# **Appendix C: Implementing the Plan – Proposed Partner Actions**

Achieving the vision for CTE will take all of us working together to ensure that we build systems that work for every learner. The following recommendations are summarized from several focus groups, conversations with communities of color, meetings with Oregon tribes, input from CTE regional coordinators, leaders from K-12 school districts, leaders from Oregon community colleges, educators, and business partners. These actions represent specific suggestions for ways that educators, business and industry partners, community members, and government agencies can support the plan. It should be noted that many of these recommendations are already in progress by agencies, individuals, and partner initiatives.

K-12 educators are encouraged to:

* Engage students and communities in dialogues and decisions about local and regional CTE priorities and CTE programs, and remove barriers to create access for every student.
* Network with local, regional, and statewide partners to share effective and promising practices across career connected learning (CCL) practices and CTE program areas to support coherence and continuous improvement.
* Use the local needs assessment and integrated application process to prioritize resource allocation and to inform CCL systems and CTE program creation and improvement.
* Communicate early and often the importance and relevance of career connected learning, essential employability skills, academic knowledge, technical skill development, and opportunities to connect with the community across all grade levels.
* Communicate and collaborate with the CTE regional coordinator, advisory boards, workforce partners, and postsecondary partners around CTE Programs of Study.
* Identify opportunities to align middle-grades career connected learning exploration with high-skill, high-wage, and in-demand careers.
* Talk with students and families about plans for after graduation and support transitions to career, college, and training programs, or connect students with local WorkSource Oregon centers.
* Ensure that CTE and CCL are integrated into your school improvement plans.
* Use the High Quality Program of Study Rubric and the size, scope, and quality definitions to benchmark existing CTE Programs of Study and build out a continuous improvement plan.

Postsecondary educators are encouraged to:

* Use the comprehensive needs assessment to strengthen your connections with secondary and business and industry partners.
* Focus partnerships in each region on ensuring the equitable distribution of opportunities and resources for students in CTE programs and career connected learning experiences.
* Communicate and collaborate with the CTE regional coordinator, advisory boards, workforce partners, and secondary partners around CTE Programs of Study.
* Streamline learner pathways to promote clear on-ramps to education and training, reduce barriers for adult basic skills and transfer students, and link graduates with careers.
* Collaborate with pre-service education institutions and regional education networks to streamline education pathways for prospective CTE educators, focusing on recruiting teachers from cultural and linguistic backgrounds that mirror Oregon’s student population.
* Use the High Quality Program of Study Rubric and the size, scope, and quality definitions to benchmark existing CTE Programs of Study and build out a continuous improvement plan.
* Support adults in translating their experience into credit and accelerating progress toward certificate and degree completion.
* Collaborate with Adult Basic Skills programs to support adults in transition to credit career pathways.

Business and industry partners are encouraged to:

* Work with education partners to provide CTE opportunities, including career connected learning experiences for students, especially students from historically and currently underserved and marginalized groups.
* Communicate the value and benefit of CTE Programs of Study and the breadth of Oregon careers, trends in markets, and support to employees for continuing education and career growth.
* Participate in statewide CTE Program of Study development to ensure that CTE Programs of Study are teaching the skills necessary to meet demand and offer learners a career path to high-skill, in-demand occupations.
* Mentor youth and offer work-based learning opportunities either at your place of business or through connections to classroom-simulated work experiences.

Community members are encouraged to:

* Provide guidance and mentorship to educators and learners participating in career connected learning and CTE experiences.
* Mentor youth as they develop their career identity and support their attainment of essential employability skills, academic knowledge, and technical experience.
* Partner with schools to ensure that learning out of school aligns with opportunities for in-school learning.
* Communicate with education and business and industry about a vision for quality CTE experiences and the availability of opportunities for career exploration and workforce development.
* Leverage community-based organizations to deliver a coordinated system of social, fiscal, and educational support to ensure that each learner in Oregon has what is needed to be successful in a CTE Program of Study of their choosing.

Government agency staff are encouraged to:

* Use [ODE’s Equity Stance](https://www.oregon.gov/ode/students-and-family/equity/pages/default.aspx) in decision-making and resource allocations to align work and achieve shared equity goals.
* Integrate career connected learning into education and workforce development policies and practices.
* Create and disseminate quality, transparent data, and analysis tools to identify and reduce equity gaps.
* Continue to monitor and support the development of a CTE educator workforce in Oregon, providing professional learning activities and technical assistance.
* Communicate regularly with statewide CTE partners about promising practices, supports, and resources available to continuously improve school and career connected learning opportunities for students.
* Create outreach strategies and materials to support increased knowledge of and access to career connected learning and CTE programs.
* Coordinate and align training, technical assistance, monitoring, and evaluation activities to increase efficiencies and reduce the burden on local entities.
* Collaborate with state and regional workforce and education partners to align career connected learning systems and CTE with industry sector strategies.
* Facilitate strategies to strengthen collaboration between secondary, postsecondary, workforce development, industry, and community partners to support Oregonians as they progress on their career paths.