higher if all or some are scored off-site. It is not necessary to rescore all tasks off-site unless they are used for high stakes decisions.

**Professional Development Requirements:** Moderate to high. Teachers must know how to help students select topics or projects, must be able to organize instruction so that students are developing the necessary skills to complete the task (e.g., research and technical skills), and must be capable of scoring the task reliably.

**Conditions of Administration:** In the classroom as an assignment that is part of the course or that is conducted in a particular course. Semi-standardized in terms of conditions of administration.

**Diagnostic Properties:** Not designed to be diagnostic for individual students because the task tends to be culminating in nature, and the amount of time it takes to score the task means that students have often completed the course or school year by the time they receive their scores, which are relatively general in nature.

**Sensitivity to Changes in Instruction:** Highly sensitive. If key cognitive skills and strategies are not developed, students will be unable to undertake the task with any degree of success. Instruction must emphasize the key cognitive strategies and capabilities over a sustained period of time for students to be able to demonstrate them on the extended performance task.

**Effect on Teacher Instructional Practice:** Significant. Teachers must be committed to developing student abilities necessary to complete the extended performance task and to embed the task within their instruction. Teachers must provide scaffolding and support for students to complete the task, including periodic checking of work and help with access to necessary resources.

**Adaptability to Reflect Local Practices and Priorities:** Moderate. The topics or projects selected by students can be adapted significantly to the local context. However, the skills developed and the means to score student performance cannot.

**Accountability Uses:** Most useful in assessing cognitive skills and other more complex capabilities. Can provide useful information for postsecondary placement purposes as well as for accountability measures of school performance.

**Primary Limitations:** Complicated, requires teachers to be able to manage and support a process that takes weeks and includes significant classroom and independent student work. Requires a common

scoring guide and state monitoring of quality control through the rescoring of student work (moderation). Considerable variance in the content knowledge basis for the task is likely to exist across all tasks if students are allowed to select their own topic or project.

## 5) Portfolios or Collections of Evidence

**Description:** Variation on moderated school-based assessment in which results from teacher scoring of classroom-based assessments are not necessarily moderated. Relies on the collection of evidence by classroom teachers who follow prescribed criteria to gather information on individual student performance, but can contain numerous other forms of evidence that are standards-based, such as criterion-referenced tests, performance demonstrations, and other measures of proficiency.

**Reliability:** Reliability of teacher scoring is a function of training and of the quality of scoring guides utilized. Reliability is low if teachers score on their own criteria or school-based criteria. Reliability increases if scoring standards are the same across a wider range of sites, districts, or state and teachers have access to training that includes example collections and annotated exemplars.

**Alignment with Industry-based Standards:** Potentially quite high if the collections must specifically contain evidence related to the standards. The collection has the potential to cover a much wider range of state standards than any on-demand assessment and to contain evidence of larger, more complex skills, such as higher-order cognitive strategies.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Very high. The collection is almost a direct representation of what is taught in the classroom. Although teachers must be sure to address standards that must be included in the portfolio (if such standards are specified), the collection clearly expresses the assignments teachers give and, by inference, the instruction students receive in those areas.

**Cost:** Larger cost implications for districts, particularly in regard to training costs. Other issues include storage of student work, time for teachers to score items in the portfolio, and transcribing the elements of the portfolio so that information moves with the student across classes and grades.

**Professional Development Requirements:** Moderate to high. Teachers have to learn how to select student work that meets the requirements of the collection, how to score the work, and how to align instruction with the required components of the collection. They also need to develop necessary instructional strategies to enable students to produce quality work for the collection.

**Conditions of Administration:** Locally, in the classroom. The collection can be assembled in one classroom or in more than one classroom and in more than one subject over multiple years; for example, if the collection is going to be used in the graduation determination process. Collections work best when they are accompanied by guidelines on what is to be included, how much teachers can help students prepare the work, how much of the work must be done in class under direct teacher supervision, and other conditions of administration that guarantee uniformity and quality control.

**Diagnostic Properties:** Highly diagnostic. Students receive feedback on a range of skills and knowledge areas as they assemble the collection and have a continuous goal for their work in mind throughout the process.

