

- Welcome, this presentation will begin at 3:00pm.
- Questions can be submitted through the chat feature accessible from the green drop down menu at the top of your screen.
- All technical assistance webinars will be posted on the CTE Revitalization Grant website at [www.ode.state.or.us/go/ctegrant](http://www.ode.state.or.us/go/ctegrant).

# CTE Revitalization Grant

CTE Pathways and Programs of Study



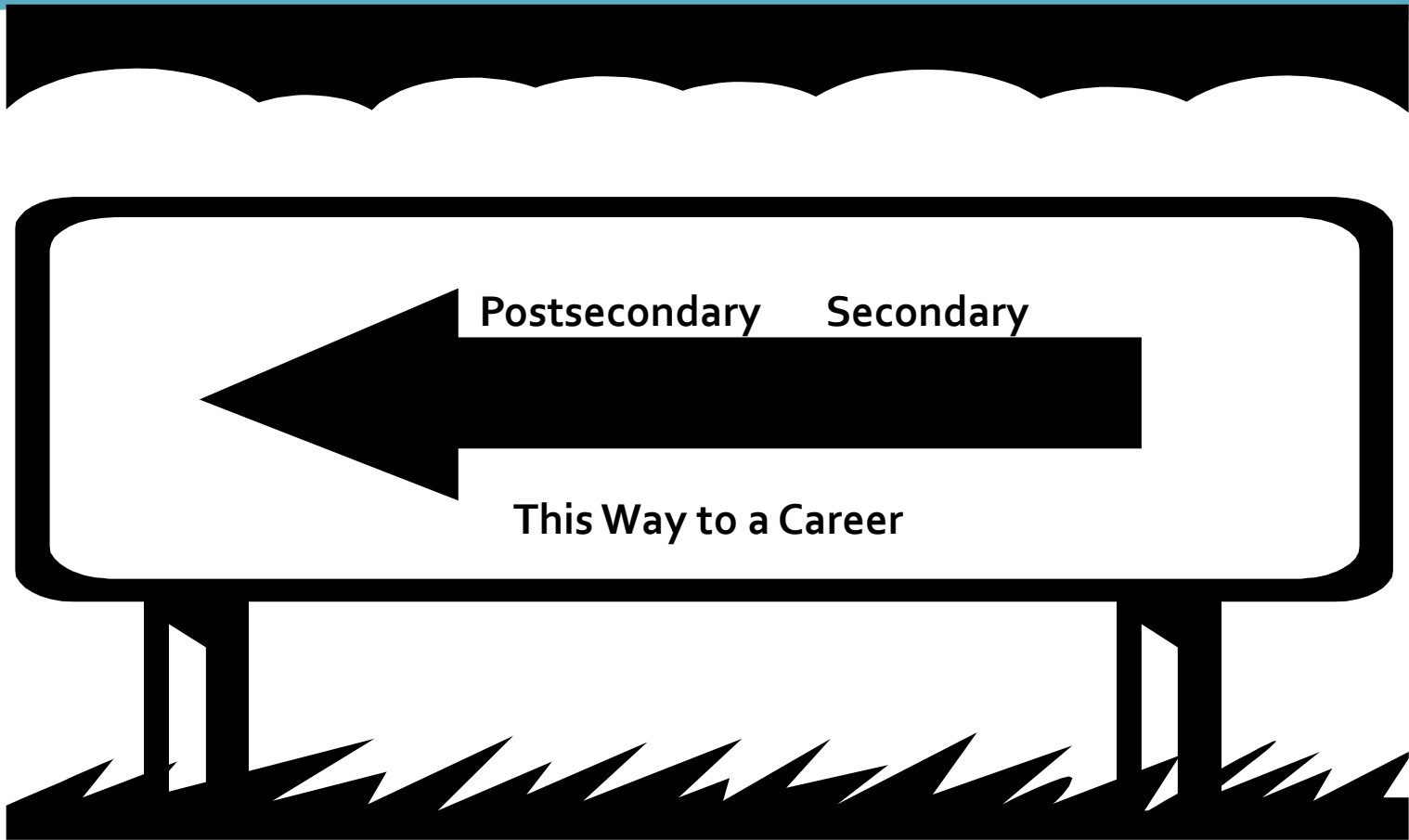
# Future Assistance

- CTE Revitalization Grant Technical Assistance Series
  - Partnerships (posted)
  - Grant overview (posted)
  - Programs of study and pathways
  - Preparing your grant
  - Final steps
- Go to the CTE Revitalization Grant website for schedules.

