



CTE PROGRAMS OF STUDY AND CTE CAREER PATHWAYS

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OUR GOAL AS EDUCATORS...

...ensure all students are college and career ready.

College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees.

*[Adopted by the Oregon Education Investment Board (OEIB).
April 8, 2014]*

CTE AND CAREER PATHWAYS

What we hope to talk about:

- Funding Streams for CTE
 - Federal
 - State
- CTE Programs of Study
- CC Career Pathways Initiative
- How does this fit into what you do with ASPIRE?
(Element 4 CTE POS)
- Your questions...?

FEDERAL EDUCATION FUNDING STREAMS

- **Elementary and Secondary Education Act (ESEA—1965)**
 - Last authorized as **No Child Left Behind Act of 2001 (NCLB—2001)**
 - Authorized for 6 years
 - Re-authorization 8 years overdue
- **Carl D. Perkins Career and Technical Education Act of 2006 (Perkins—1984)**
 - Authorized in 2006 for 6 years (2012)...3 years overdue
 - Last fix until 2016
- **2015.....2016...?**

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STATE EDUCATION FUNDING STREAMS

- **Current Oregon CTE legislation and initiatives:**
 - **CTE Revitalization**
 - **STEM grants**
 - **CTSO Chapter Grants**
 - **Career Pathways Funding (HS)**

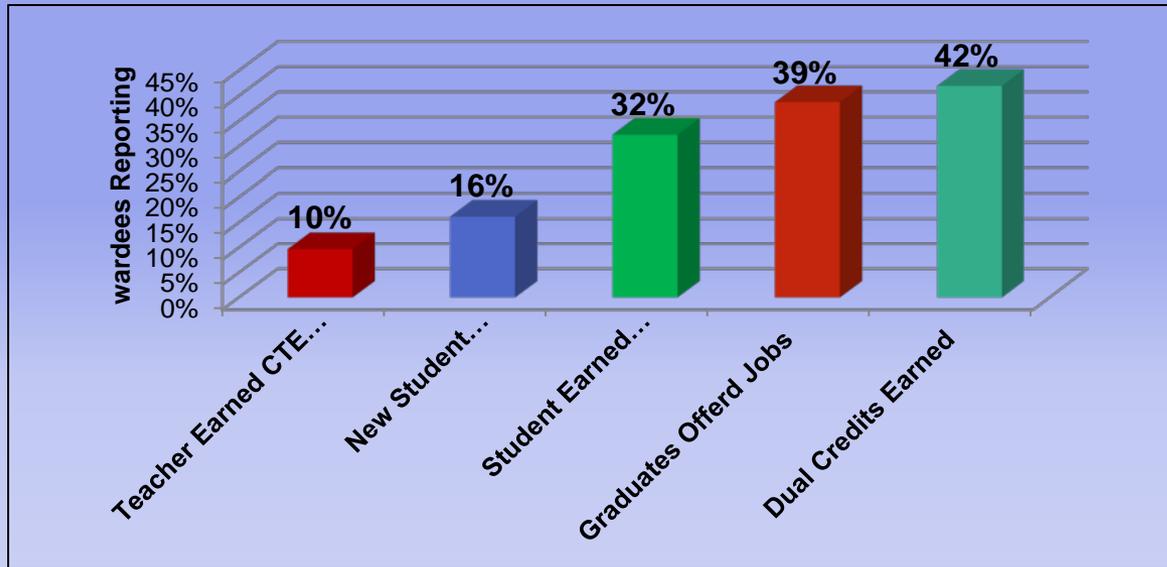
STATE EDUCATION FUNDING STREAMS

CTE Revitalization 2013-2015

- 31 fully-funded awards
- Averaging \$350,000
- 144 schools and 404 partner organizations
- Over 413 classes were enhanced or created in grades K-12, serving 15,787 students.