**Sensitivity to Changes in Instruction:** Highly sensitive. Collections reflect changes in teacher instruction very quickly as students produce new pieces for the collection or improve existing pieces.

**Effect on Teacher Instructional Practice:** Significant. The collection becomes a focal point for instruction and classroom assignments.

**Adaptability to Reflect Local Practices and Priorities:** Can incorporate a wide range of instructional practices and priorities because teacher and student can select the specific pieces of work for the

collection and there is no requirement that work necessarily be uniform in terms of the topics covered as long as standards are addressed.

**Accountability Uses:** Potential uses for classroom-based grading, promotion, college admission, employment and placement. Could also provide general data on a state level because all students could conceivably be required to assemble portfolios. The standards covered in each student portfolio would need to be uniform even if the evidence is not.

**Primary Limitations:** Very complex and hard for teachers to integrate into instruction without support and encouragement (or requirement). Most teachers do not have sufficient knowledge of assessment to design or score student work in a manner necessary to ensure the collection maintained its integrity. Teachers tend to view scoring process as extra work. Maintenance of data, transcribing, and other logistical issues often overwhelm local school administrators and teachers.

## 6) Industry Skill Certification Exams

**Description:** Examinations developed and administered by industry groups independently of school systems. Generally tests of knowledge and skill specific to the job classification.

**Reliability:** Highly reliable. Standardized tests. Can involve performance demonstrations in simulated work settings as well.

**Alignment with Industry-based Standards:** High. Overlap with industry-based standards in any given area, but may require mastery of a wider range of standards than those explicitly measured.

**Validity as a Measure of What Is Taught in Individual Classrooms:** Very high in Career/Technical Education courses that are well aligned with the exam.

**Cost:** Significant if the institution or state pays for the student to take the exam.

**Professional Development Requirements:** Significant for CTE teachers whose courses are supposed to align with the exam (sometimes industry groups provide this training to teachers).

**Conditions of Administration:** Standardized, often online, if not, then paper-and-pencil test or performance demonstration (e.g., NOCTI).

**Diagnostic Properties:** High. Provide good information on what the student knows related to performing the job or task the exam is designed to measure.

**sensitivity to Changes in Instruction:** No sensitivity to high sensitivity, depending on whether the teacher is in a course that leads to the exam. In such courses, curriculum must be carefully designed to prepare students for the exam. Otherwise, instruction is divorced from the exam.

**Effect on Teacher Instructional Practice:** Negligible to high, depending on alignment of course with exam.

**Adaptability to Reflect Local Practices and Priorities:** Low. Exams are standardized. Therefore, local classes should not be adapted.

**Accountability Uses:** Achieving certification in distinct occupational areas. Examples: network administrator, automotive technician, paramedic. Hundreds of such exams exist in a wide variety of areas.

**Primary Limitations:** Students taking these exams are well prepared for a particular job, many of which are well paying and lead to career tracks. However, the exams themselves do not reflect mastery of state standards per se.

*The six types of assessment are excerpts of—*

**POLICY ANALYSIS: Oregon Student Assessment System**

Presented to the State Board of Education for Initial Discussion on August 23, 2007

Full paper available at: <[Conley: Policy Analysis of Oregon Assessment System](#)>

Prepared by David T. Conley, Ph.D.

Professor, University of Oregon

Director, Center for Educational Policy Research

Chief Executive Officer, Educational Policy Improvement Center

## Contact Information

Information on technical skill assessment can be found on the Oregon Department of Education website at:

<http://www.ode.state.or.us/search/page/?id=1656>

Questions about technical skill assessment can be sent to:

Tom Thompson, Education Specialist

[Tom.thompson@state.or.us](mailto:Tom.thompson@state.or.us)

(503) 947-5790

Lynn Wilson-Dean, Education Specialist

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## Oregon Technical Skill Assessment Part 2

### *Approving Technical Skill Assessments*

This document is **Part 2** of a two part series about technical skill assessment.  
--Part 1 addresses the general framework for technical skill assessment in Oregon. --**Part 2 focuses on identifying or developing technical skill assessments that meet standards of validity and reliability.**

### **Introduction**

The Perkins reauthorization of 2006 shifts the measure of technical skill assessment from grades or GPA in Career and Technical Education (CTE) programs and courses to measurement by assessments that are valid and reliable. In response to those requirements, the Oregon Department of Education (ODE) will provide a list of valid and reliable assessments that accommodate the diversity in CTE Programs of Study and meet the federal requirements. The list will include commercially available assessments as well as approved locally developed assessments. This document outlines a process for identifying appropriate technical skill assessments whether they are commercially or locally produced.