# Pathway



# Program of Study



Learning that works for Oregon

**CTE**<sup>™</sup>

# Contrast

## Pathway

- The broad picture
- Multiple points of exit and entry
- Belongs to the student
- Wide range of services
- Sequence unique to each person

## Program of Study

- One of many possible paths
- Secondary to postsecondary
- Institutional structure
- Select services
- Industry defined sequence

# Agenda

- Requirements of the RFP
- Alignment to Standards
- Alignment and Articulation
- Preparation for Education
- High Wage and High Demand
- Connections
- Stories from the Field
- Next Steps

# Focus of the RFP

- Includes instruction or practices that:
  - Align with technical, employability, and academic standards.
  - Prepare students for education beyond high school.
  - Leads to high wage and high demand careers.
- Not required to be a state approved CTE Program of Study.
  - Issues for teacher licensure
- Consider underserved students





# Alignment to Standards

## ➤ Technical Standards

- Based on needs of business and industry
- Oregon Skill Sets and the Common Career Technical Core (CCTC).
  - Career Learning Area -> Cluster -> Focus
  - Knowledge and Skill Statements
  - Performance Indicators

## ➤ Oregon Skill Sets database

- <http://www.ode.state.or.us/apps/oss/>

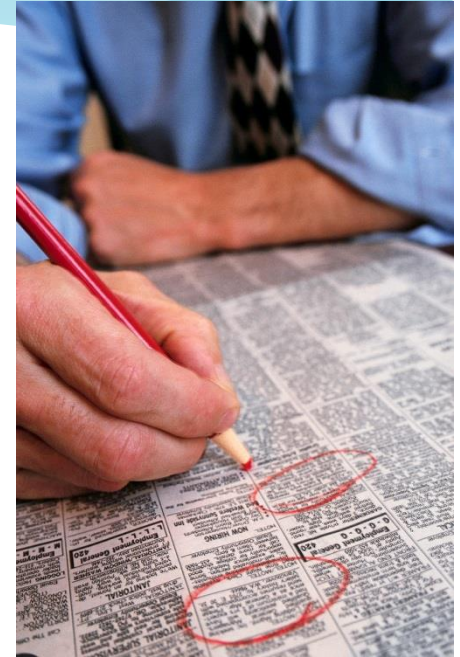


# Alignment to Standards

- Academic Standards – Relevance and Problem Solving
  - Math practices - CCSS
  - Reading in context - CCSS
  - Science practices – NGSS
- Models for linking
  - Embedded academic instruction in CTE courses
  - Academic courses with embedded CTE applications
- Purposefully embedding math and literacy instruction in CTE results in increased student performance.

# Alignment to Standards

- Employability Skills
  - Common Career Technical Core (CCTC)
  - Oregon Skill Sets
  - Oregon Essential Skills
- Models for linking
  - Entrepreneurial activities
  - Internships and job shadows
  - Career and Technical Student Organizations (CTSO)



# Alignment and Articulation

## ➤ Alignment

- Seamless transition to next steps

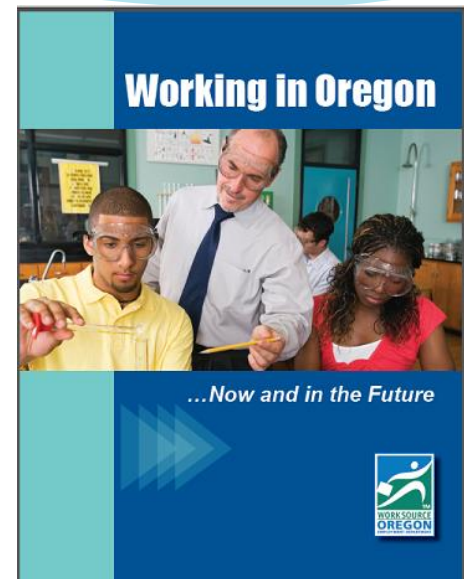
## ➤ Articulation

- Credit for overlapping alignment
  - Statewide standards
  - Instructor qualifications
  - Requirements determined by each college
  - Relevant and valuable for the program
- College Now, Dual Credit, 2+2, Tech Prep

# Preparation for Education

## ➤ 40-40-20

- Working in Oregon: Now and in the Future - 2008
- “More than 90 percent of Oregon’s projected high-demand, high-wage job openings will require at least post-secondary education in order for the job applicant to be really competitive for the position.”
- “...the risks of too little education are more costly than getting too much education.”