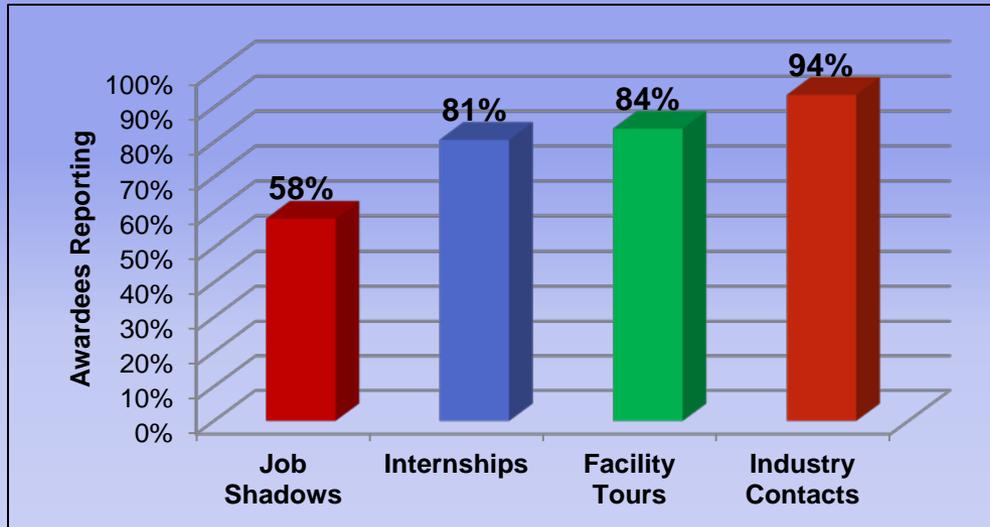
STATE EDUCATION FUNDING STREAMS

CTE Revitalization



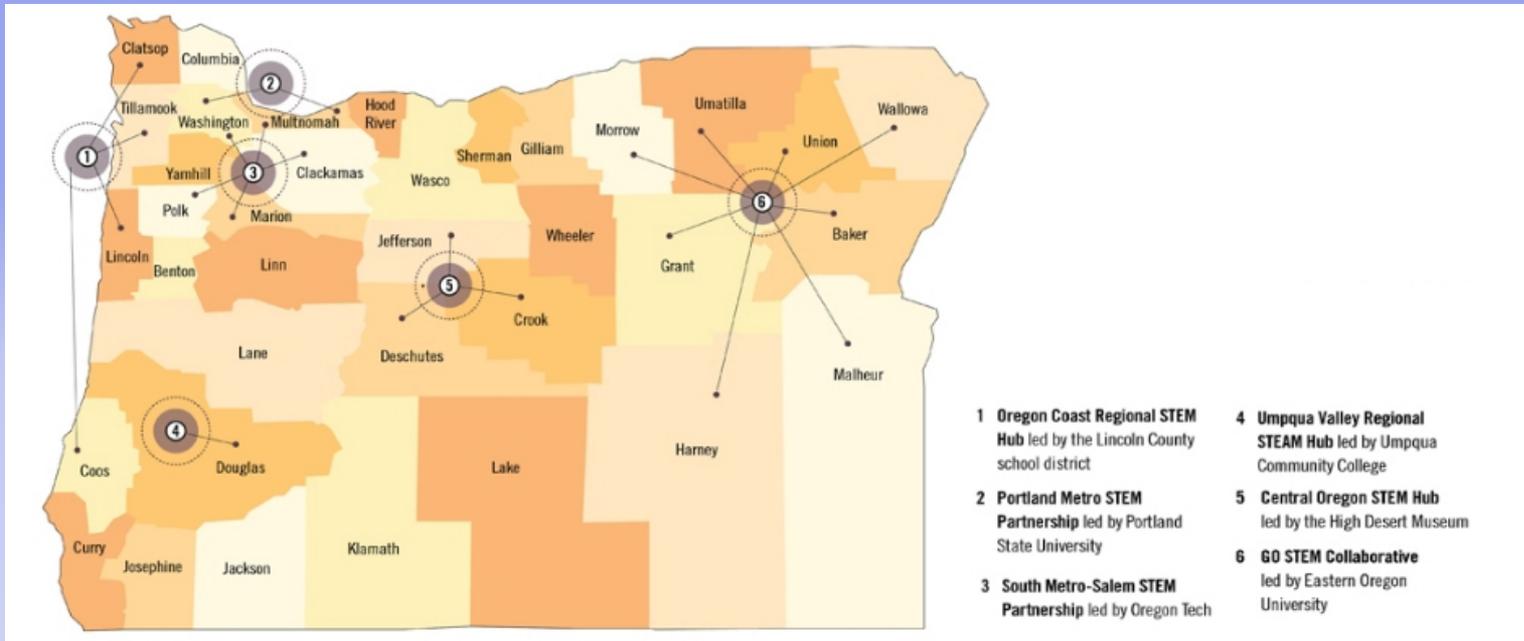
STATE EDUCATION FUNDING STREAMS

CTE Revitalization



STATE EDUCATION FUNDING STREAMS

STEM grants



STATE EDUCATION FUNDING STREAMS

STEM GRANTS - OUTCOMES

- **Double grade 4 & 8 math and science proficiency by 2025**
- **Double STEM/CTE degrees and certificates by 2025**
- **Increase inclusion of under-represented student populations**
- **Long-range:**
 - **Raise per capita income**
 - **Reduce poverty**
 - **Increase public revenues**

STATE EDUCATION FUNDING STREAMS

CTSO Chapter Grants

- Support local CTSO expansion, advancement, and program quality.
- Used for a wide variety of purposes
 - Advisor stipends
 - Marketing materials
 - Transportation
 - Uniforms
 - Competitive event resources