### **Phasing in technical skill assessments**

No later than the beginning of the 2012-2013 school year all approved CTE Programs of Study **must** include technical skill assessments that are valid and reliable. Assessments need to be in place for both secondary and post-secondary components of the CTE Program of Study. Prior to 2012, assessments will be phased in as CTE Programs of Study are approved and appropriate assessments become available. Specific secondary and post-secondary assessments are identified on the application for the secondary component of a CTE Program of Study when it is submitted for approval. The secondary and post-secondary assessments do not need to be identical. If an appropriate assessment is not available at the time of program approval, a plan for identifying or developing an assessment **must** accompany the CTE Program of Study application.

Some students may need an alternative form of assessment in order to accurately demonstrate their technical skill attainment. These students must not be excluded from taking the assessment. Alternative forms of an assessment may be available from a vendor or an instructor can provide an appropriate form of assistance to the student. In either case, the results of the assessment should accurately reflect how well a student has met the same standards required of all students taking the assessment.

## Approval of Commercially Available Technical Skill Assessments

All ODE approved technical skill assessments need to meet the criteria listed in Appendix A of this document. The following types of commercially produced assessments are usually able to meet these criteria.

1. Assessments used as a national or state licensure exam.
2. Assessments used as an industry-recognized certification exam.
3. A nationally validated assessment produced by a recognized organization (i.e. NOCTI, SkillsUSA)

A request can be made to the Oregon Department of Education to add commercially available assessments to the approved list. The request should be sent by e-mail to the ODE contact listed in this document for review by ODE staff. In the e-mail identify:

- The organization that distributes the assessment.
- A website address or e-mail contact.
- The name of the specific assessment.
- The CTE Program of Study where the assessment will be used.

Requests will be evaluated and notification of the outcome will be sent to the individual making the request. A link to approved assessments will be posted on the Oregon Skill Sets web pages.

In some cases a commercially produced assessment may not meet the basic criteria outlined in Appendix A. This can occur if:

1. The assessment needs to have significant modification for local use.
2. The assessment is used as part of a text or curriculum and does not have evidence of validity or reliability.
3. The assessment has been developed commercially to meet Oregon needs, but has not been pilot tested.

If the commercially produced assessment does not meet the requirements for validity and reliability, it will be treated as a locally produced assessment and ODE will require further data before including it on the approved list.

At times, commercially available assessments may not report performance levels but they may provide normed data. Normed results indicate how well a student performs on the assessment compared to other similar students. The results of the assessment are usually given as a percentile. For the purpose of Oregon technical skill assessment, scores that are above the 50<sup>th</sup> percentile would be considered proficient until an appropriate cut score can be determined.

## Approval of Locally Developed Technical Skill Assessments

ODE will recognize locally produced technical skill assessments that meet the same criteria required for commercially available technical skill assessments. The developer of the assessment is responsible for submitting adequate documentation to demonstrate how the requirements are being met. Locally produced assessments may be advantageous because:

1. Administration costs are often lower than commercially produced assessments.
2. Assessments can better reflect the actual curriculum.
3. Assessments may reflect alternative approaches such as evaluation of performance or portfolios.

These advantages need to be balanced against the costs of producing a local technical skill assessment. To assure validity and reliability, locally produced assessments will require a significant amount of time and effort to develop and pilot test.

### General Principles for Producing an Assessment

A technical skill assessment can provide data to help determine whether students are meeting standards. This is usually called a criterion-referenced assessment. Typically criterion-referenced assessments are tests with multiple choice questions. Alternative approaches that measure student performance on a specific task or set of tasks can also be criterion-referenced. A criterion-referenced assessment needs to be developed carefully or the validity and reliability of the assessment can suffer.