# Preparation for Education

- The Search for Qualified Workers: Ironies of a Jobs and People Shortage – 2013
  - More than 60 percent of vacancies don't require education beyond high school...
  - ...but wages are higher for vacancies that require more education...
  - ...and high-paying vacancies are more likely to require education beyond high school.
  - Vacancies requiring higher education are more likely to be high-paying, full-time, and permanent.

# Preparation for Education

- A CTE program of study should:
  - Support the Oregon Diploma requirements
  - Connect students to postsecondary opportunities
    - Apprenticeships
    - Community College
    - 4-year college and university



# The Evidence

- What the evidence indicates
  - Enrollment in CTE courses is associated with higher high school graduation rates.
    - Oregon CTE data for 4-year and 5-year cohorts
    - National Research Center for Career and Technical Education
  - Earning college credit in high school is associated with success and persistence in post-secondary education.
    - Three different studies by the OUS system.



# High Wage and High Demand

## ➤ High Wage

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

## ➤ High Demand

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

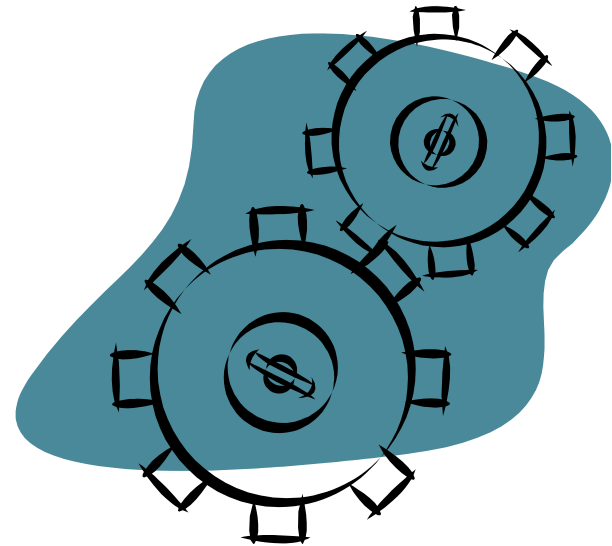
# High Wage and High Demand

## ➤ Sources of information

- Oregon Labor Market Information System (OLMIS)
  - <http://www.qualityinfo.org/olmisj/OlmisZine>
- Local community college
- Regional Workforce Investment Board (WIB)
  - <http://www.worksourceoregon.org/state-workforce-board/about-oregons-workforce-investment-board/local-workforce-board-links>
- Local business and industry

# Connecting

- Middle School -> High School
  - Awareness and Exploration
  - Sharing instructors
  - Sharing facilities
  - Peer recruitment – CTSOs
- High School -> Postsecondary
  - Development
  - Sharing facilities and instructors
  - Campus tours
  - Articulation



# Stories from the Field

- Willamette High School
  - Shift from fine arts to graphic design
  - Connections to the local community college
- Crook County High School
  - Program redesign
  - Community input
- Pine Eagle Charter School
  - Focus on the needs of the community
  - Oregon Skills Sets

# Stories from the Field

- Canby High School
  - Well established CTE programs of study
  - Focus on internships
- Wallowa ESD
  - Identifying a need for IT
  - Sharing community college resources
- Mt. Angel & Silver Falls School Districts
  - Connecting middle schools



# Next Steps

- Evaluate your current or planned CTE program of study
  - Will you meet current industry needs?
  - How will you align with postsecondary opportunities?
  - Does it reflect high wage and high demand careers?
- Communicate your plan
  - CTE program of study in a single career area
  - Enhancements of a CTE program of study across several career areas

# Questions

- Please enter you questions in the chat box addressed to everyone.
- If you have questions following this webinar, you may wish to contact:
  - Donna Brant ([donna.brant@state.or.us](mailto:donna.brant@state.or.us))
  - Tom Thompson ([tom.thompson@state.or.us](mailto:tom.thompson@state.or.us))
  - Michael Fridley ([michael.fridley@state.or.us](mailto:michael.fridley@state.or.us))
- Next webinar on creating a quality proposal is scheduled for September 27 at 3:00 p.m.