STATE EDUCATION FUNDING STREAMS

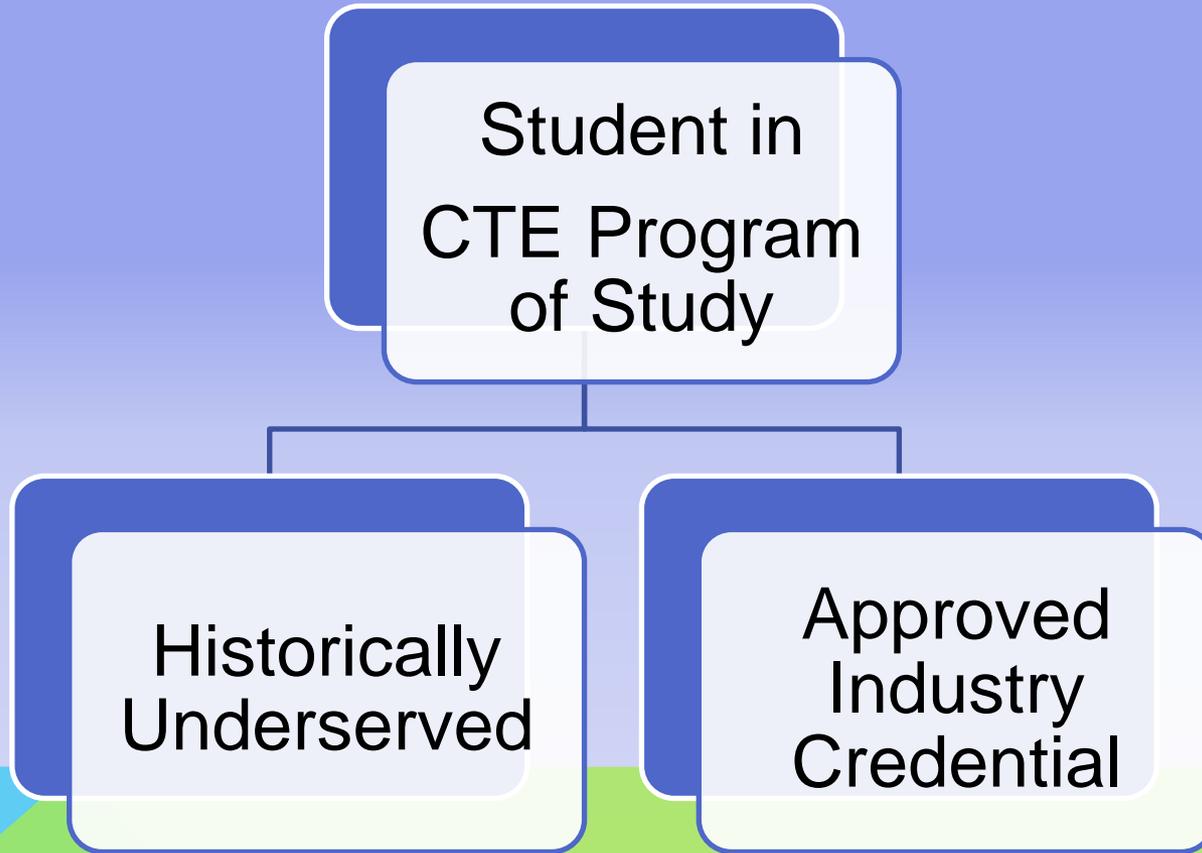
Career Pathways Funding (HS)