#### Tests

When writing a test it is important to write questions and responses carefully. Test questions that are too easy, too difficult, or ambiguous can affect the reliability of the test. Questions that require extended responses, such as an essay question, should have clear scoring criteria.

An alternative to writing test questions is to use a test item database. These databases usually contain items that are properly written, however, they still need to be evaluated carefully for validity and reliability. Another alternative is to use tests that are provided with specific curriculum. Although these tests may meet the basic validity and reliability criteria, copyright restrictions can limit the use of the test. ODE will not promote violation of copyright law. If the proposed test is copyrighted, ODE may request proof that the educational institutions have the rights to reproduce and use the test.

#### Performance Assessments

Performance assessments must also be designed carefully. A performance assessment uses a task or multiple tasks to determine student proficiency. The assessment should also provide sufficient evidence that a student can perform consistently. The tasks need to be clear to the student and all materials related to the tasks must be available. Performance assessments are usually scored with a rubric or scoring guide. A scoring guide should have enough detail so that student performance can be consistently scored.

### Determining Validity

There are two acceptable routes for determining validity of a locally produced assessment. One route is to have a systematic and formal review of the test or performance by a group of professionals that represent

the appropriate industry. The industry group validates that the assessment reflects appropriate industry standards. Another approach is to create an assessment framework or table of specifications. The framework or table needs to identify the match between specific test items and specific industry-recognized standards. There should be an appropriate number of items or tasks representing each of the standards being tested. In either case, it would be appropriate to have industry representatives involved in the assessment development process to insure a high level of validity.

## **Determining Reliability**

### **Tests**

Reliability relates to the ability of an assessment to consistently measure the same thing. Reliability is frequently determined through a statistical analysis of data gathered during a pilot test. For a typical test the following statistical measures are commonly used to measure reliability.

- Chronbach's alpha
- Kuder-Richardson Formula 20
- Pearson Product-Moment Correlation Coefficient (test-retest reliability)
- Spearman Brown prediction formula (split-half reliability)

Each statistic produces a reliability coefficient that has a highest possible value of 1.0. Generally values of 0.6 to 0.7 are considered adequate and 0.8 or higher is good. Reliability of a test can be improved by clarifying questions or lengthening the test. Analysis of individual test questions may reveal why a reliability coefficient is low. Test questions with multiple correct answers can lower reliability.

### **Performance Assessments**

Assessments using student performance or portfolios require a different method for determining reliability. The most common method is called inter-rater reliability. This method demonstrates reliability if multiple "judges" use the same scoring guide with the same piece student work and independently assign the same score. There are several statistical approaches to determine inter-rater reliability. Most approaches may not be practical for locally developed performances or portfolios. A rater training plan can substitute for the statistical approach. The purpose of the training plan is to calibrate the scores given by any rater against those of a set of expert raters. Calibration requires examples of performance or portfolios that have been previously scored along with appropriate scoring guides. The goal of calibration is to have each rater provide a similar score that is close to the expertly determined score. Training should take place immediately before evaluating the performance.

The conditions under which the test is being administered can affect reliability. This is particularly true for performance or portfolios assessments. The conditions under which the assessment is being conducted should be clearly documented. This includes a description of any tasks students are completing, any materials they should have, the type of assistance that can be provided, and the time that is allowed.

## **Determining Proficiency Levels**

### **Tests**

A technical knowledge and skills test can help determine whether a student is proficient as measured against a set of standards. Proficiency levels are usually determined by a panel of content experts. A typical way to do this is to rank questions on a test from easiest to most difficult and have the experts place a “bookmark” at the border between basic and proficient. Another “bookmark” is placed between proficient and advanced. This will provide a range of scores that are considered proficient.

