# **Appendix E:**

Flexible Learning Action Team Summary | 2021-2022

The three goals of the Flexible Learning Action Team are:

1. Incentivize innovative approaches to creating multiple on-ramps and off-ramps to CTE Programs in Perkins Reserve Grants provided regionally.
2. Support at the state level creation of online CTE Programs of Study as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.
3. Support and share practices such as competency based education, credit for prior learning, and accelerated learning.

**2021-2022 State Level Accomplishments**

* The Virtual CTE Pilot continues as an emerging collaborative of CTE administrators from various online charter school education providers across the state. Membership in the pilot requires that 75% of the students enrolled are from outside the home district of the charter school. In consultation with each other and ODE, these innovative partners are developing and offering CTE programming within their virtual school contexts. Members of the group continue to work together to discuss how common needs of each unique school can be met in a synchronized manner statewide, with the goal of providing access to high quality CTE programming in the virtual education environment.

**2021-2022 Local Level Accomplishments**

* [**McKenzie students rebuild community after Holiday Farm Fire, stand up sheds for neighbors**](https://www.registerguard.com/story/news/2021/04/20/holiday-farm-fire-rebuild-mckenzie-students-help-community-sheds/7215307002/?fbclid=IwAR0e8xuuI8B7gmU_Ll5rYGjwS4S_TcIMIsl1CmoR6MJLMYGq-nVsmrmWCBQ) Learning happens everywhere! To help address the needs of the community, McKenzie students pivoted rapidly to solve problems. Their work involved community engagement, practical applications of their design and construction knowledge and skills, and “real world” experiences that not only supported learning but closely duplicated the work that many hope to do after their secondary experiences.
* [**Hands-on Learning**](https://www.mailtribune.com/top-videos/2021/04/06/hands-on-learning/) Medford’s MPACT program blends traditional CTE programming with a tech center approach and links it all to pre-apprenticeship opportunities to give students advantages early on.
* [**Portland Community College manufacturing center ramps up**](https://pamplinmedia.com/pt/9-news/511790-409355-portland-community-college-manufacturing-center-ramps-up-) Coming in August 2022, Portland Community College’s Oregon Manufacturing Innovation Center (OMIC) will offer prospective students the opportunity to “try on” the programs they host through a series of free, introductory courses. PCC is a postsecondary partner with numerous Perkins Programs of Study around Oregon. These offerings are an example of Oregon’s community colleges supporting secondary partners and the community with linkages to high quality pathways experiences.

**Next Steps**

* We need to work interactively with “willing partners” around the state to see how the concept of course and program sharing works and how it could hold the opportunity to cross-state sharing and enhanced access to CTE programming.
* In collaboration with other ODE partners, we need to explore significant barriers to participating in shared programming, such as Internet connectivity and acquisition of/access to related gear could be considerations.
* The bigger challenge that we need to address is how less-resourced schools and districts will be able to address Internet access issues, address WBL concerns, and establish/maintain contact with business/labor/industry/trades partners when they may not exist in the immediate area. While this is not something that the Flexible Learning Team can address unilaterally, our work can highlight the need and encourage collaboration around possible solutions, as per the following:

1. Identify and network to/with partners to address the constraints and gating factors responsible for restricting CTE program access to historically underrepresented populations.
2. “Double-down” on the use of tools currently available to Oregon’s schools, such as accelerated learning and Credit for Prior Learning in the form of Industry Recognized Credentials.
3. Scan the ecosystem to find programs that are currently doing promising work in improving equitable access to CTE programming on a geographic basis.
4. Develop an incubator to nurture a two-year pilot project. The purpose here would be to help promising programs initiate, scale, and maintain a regionalized model for sharing access to CTE POS.
   1. Possibility: Recognize/incentivize the work using Leadership funds.
5. Goal #1 may be a better fit with CCL with a required partnership with Flexible Learning in order to implement.
6. Flexible Learning should be infused across the plan—perhaps there should be a flexible learning element attached to plans and ideas representing all aspects of plan implementation.

**Current Action Plan**

**Goal 1 — Incentivize innovative approaches to creating multiple on-ramps and off-ramps to CTE programs in Perkins Reserve Fund Grants provided regionally.**

* Strategy 1.1 — Regionally align career pathways and career guidance.

**Goal 2 — Support at the state-level creation of online CTE Programs of Study as appropriate while ensuring high quality to broaden opportunities for students to participate in and benefit from CTE.**

* Strategy 2.1 — Have state staff act as CTE Regional Coordinators for all online schools offering CTE statewide.

**Goal 3 — Support and share practices such as competency-based education, credit for prior learning, and accelerated learning.**

* Strategy 3.1 — Communicate clear transfer paths for CTE dual credit.
* Strategy 3.2 — Share promising practices around competency-based education and credit for prior learning.