PURPOSE

To fund activities related to CTE that lead to high wage high demand jobs

An investment to incentivize quality program development

HOW ALLOCATIONS ARE GENERATED

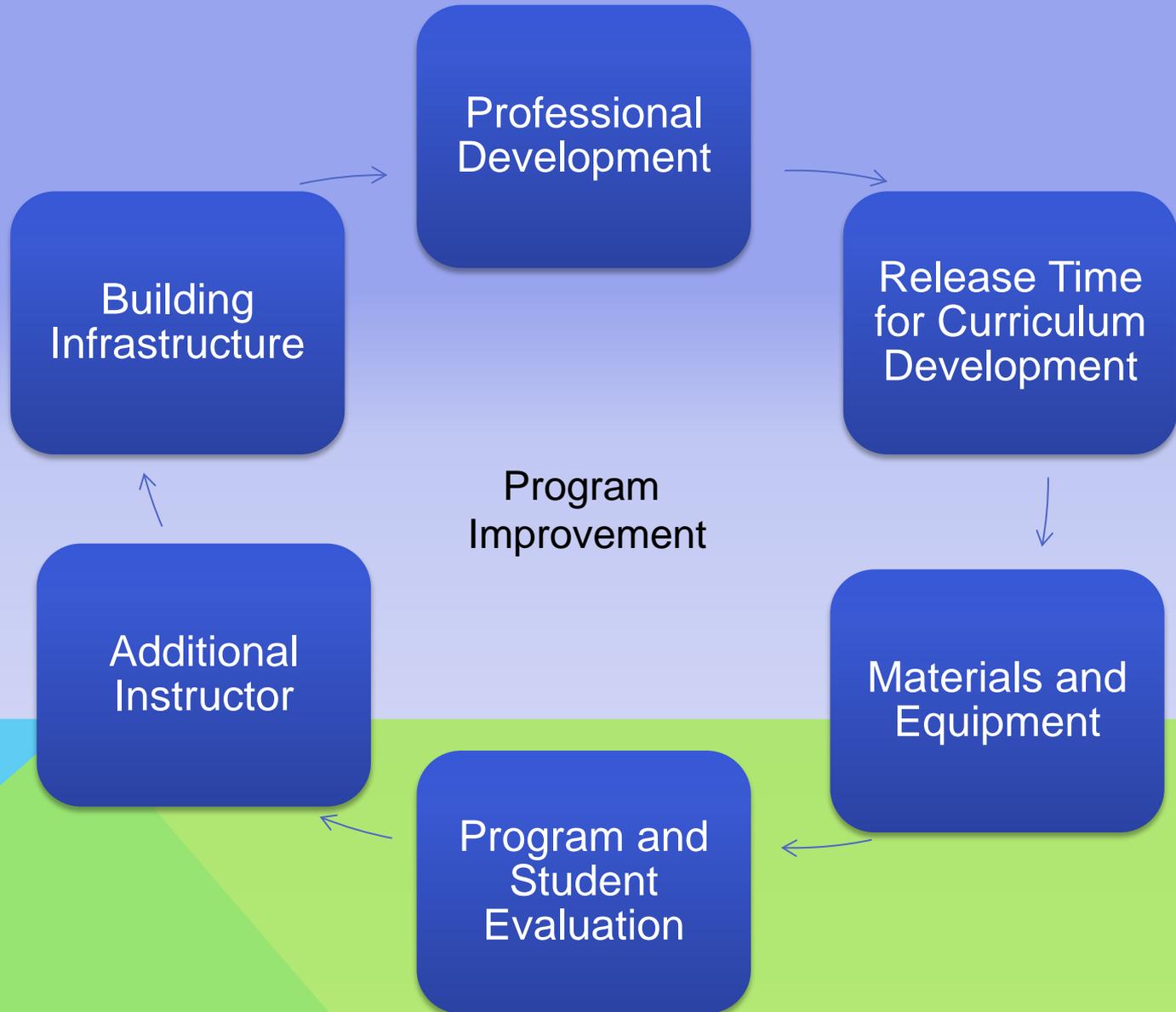


PATHWAYS TO HIGH WAGE, HIGH DEMAND OCCUPATIONS

High-wage Occupations - Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular area

High-demand Occupations - Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular area

SAMPLE ALLOWABLE COSTS



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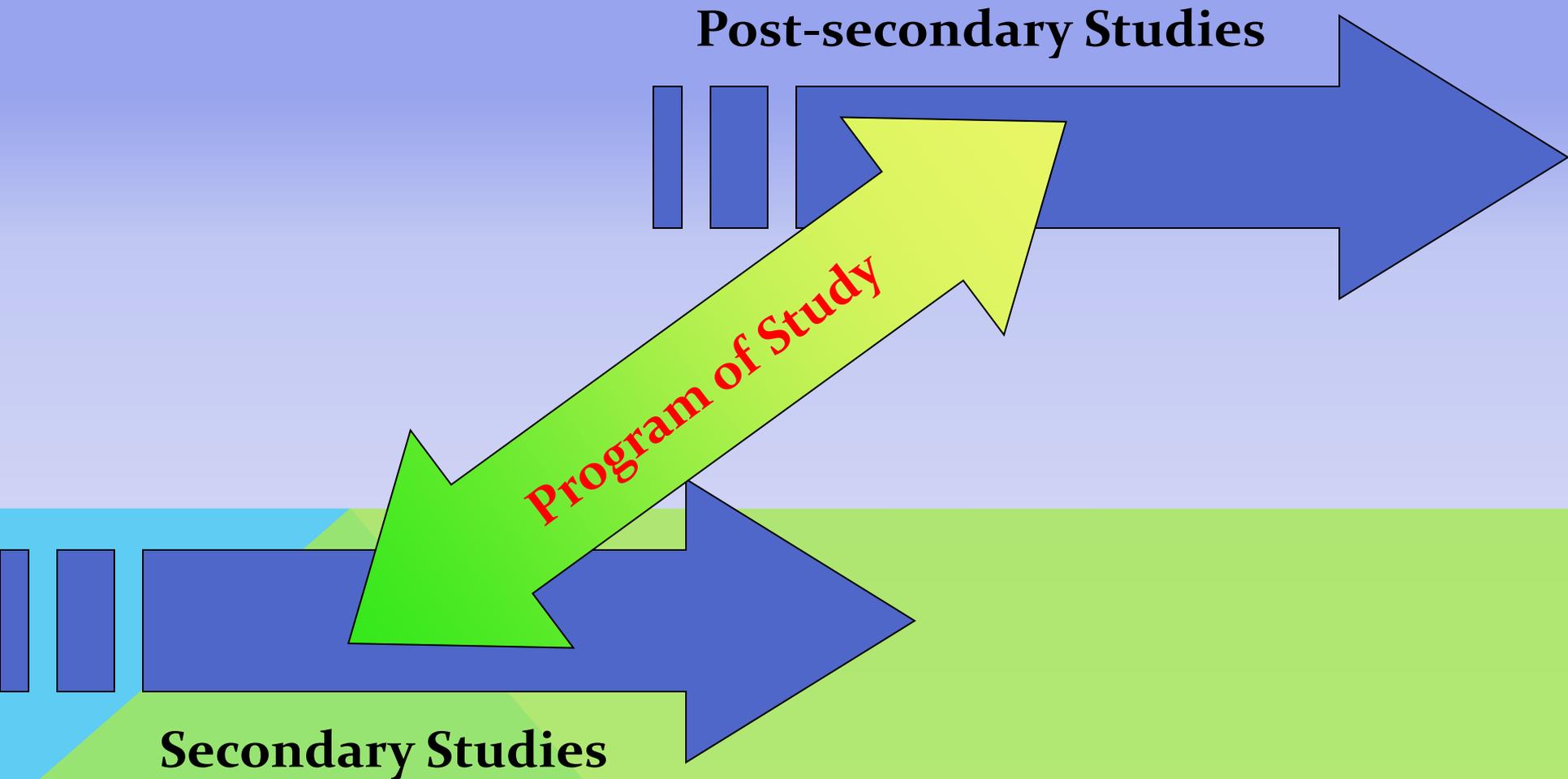
CTE PROGRAMS OF STUDY: PERKINS DEFINITION