### **Performance Assessments**

In a performance assessment, the proficiency level can be built into the scoring guide used for the task or portfolio. Scoring guides may have two or more levels. At a minimum, a scoring guide needs to distinguish between someone who is proficient when performing the task and someone who is not. At times it is useful to have levels in a scoring guide that are beyond proficient. This would be especially true in a high school assessment where students would not be expected to meet industry-level proficiency. Scoring guides are usually classified as analytic or holistic. An analytic scoring guide breaks a task or portfolio into very specific measurable criteria that can be rated. For example, an analytic scoring guide for a construction task might include some specific ranges of measurement that are allowable on each aspect of the task. An analytic scoring guide is often expressed as a check list based on very specific tasks. A holistic scoring guide, on the other hand, groups criteria into a larger category. In the construction example, there may be a category of overall accuracy of measurement that includes error, methods of taking measurements, and ability to correctly read values from a set of plans. The score for the category would come from a holistic look at the criteria

## **Contact Information**

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Questions about technical skill assessment can be sent to:

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## Appendix A

### Criteria for Approval of Oregon Technical Skill Assessments

Technical skill assessments used for reporting data on technical skill attainment in CTE Programs of Study must be approved by the Oregon Department of Education. All approved assessments must meet the following criteria.

- 1) Student performance data is available to instructors for reporting purposes in either of the following forms.
  - a) Student aggregate data that can be used to calculate the percent of students who are proficient.
  - b) Individual student data that can be used to calculate the percent of students who are proficient.
- 2) Student data will be available to instructors in time to be reported to ODE by June 30 of the year the assessment was administered.
- 3) Produced or evaluated by an organization that has expertise in assessment and is not directly connected to the organization using the assessment.
- 4) Demonstrated **validity** through any of the following
  - a) Recognition by a state or national industry group as a valid assessment.
  - b) An assessment framework, table of specifications, or other set of assessment specifications tied to industry-based standards.
- 5) Demonstrated **reliability** through a clearly defined set of assessment administration guidelines and any of the following
  - a) Evidence of national or statewide pilot testing conducted to determine reliability.
  - b) Statistical test of reliability appropriate to the type of assessment.
  - c) A rater training plan that would assure consistent scoring of performance assessments.
- 6) Linked to a particular cluster or focus area for which there are existing CTE Programs of Study in Oregon.
- 7) Alignment tools such as test specifications or assessment frameworks are available to assessment administrators.

- 8) Provides an age-appropriate proficiency score that has been established through any of the following means
- a) Determined by a panel of industry experts.
  - b) Determined using normed data based on populations related to those being tested.
  - c) Required for post-secondary program entry.
  - d) Required for an industry recognized certificate or degree

**Appendix B**

**Application for Locally Produced Technical Skill Assessment**

Name of Applicant:

Affiliation:

Address:

Phone:

E-mail:

Identify the CTE Program of Study where the assessment will be used.

Identify the secondary or post-secondary institution where the assessment will be used.

Please attach documentation for the following:

<b>Reliability</b>	<p>Statistical measurement of reliability using a pilot test.</p> <p>OR</p> <p>Description of training process to insure interrater reliability including materials used in the training.</p>
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<b>Validity</b>	<p>Written verification of assessment validity from an officer of an industry professional organization that represents the career area being assessed.</p> <p>OR</p> <p>Signed letter from members of an advisory group assembled for the purpose of evaluating the assessment validity.</p> <p>OR</p> <p>Table of specifications identifying the standards and specific parts of the assessment associated with those standards.</p>
<b>Proficiency</b>	Description of how proficiency level was established including names and affiliations of individuals involved in the process.
<b>Assessment Materials</b>	Copies of all materials related to the assessment including the actual assessment. For performance assessments the materials should provide details about the setting for the assessment, the specific task, and all appropriate scoring guides.
<b>Copyright</b>	Verification that use of the assessment does not violate copyright laws.

Submit all materials to:

Tom Thompson  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310  
[Tom.Thompson@state.or.us](mailto:Tom.Thompson@state.or.us)

Materials will be reviewed by a team appointed by ODE. All materials completed and submitted by May 1 will be reviewed in time to be used during the next academic year.

Periodic review of locally produced assessments will be conducted on a four-year cycle that coincides with the CTE Program of Study renewal. Any changes in locally produced assessments made prior to the review must be approved by ODE in writing.