# **Appendix D: Oregon CTE without Limits Action Plan 2024 - 2027**

[CTE Without Limits: A Shared Vision for the Future of Career Technical Education](https://careertech.org/wp-content/uploads/sites/default/files/CTEWithoutLimits_Vision_2021.pdf) (CTE Without Limits) is a bold national vision for a cohesive, flexible, and responsive career preparation ecosystem. This ecosystem will close equity gaps in educational outcomes and workforce readiness and leverage CTE as a catalyst for ensuring each learner can succeed in their chosen career. To achieve it, the systems and structures that need to be challenged—and in some cases dismantled—must be identified.

Oregon’s vision for CTE was developed in 2018 before the national vision for CTE was released. This vision has driven Oregon’s focus and priorities for the past four years and is in alignment with the national vision. This refinement of Oregon’s CTE State Plan includes more intentional crossover and connection with the national vision, as well as building on the work accomplished since the adoption of the 2020 CTE State Plan.

Oregon has made substantial progress toward the state vision for CTE since 2020. Career connected learning is being adopted as a framework and a goal across educational institutions, community organizations, and business and industry partners. Schools and regions have implemented innovative career exploration programs, and resources to support learners in exploring their career options have been developed. Training programs for school counselors and advisors will be available in 2024. By year’s end, there will be statewide CTE Programs of Study frameworks and CTE educator professional learning communities in every career cluster. Oregon has launched an active CTE Advisory Council as well as a CTE Student Advisory Council and started communications campaigns to expand awareness of CTE opportunities. A new CTE educator mentorship program has been adopted, and training and resources to support strong work-based learning experiences are now in place. The CTE/CCL tribal liaison has met with the nine tribes and created a plan to better support their interests and needs. Rural CTE regions have received extra support, and Oregon is building stronger partnerships between workforce development and CTE, particularly through joint work on essential employability skills. While there is much to celebrate, the work is just beginning, and the action plan below offers next steps to continue growing and expanding successful and equitable career and technical education programs.

**Oregon Vision: Oregon will reimagine and transform learner experiences to enhance learners’ future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy.**

# **Outcome 1: Career connected learning that is systemically integrated with education and workforce development.**

## **What this looks like:**

* *Each and every learner has the opportunity to engage in cohesive, flexible, and responsive career awareness, exploration, preparation, and training.*
* *Each and every learner has opportunities to explore future careers and connect learning in the classroom to their communities and/or future careers.*
* *Each and every learner is empowered with information to skillfully navigate their own career journey.*

**Strategies to achieve Outcome 1:**

Strategy 1 - Align education and workforce systems to ensure equitable access to career connected learning and elevate effective resources and assets to foster seamless transitions from and between education, training programs, and careers.

Activity 1.1: Create and implement training, guidance, and support for school administrators and other school personnel to launch and strengthen career connected learning (CCL) systems, including work-based learning, essential employability skills, and social-emotional learning standards.

Activity 1.2: Continue collaboration with regional and statewide partners (including the Workforce Talent and Development Board, community-based organizations, Oregon STEM, and the nine federally recognized tribes in Oregon) to align CCL systems in education with industry-identified career pathways, tribal-identified industry sectors, industry sector partnerships, and industry consortia.

Activity 1.3: Create clear transition support for students graduating high school to college, career, community organizations/partners, or WorkSource Oregon.

Activity 1.4: Complete CCL resources and scope and sequence K-14.

Activity 1.5: Increase access to career connected learning and CTE resources, activities, and curriculum via a CCL Resource Hub.

Strategy 2 - Prioritize middle-grades career awareness and exploration to intentionally diversify and expand interest and opportunity for participation in CTE Programs of Study leading to high-wage, in-demand careers.

Activity 2.1: Convene a workgroup to create middle-grades CTE programs of exploration curriculum, resources, and training; identify available funding for implementation of these programs.

Activity 2.2: Align middle grades career connected learning exploration with learning about high school CTE Programs and local and regional out-of-school learning opportunities.

Activity 2.3 Create a framework and provide support to help middle grades administrators implement career exploration opportunities.

Activity 2.4: Ensure the new future planning graduation requirement includes connections to CTE and multiple postsecondary pathways.

