# **Appendix J: CTE State Plan Glossary**

# **Accelerated Learning** (college credit while in high school): Educational experiences that allow high school students to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. In Oregon, there are multiple types of accelerated learning: Advanced Placement, assessment based learning credit, dual credit; International Baccalaureate, sponsored dual credit; and high school students taking courses at the college/university through direct enrollment.

**Adult Basic Skills (ABS)**: Pre-college instruction divisions in Oregon community colleges that provide non-credit course instruction and remediation in Adult Basic Education (reading, writing, math), high school equivalency preparation, and English as a Second Language (reading, writing, speaking, and listening).

**Career Connected Learning**: A continuum of experiences within a framework of career awareness, exploration, preparation, and training that are learner-relevant and directly linked to professional and industry-based expectations. These experiences provide multiple paths to success and are selected by individual learners based on their own lived experiences, skills, interests, learning styles, and life goals. Educators, counselors, business and industry, and community leaders work as partners to deliver career connected learning opportunities and support along the continuum. This continuum recognizes that learners may have multiple entry and exit points as their balance of work and education may shift as paths diverge and reconnect over time and that each individual should be able to build academic, technical, entrepreneurial, and employability skills that will prepare them for meaningful careers and life-long learning.

**Career Pathways:** The life-long learning journey of each person begins with early childhood experiences shaped by school, community, and home experiences. These pathways become more formally focused through secondary and postsecondary experiences and are continually developed through on-the-job experiences, additional education and training, and other life experiences as the career unfolds over time. There are other definitions used in Oregon listed below. ***See also: Career Pathway Programs, Secondary Career Pathways Grant, Postsecondary Career Pathways***

* [National/WIOA Career Pathways Definition](https://www.dol.gov/agencies/eta/wioa)
* [Oregon Community College Career Pathways](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/HECC_%20Career%20Pathways%20Definition%20Final.docx)

**Career Pathway Programs**: Collaborations between education and training partners from secondary schools, community colleges, universities, private career schools, registered apprenticeships, and/or industry trainers to provide standards-based curriculum and give direction to the school-based experiences of a student. These career pathways are complete, non-duplicated sequences of learning experiences aimed at preparing students for occupations in specific career areas. Career pathways programs also provide intentional student supports that ease and facilitate student transitions from high school to community college, from pre-college courses to credit-bearing postsecondary programs, and from community college to university or employment. Oregon’s community colleges receive a [biennial grant](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/career-pathways.aspx) to develop Career Pathways programs and support services.

**Career and Technical Education (CTE):** Content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual’s development of higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. Instruction focuses on areas such as Agriculture, Food, and Natural Resource Systems; Arts, Information and Communications; Business and Management; Health Sciences; Human Resources; and Industrial and Engineering Systems. ***See also: CTE Program (Postsecondary), CTE Program of Study (POS).***

**Civil Rights Protected Classes:** Oregon law ([OAR 839.005](https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=3830)) protects from discrimination based on race, color, religion, sex, sexual orientation (includes gender identity), national origin, marital status, age, and disability.

**Competency Based Education:** An educational approach that focuses on a student’s mastery of specific skills or competencies rather than on time spent in a classroom. It is a student-centered approach that aims to ensure learners acquire the necessary knowledge, skills, and abilities to succeed in their chosen field or profession.

**Cooperative Work Experience (CWE):** Cooperative work experience (CWE) means the placement of students by the high school and/or college in a structured work-based learning experience directly related to their classroom studies and under the control of the high school and/or college. Each student should have theoretical knowledge and/or practical experience in a relevant major field of study before being placed in a cooperative work experience.

**Credit for Prior Learning (CPL):** The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. ORS 350.110 defines “prior learning” as the knowledge and skills gained through work and life experience, through military training and experience, and through formal and informal education and training from institutions of higher education in the United States and in other nations.

**Credit for Proficiency:** State-approved policy that allows academic credit to be awarded when there is sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. It may also be referred to at the postsecondary level as credit for professional certification, credit by challenge examination, or the College Level Examination Program.

**CTE Program (Postsecondary Component):** Collegiate-level coursework designed to prepare persons for employment, stability, and advancement in specific occupations or clusters of closely related occupations. Career and technical education programs result in the achievement of a certificate of completion, an associate of applied science degree or option, or a bachelor of applied science, which have been approved by the community college board and the Commission or its designee. ***See also: CTE Program of Study (POS).***

**CTE Program (Secondary):**  A high school program that addresses the six elements of a CTE Program of Study and receives approval from the Oregon Department of Education. A secondary program can be a Start-Up POS for three years, working to acquire all of those necessary elements for a full POS, but must then be approved as a full POS, meeting the minimal expectations for all six of the POS elements.  ***See also: CTE Program of Study (POS).***

**CTE Program of Study (POS)**: A state-approved sequence of non-duplicative courses developed by a partnering secondary school district and a postsecondary institution that prepares students to transition across education levels and into the workforce seamlessly. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with labor market needs. A CTE POS must (1) have a secondary and a postsecondary partner that mutually develop the program based on a common set of industry standards and industry needs; (2) have aligned, unduplicated curriculum that may offer the student college credit; (3) use data and feedback to continuously improve the program; (4) provide students with comprehensive guidance and counseling and/or other student support services; and (5) include a plan for professional development that helps the instructors stay current with technical advances in their industry.