“A program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree..”

Section 3 Definitions, (4)(B)(i)

Carl D. Perkins CTE Act of 2006

Designing the Career Pathway



Academics

Strategies Along a Continuum....

**Isolated
Silos**



**Blended
Instruction**



**Infused/Integrated
Instruction**

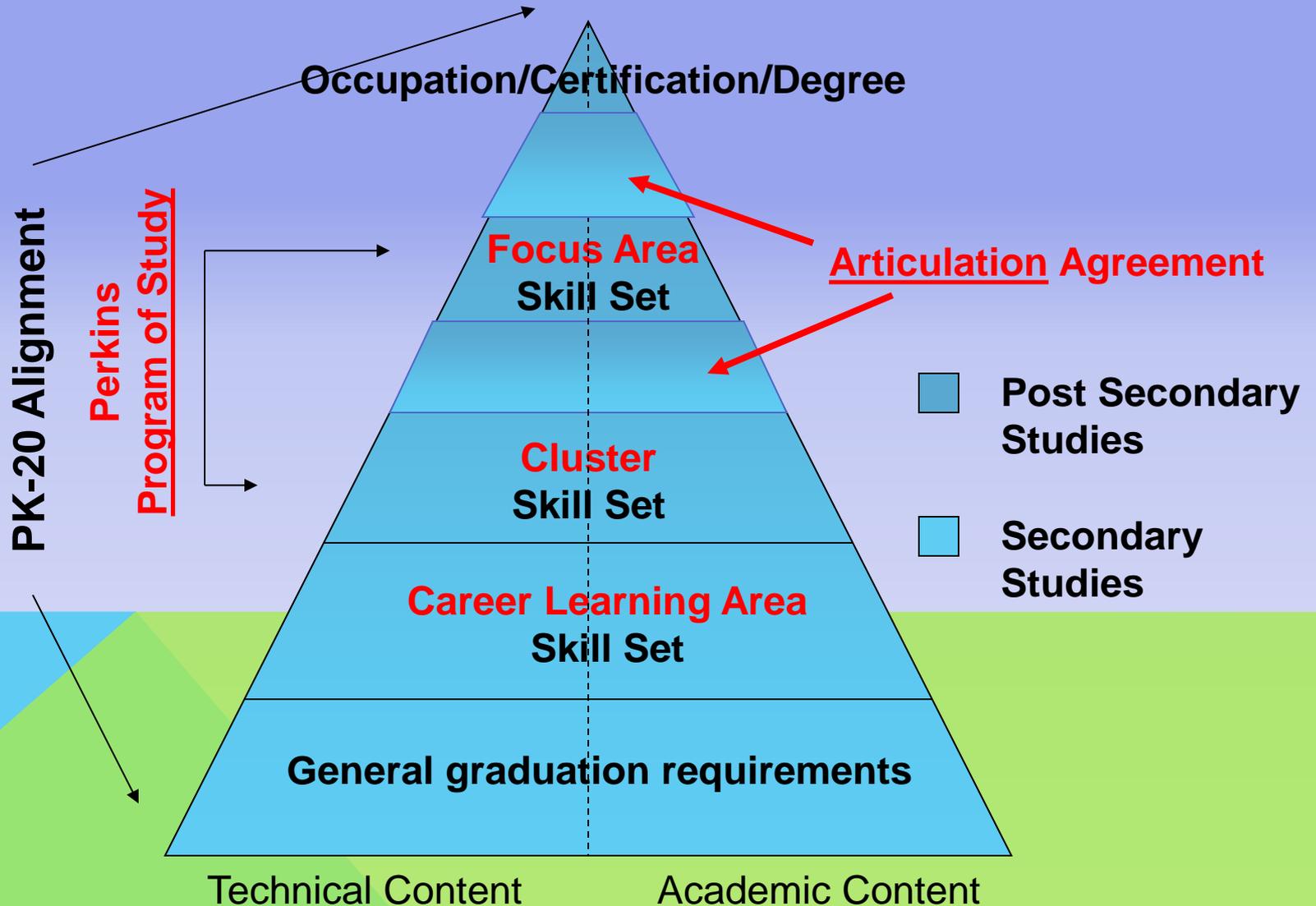
Direct content focus

**Credit for proficiency
Team teaching,
Academic identification
& application,
Project based learning**

**Rigorous learning infused
with academic concepts and
authentic life experiences**

CTE Content

ALIGNMENT ARTICULATION



THE 5 ELEMENTS OF THE CTE POS

- 1. Standards and Content**
 - 2. Alignment and Articulation**
 - 3. Accountability and Evaluation**
 - 4. Student Support Services**
 - 5. Professional Development**
- 

CTE PROGRAMS OF STUDY RESOURCES



Career and Technical Education (CTE)

Home > Teaching and Learning > CTE > CTE Program of Study > CTE Programs of Study Application Resources

News [RSS](#)

News Announcements

- Thursday - August 13, 2015
[Career Pathways Glossary](#)

CTE Programs of Study Application Resources

An Oregon **Career and Technical Education Program of Study (CTE POS)** is a sequence of courses, aligned to industry standards at the secondary and post-secondary level, that integrates technical and career skill proficiencies with academic content. A CTE POS prepares students for the workplace, further education, training, and community roles. Use the documents and resources below to research, develop and submit an application for a CTE Program of Study. State approved programs of Study are eligible to use federal Carl D. Perkins funds to help improve student performance.



- CTE Programs of Study**
 - [Oregon CTE Program of Study Application 2015](#)   03-23-2015, **Deadline June 30, 2015**
This application is intended for new Programs of Study that have not previously gone through the Perkins IV transition process. It lists the appropriate CTE license endorsement appropriate for each Cluster in the Cluster pull-down menu on page 1. (The applying secondary teacher's license should match this, or a plan to match it must be identified in the application.)
[Before using this Application, please closely review the Guide below.]
Please use this version for transmitting an application to ODE for approval of a CTE Program of Study.
No previous versions of this application will be acceptable for POS application submissions.
 - [Guide to Using the Oregon CTE Program of Study Application](#)  
This Guide will help you understand the new CTE Program of Study Application and should help answer some of the questions that may come up in filling out the application. [Read this Guide before starting the Application above.]