Activity 2.5: Integrate the effective use of the Education Plan and Profile, labor market information, and career information systems as guiding tools for students beginning in seventh grade as they navigate the stages of career connected learning and develop employability skills and social-emotional competency.

Strategy 3 - Empower all Oregon educators and community partners to support students' awareness and navigation of pathways to careers through learning and experiences.

Activity 3.1: Create and maintain aligned resources in collaboration with our workforce partners that showcase the current and future economy to ensure students and families know about high-skill, high-wage, and in-demand careers and how to navigate the pathways to those opportunities.

Activity 3.2: Support and promote educator externships for CTE and non-CTE educators, counselors, advisors, and administrators.

Activity 3.3: Increase learner access to resources and tools designed to support CCL, including but not limited to the CCL Resource Hub, labor market information, aligned curriculum, partnerships with community organizations, connections to business and industry professionals, and career guidance systems of support.

Activity 3.4: Showcase, celebrate, and support promising practices in online and in-person, culturally responsive career development and advising.

# **Outcome 2: Increased equitable participation in high-quality CTE and career connected learning.**

**What this looks like:**

* *Each and every learner feels welcome in, is supported by, and has access to career exploration and awareness and the means to succeed in career preparation and training, with a particular focus on all dimensions of diversity, equity, and access, including educational, racial, tribal sovereignty, socioeconomic, gender, and geographic.*
* *Removal of barriers (cultural, financial, physical, structural) that prevent learner participation.*
* *All CTE educators are given the tools, training, and supports necessary to provide equitable, inclusive, and high-quality CTE programs.*
* *Each learner’s strengths and skills are counted, valued, and portable.*
* *Student Leadership (CTSO) opportunities and engagement reflect real-life business and industry experiences and expectations.*
* *Each learner can access* [*CTE Without Borders*](https://careertech.org/resource/cte-without-borders/) *and expand learners’ access to high-quality CTE and work-based learning opportunities within and across state lines.*

**Strategies to achieve Outcome 2:**

Strategy 1 - Center equity and learner experience in decision-making, resource distribution, policies, and practices.

Activity 1.1: Increase the use of equity tools in rule-making, budgeting, and resource allocation through a close examination of data, including feedback from partners and tribes, to identify and interrupt patterns of inequity.

## Activity 1.2: Implement the [MOA State Plan](https://www.oregon.gov/ode/learning-options/CTE/Documents/MOA%20Plan%20-%2012-23-20.pdf) to ensure equitable systems and access for learners in districts and community colleges.

Activity 1.3: Increase the accuracy of data reporting to ensure the inclusion of individual student identities, such as American Indian/Alaska Native (AI/AN+), within multiracial groups.

Activity 1.4: Deliver high-quality data and analysis tools that enable the identification and mitigation of equity gaps without suppressing the distinct identities of specific student focal groups.

Strategy 2 - Strengthen the quality and consistency of CTE Programs of Study by developing resources and training educators, administrators, and partners to improve instruction.

Activity 2.1: Intentionally engage business and industry, aligned with workforce partners and the tribes, to strengthen our statewide Program of Study frameworks to promote greater consistency in quality across the state and ensure more geographical equity in the development of CTE programs across the state.

Activity 2.2: Strengthen meaningful collaboration between secondary and postsecondary education, employers, tribes, and the community in Program of Study application, design, and implementation.

Activity 2.3: Provide professional development and technical assistance on creating culturally responsive, inclusive, and welcoming CTE/CCL curriculum, courses, work-based learning opportunities, and other out-of-school learning experiences.

## Activity 2.4: Provide guidance, resources, professional development, and technical assistance to support the planning, implementation, and continuous improvement of equitable, high-quality WBL experiences for CTE students (tools such as equity lens, equity gap analysis, consensus decision-making, root cause analysis).

Activity 2.5: Provide secondary and postsecondary institutions professional development, technical assistance, and resources that remove barriers for focal student populations and nontraditional by gender (4S1/SP1) students to participate and benefit from CTE Programs of Study.

Activity 2.6: Build strong continuous improvement structures and evidence-based supports for CTE Programs of Study.