* [CTE Programs Application Resources](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTEPOS_Application_Resources.aspx)

**CTE Regional Coordinators**: CTE leaders who help school districts and community colleges develop and maintain their CTE Programs of Study. There are currently 17 CTE regional coordinators. The CTE regional coordinators each have unique funding and support and are housed at the regional education service district or the local community college. They are generally responsible for the development, local approval, state submission, teacher approval and endorsement processing, and continuous improvement of CTE POS in their regions. CTE regional coordinators partner and interact with HECC/CCWD and ODE CTE staff to support programs.

* [CTE Regional Coordinators and Community College CTE Deans](https://www.oregon.gov/ode/learning-options/CTE/TLCresources/Documents/CTE%20Contact%20Information.xlsx)

**CTE Revitalization Grant Program:** Established by the Oregon Legislature through HB 3362 (2011) and reauthorized through HB 3072 and HB 5016 (2015), the CTE Revitalization Grant Program has been established to strengthen the alignment of career and technical education, workforce development, and economic development by providing a means to invigorate existing CTE programs and providing support to create new programs that align with local industry needs. This is a biennial grant program for secondary CTE.

**CTE State Plan:** The official State Board of Education and Governor-approved plan to implement the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Oregon.

* [Oregon State Plan](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/Oregon-CTE-State-Plan.aspx)

**Culturally Responsive Pedagogy and Practices (CRP):** (CRP) are defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them” (Gay, 2000). CRP requires educators to have the skills and knowledge to address students’ diverse cultural experiences while acknowledging the dominant cultural aspects of school and the “cultural mismatch” that results.

**Equitable Access:** The ability of all students to receive an education from qualified educators in buildings that are safe and conducive to learning with sufficient resources, including digital, career-specific, and other specialized equipment used in courses. In short, all students should have an equal opportunity to learn, succeed, and thrive in CTE experiences, regardless of identity, geographic location, economic status, family or marital status, and all other protected classes or special population designations.

**Essential Employability Skills:** The collection of skills necessary to succeed in the workplace beyond those typically learned in academic settings. They include skills such as communication, problem-solving, critical thinking, teamwork, and work ethic.

**High-Wage, High-Skill, In-Demand Careers:** Occupations defined by the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB), Oregon Department of Education, and other partners, as follows:

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

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

**High-Skill Occupations:** Occupations that typically require postsecondary training (non-degree) or higher for entry, an apprenticeship at the “typical on-the-job training” level, OR related work experience or long-term OJT for entry and postsecondary training (non-degree) or above as competitive.

**High Quality Program of Study:** To be considered a HQPOS, a POS meets all of the criteria of the HQPOS Rubric at the minimum of the level three. A HQPOS provides the richest opportunities for students to achieve success on their career pathway, including postsecondary educational opportunities and career opportunities. It provides all the experiences expected in CTE, including but not limited to equitable access; interwoven technical, academic, and employability skill building; workplace learning; student leadership; and industry recognition of learning.

**High Quality Program of Study Rubric:** Each POS should constantly strive to meet the High Quality Program of Study criteria. The Rubric is a tool that breaks down the six elements of the Program of Study and provides measurable targets for meeting the criteria of those elements. Acceptable performance for each criterion is level three, but each POS is encouraged to strive for level four.

* [HQPOS Rubric](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/High-Quality-CTE-Program-of-Study-Rubric.aspx)

**Integrated Education and Training:** Integrated Education and Training is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Oregon Labor Market Information System (OLMIS):** The market analysis system for the state of Oregon, which provides economic information to employers, job seekers, students, policymakers, analysts, and others. It gives users access to the Employment Department’s information resources, free of limitations due to time or location.

* [State of Oregon Employment Department – Quality Information](https://www.qualityinfo.org/)

**Oregon Secondary CTE Completer:** A student who has earned 3 credits in a single CTE Program of Study, with at least 0.5 credit in an advanced course, and who has a reported CTE WBL experience in that program.

**Oregon Skill Sets:** Oregon’s version of the National Career Clusters® skill sets, now known as the Common Career Technical Core (CCTC). This extensive framework provides industry-specific lists of career-related knowledge and skills that students need to know and be able to do to be successful in Oregon’s educational and career environments. It includes academic, technical, and workplace skills. The six career learning areas that frame the Oregon Skill Sets are as follows:

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

**Perkins V:** The [Strengthening Career and Technical Education for the 21st Century Act (Perkins V)](https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf)is the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The current reauthorization continues congressional support for career and technical education (CTE) programs at the secondary and postsecondary levels.