 - [CTE Course-to-Standards Crosswalk Templates \(by Cluster\)](#)
This page includes Course-to-Standards Crosswalk Excel templates to crosswalk the Skill Standards identified for your CTE Program of Study.
- CTE Programs of Study Renewal**
 - [Oregon CTE Program of Study Renewal Application 2015](#)   03-23-2015, **Deadline June 30, 2015**
This abbreviated application is designed to work in conjunction with the CTE Course-to-Standards matrices linked to below. Please read this application thoroughly, address the Student Support Services questions completely on Page 2 (secondary and postsecondary responses are required for all items), and include links or attach supporting documents as appropriate.
No previous versions of this application will be acceptable for POS renewal application submissions.
 - [CTE Course-to-Standards Crosswalk Templates \(by Cluster\)](#)
This page includes Course-to-Standards Crosswalk Excel templates to crosswalk the Skill Standards identified for your CTE Program of Study.
- CTE Regional Programs of Study**

ELEMENT 1: STANDARDS AND CONTENT

- ❑ **Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards**
- ❑ **Shared secondary and post-secondary 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**
- ❑ **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**
- ❑ **A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards**

ELEMENT 1: STANDARDS AND CONTENT

- ❑ **A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:**
 - ❑ Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements
 - ❑ Demonstrate mastery of academic and technical content that is aligned with industry standards
 - ❑ Apply learning through authentic experiences
 - ❑ Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

OREGON SKILL SETS

OREGON DEPARTMENT OF EDUCATION

SEARCH CENTER

Home > Teaching and Learning > Subjects > Oregon Skill Sets

- Thursday - August 13, 2015
[Career Pathways Glossary](#)

Oregon Skill Sets
OSS Organizational Chart

OREGON SKILL SETS

THE OREGON SKILL SETS ARE LISTS OF KNOWLEDGE AND SKILLS IN CAREER AND TECHNICAL EDUCATION (CTE) THAT STUDENTS NEED IN ORDER TO BE SUCCESSFUL IN OREGON'S EDUCATIONAL AND CAREER ENVIRONMENTS.

CAREER AREAS

**** OSS Home Page ****

- Ag, Food and Natural Resource Systems
- Arts, Information and Communications
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems

CAREER AND FOR RELATED NEWS AND EVENTS, AND LINKS TO RESOURCES - INCLUDING CAREER VIDEOS.

QUICK VIEW

CLICK LISTS TO DRILL DOWN SELECTED FOCUS AREA WHERE YOU WILL FIND REAL TIME DATA FOR KNOWLEDGE AND SKILLS, OCCUPATIONS, AND PROGRAMS.