## Strategy 3 - Create clear CTE educator retention and recruitment systems, resources, and supportive spaces.

### Activity 3.1: Create onboarding and recruitment statewide systems for CTE educators, focusing on individuals in groups underrepresented in the teaching profession and those transitioning from business and industry.

### Activity 3.2: Align systems of educator licensure and initial and ongoing professional development to enhance access to business and industry experts and currently licensed teachers who want to add a CTE endorsement.

### Activity 3.3: Create information and marketing materials to help recruit CTE educators, especially those underrepresented in the teaching profession, to expand awareness of opportunities and provide clarity on the licensure process.

Activity 3.4: Leverage Educator Professional Learning Communities (PLCs) to fully implement Statewide CTE Programs of Study and support quality CTE POS implementation.

## Strategy 4 - Develop innovative policies and models to ensure CTE programs have the flexibility needed to access for all students while meeting the demands of today and tomorrow.

Activity 4.1: Share practices and support the expansion of tools that accelerate student progress, such as competency-based education, credit for prior learning, and accelerated learning.

Activity 4.2: Support adult learners in translating their experience into credit and accelerating progress toward certificate and degree completion by aligning Career Pathways, Competency Based Education, and Credit for Prior Learning.

Activity 4.3: Connect adults transitioning from Adult Basic Skills (ABS) programs to postsecondary credit through CTE Programs of Study and Career Pathway programs aligned to ABS supports in the Integrated Education and Training model.

Activity 4.4: Work with small/rural/CTE innovation sites to pilot flexible learning structures to achieve program size, scope, and quality.

Activity 4.5: Communicate clear pathways for portability of CTE dual credit and other credentials.

# **Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships.**

**What this looks like:**

* *Meaningful partnerships with students, families, educators, tribes, community-based organizations, workforce development, state agencies, and industry partners deeply invested and involved in the design, delivery, and success of the CTE system.*
* *Continuous improvement, collaboration, and alignment by leaders at all levels within our education and workforce development systems.*
* *Actionable, transparent, and trustworthy data that addresses the demographic questions, the inclusion and equity aspects, and the longitudinal outcomes of our CTE Programs of Study.*

**Strategies to achieve Outcome 3:**

## Strategy 1 - Pursue meaningful collaboration with communities, tribes, families, and students to provide comprehensive outreach and communication for those who are impacted by decisions regarding career connected learning and CTE systems.

Activity 1.1: Engage with education, tribal and workforce partners, and CTE participants regularly to gather input and feedback for the comprehensive local needs assessment.

Activity 1.2: Create outreach strategies and materials in multiple formats and languages to help learners, families, and tribal communities access resources for exploring career pathways and support the steps in their chosen pathway to ensure success.

Activity 1.3: Develop and sustain a comprehensive communication campaign covering secondary and postsecondary awareness of Oregon CTE programs and services.

Activity 1.5: Facilitate and strengthen partnerships between regional CTE coordinators and local workforce development boards.

## Strategy 2 - Create structures to achieve transparent sharing of data to support well-rounded, equitable approaches to preparing learners for life after secondary education.

Activity 2.1: Implement revised Industry Recognized Credentials approach aligned to industry sector partnerships, industry consortia, and other workforce development initiatives.

Activity 2.2: Build data visualizations, reports, and dashboards to share outcomes of CTE Programs of Study and identify gaps in access, opportunity, and benefit from CTE.

Activity 2.3: Improve data sharing and alignment with workforce system partners.

## Strategy 3 - Enhance the use and accuracy of data, reporting, and information systems to drive data-informed decision-making, monitoring state-identified performance targets, local implementation of CTE Programs of Study, and use of funds.

Activity 3.1 Create a multiple-measures indicator of career readiness that looks at college credit, Industry Recognized Credentials, and work-based learning while in high school.

Activity 3.2: Monitor progress toward meeting or exceeding state-identified performance targets on an annual basis.

Activity 3.3: Audit current data reporting systems and improve data quality and analysis through training, validations, and internal processing.

Activity 3.4: Implement accurate data collection and publish student focal group participation and retention results in CTE.

Activity 3.5: Improve the use of data to inform continuous improvement in CTE with a specific focus on equitable access, participation, and outcomes for historically underserved students.