**Postsecondary Career Pathways:** Linked education and training with intentional student support that enables individuals to secure credentials and advance to higher levels of education and employment in a given occupation or industry sector. Career pathways facilitate student transitions from high school to community college, from pre-college courses to credit postsecondary programs, and from community college to university or employment. ***See also: Career Pathways, Career Pathways Programs.***

**Postsecondary CTE Concentrator:** Under Perkins, a Postsecondary CTE Concentrator in Oregon is defined as a student who has earned at least 12 credits*, with a minimum of 9 CTE-specific, program-specific credits in career and technical education*, within a career and technical education program or program of study or completed the program if it is fewer than 12 credits.

**Postsecondary CTE Participant:** Under Perkins, a Postsecondary CTE Participant in Oregon is defined as a student with

* fewer than 12.0 credits completed and/or fewer than 9.0 program credits that are CTE-specific in a program offering at least 12.0 credits, **OR**
* who has not completed a CTE program that offers fewer than 12.0 credits.

**Pre-Apprenticeship:** A program or set of strategies that are designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and which have a documented partnership with at least one, if not more, Registered Apprenticeship program(s), and are approved by the Oregon State Apprenticeship & Training Council, a governing body sanctioned by the Oregon Bureau of Labor and Industries (BOLI).

**Program of Study: *See also: CTE Program of Study (POS).***

**Registered Apprenticeship:** A flexible training model that combines structured, paid, on-the-job learning experiences with related classroom instruction to train individuals to a high industry-recognized standard and which is approved by the Oregon State Apprenticeship & Training Council, a governing body sanctioned by the Oregon Bureau of Labor and Industries (BOLI).

**Secondary Career Pathways Grant Program**: Established by the Oregon Legislature through HB 3072, this sustained funding for secondary CTE is meant to incentivize High Quality Programs of Study. The funds are allocated based on students who earned three or more credits and/or an Industry Recognized Credential in an approved CTE Program of Study. Additional funds are allocated for historically underserved (economically disadvantaged, students with disabilities, English learners, non-white race/ethnicities) who meet the above criteria.

**Secondary CTE Concentrator:** Under Perkins, a Secondary CTE Concentrator in Oregon is defined as a student who has earned at least 2.0 credits (earned in grade level 9 or higher) in a single CTE POS and at least 1.0 of those credits is in intermediate or advanced coursework.

**Secondary CTE Participant:** Under Perkins, a Secondary CTE Participant in Oregon is defined as a student who has earned at least 0.5 credits (earned in grade level 9 or higher) in a single CTE start-up or Program of Study (POS). For local program improvement information, Oregon has also adopted a definition of a Secondary CTE Completer. ***See also:******Oregon Secondary CTE Completer***

**Size, Scope, and Quality:** Size, scope, and quality are a measure of the overall ability of the CTE Program of Study to address all the standards of its identified skill set and to intentionally prepare the student for the next steps for a complete and robust career pathway.

* [Appendix F: Size, Scope, and Quality](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/CTE%20State%20Plan%2024-27_Appendix%20F_CTE%20Program%20Size%2C%20Scope%2C%20and%20Quality.docx)

**Special Populations:** When Perkins V was reauthorized, it increased the focus of CTE programs on serving the needs of special populations and expanded the definition to include nine distinct groups:

1. Individuals experiencing disability
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional fields
4. Single parents, including single expecting women
5. Out-of-workforce individuals
6. Houseless individuals, described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a)
7. Youth who are in or who have aged out of the foster care system
8. Youth with a parent on active duty in the armed forces
9. Emergent bilingual/multilingual students

CTE data must be disaggregated by special population, race, and gender.

**Work-Based Learning:** Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Examples include clinical/practicum/internships, school-based enterprises, workplace simulation, technology-based learning, service-learning, and cooperative work experiences. Criteria are as follows:

* Sustained interaction with industry and business
* Earning of credit/outcome verification (including student learning outcomes and measurable objectives)
* Aligned with curriculum and instruction
* At the workplace, virtual, or simulated in the classroom, lab, or other site

**Workforce Innovation and Opportunity Act (WIOA):** Federal statute establishing federal policy direction and allocating federal funds for employment and training programs. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy.

**WorkSource Oregon Centers:** Also known as One-Stop Career Centers or American Job Centers, these are a statewide network that stimulates job growth by connecting businesses and workers with the resources they need to succeed. It is a network of public and private partners working together for businesses and workers to:

* Ensure that businesses have a ready supply of trained workers whose skills and talents are aligned with the expectations and needs of business and industry;
* Connect businesses with the resources they need to grow their workforce and their business; and
* Provide the resources to help Oregon’s unemployed and underemployed get connected with the employers that are right for them, find the jobs they are looking for, and get trained for jobs they want.