SUPER SEARCH

TYPE KEY WORDS INTO OUR SUPER SEARCH TO FIND OSS RELATED LINKS. THIS IS A MORE THOROUGH AND FLEXIBLE SEARCH OF THE OSS DATABASE.

 **OSS Resources**
Includes links to Career Assessments, Programs of Study, and miscellaneous related resources.

 **Career Related Videos**
A complete listing of over 500 career videos found in the OSS Super Search.

 **OSS Help**
Includes links to Getting Started, OSS Search FAQ's, and information re: XML and PDF downloading.

ELEMENT 2: ALIGNMENT AND ARTICULATION

- ❑ **A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.**
- ❑ **Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).**
- ❑ **Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.**

ELEMENT 2: ALIGNMENT AND ARTICULATION

- ❑ **Based on the program design and instructional plan, each student will:**
 - ❑ Continually progress 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.

ELEMENT 3: ACCOUNTABILITY AND EVALUATION

- ❑ **Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan (re: Data Collection)**
- ❑ **Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:**
 - ❑ Assistance in evaluating program vision, goals and priorities
 - ❑ Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
 - ❑ Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
- ❑ **Perkins performance data is used for data-driven, CTE program of study design and improvement decisions**

ELEMENT 3: ACCOUNTABILITY AND EVALUATION

- ❑ **Students have the opportunity to learn in a contextual career related environment that allows them to:**
 - ❑ Monitor their own progress through their demonstration of attaining technical and academic skill standards
 - ❑ Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
 - ❑ Adapt their program to meet personal goals based on industry requirements and performance outcomes

ELEMENT 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. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).**
- ❑ **Each student will be able 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 post-secondary education;
 - ❑ Take ownership of their education through maintaining a current education plan;
- ❑ **Compliance is evident with Federal regulations, including 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; therefore, this POS provides:**
 - ❑ Appropriate access for all students, including non-traditional and special populations.
 - ❑ A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
 - ❑ Program facilities with 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).
 - ❑ Responsiveness to the needs of students for whom English is a second language.

ELEMENT 4: STUDENT SUPPORT SERVICES

- ❑ **Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:**
 - ❑ 1) One of the state chartered CTSO's: DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA, or
 - ❑ 2) Another local or national organization that meets the criteria listed in the ODE Student Leadership criteria document.
 - ❑ The locally developed student organization or experience provides leadership development opportunities that meet the following expectations:
 - ❑ Context related instruction, career development , and practical assessment
 - ❑ Community-based learning experiences
 - ❑ Organizational management and administrative experiences

ELEMENT 5: PROFESSIONAL DEVELOPMENT

- Connect to teacher effectiveness evaluations.**
- Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.**
- Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards**
- Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student**

ELEMENT 5: PROFESSIONAL DEVELOPMENT

- ❑ **Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.**
- ❑ **Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.**
- ❑ **Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments**

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CTE CAREER PATHWAYS: “CHUNKING”

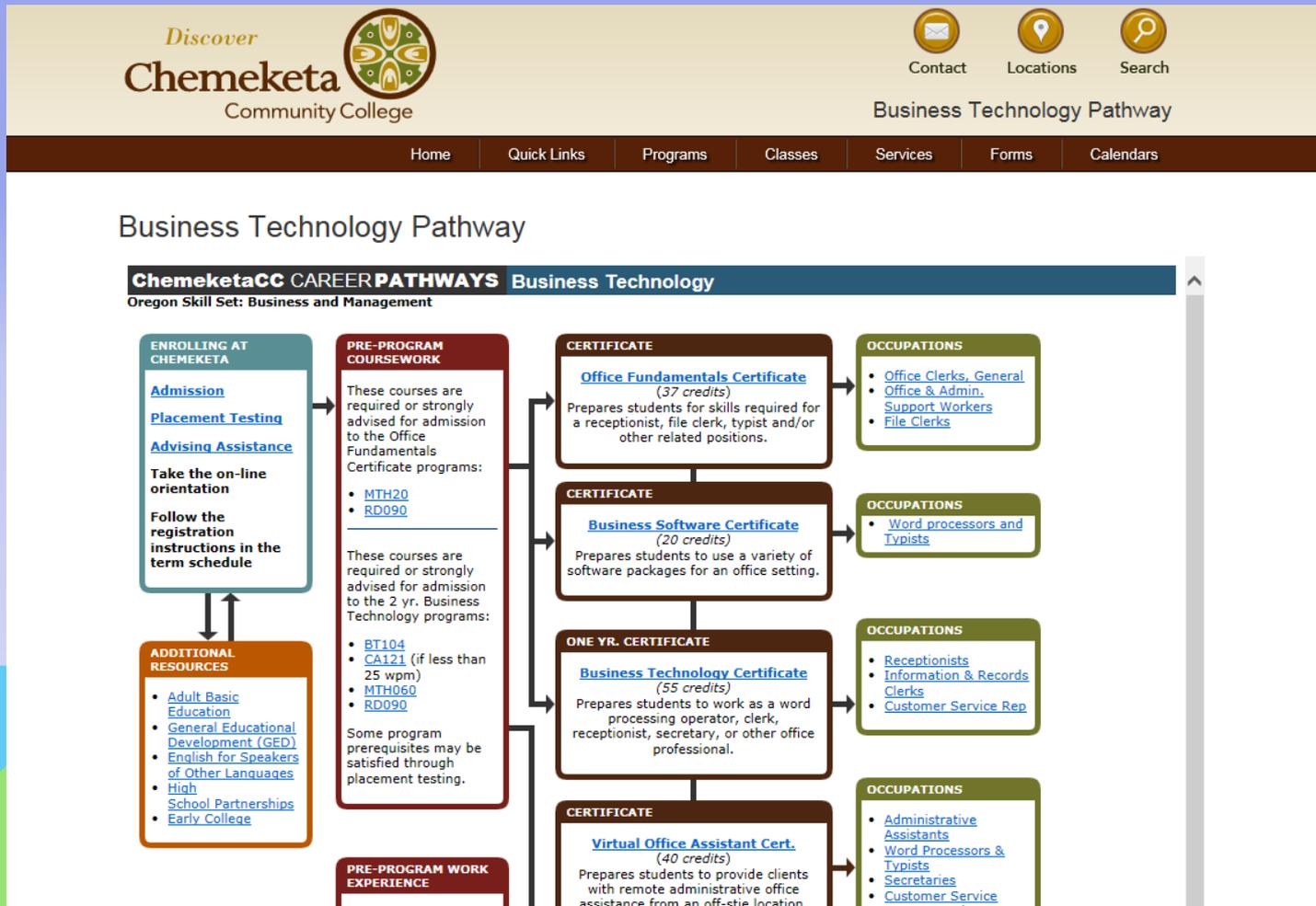
Current Pathways initiatives

- Structure
- Secondary
- Post-secondary

Roadmaps/POST Templates

CC CAREER PATHWAYS INITIATIVE

Roadmaps/POST Templates:



CC CAREER PATHWAYS INITIATIVE

Roadmaps/POST Templates:

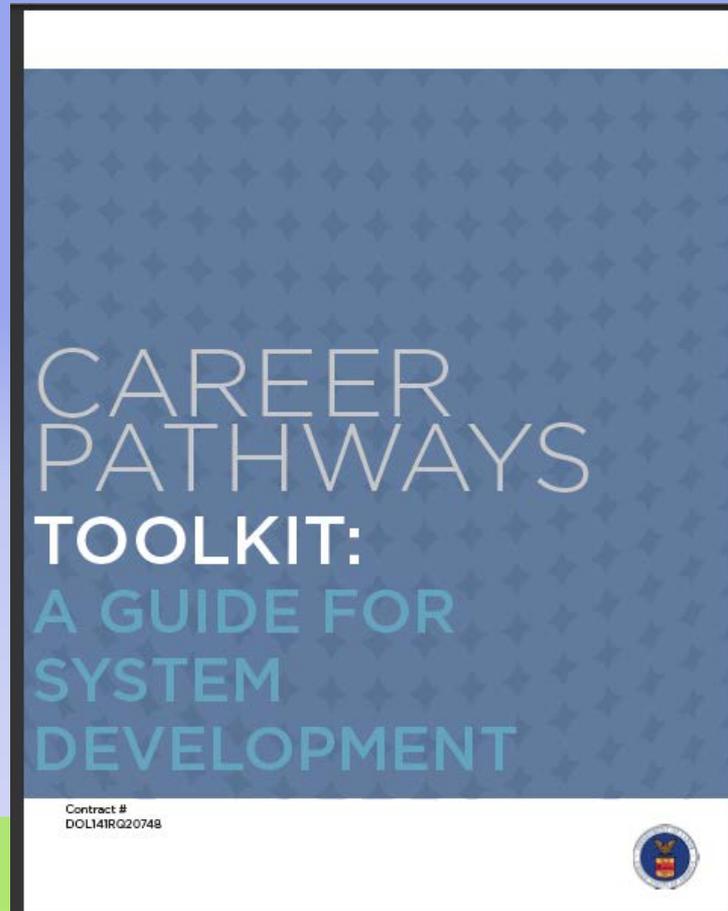
HIGH SCHOOL to COMMUNITY COLLEGE PROGRAMS OF STUDY

CAREER PATHWAYS click on your school or college to get started

Learn About Career & Technical Education (CTE) Programs at Oregon's High Schools & Community Colleges **RESET**

| HIGH SCHOOLS | COMMUNITY COLLEGES | CAREER AREAS | PROGRAMS |
|--|--|--------------|----------|
| <ul style="list-style-type: none">ACE AcademyAdrian High SchoolAlliance High School @ Benson CampusAlliance High School @ Meek CampusAloha High SchoolAlpha High School | <ul style="list-style-type: none">Blue Mountain Community CollegeCentral Oregon Community CollegeChemeketa Community CollegeClackamas Community College | | |

CC CAREER PATHWAYS INITIATIVE: WIOA



CC CAREER PATHWAYS INITIATIVE

CAREER PATHWAYS FYI: WIOA Career Pathways Definition

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

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The End

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