| Perkins IV (The way it has been) | New CTE State Plan (Moving forward starting July 1 2020) |
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| Annual Grant Application for Perkins Basic Funding | Four-year CTE Strategic Plan as application for Perkins Basic Funding and state funds (such as High School Success) |
| Conversations and planning at local level to build Perkins plan | Comprehensive Local Needs Assessment Process to identify needs and involve stakeholders in design of plan and direct areas of funding to address equity gaps and other identified areas of need |
| Perkins CTE Planning separate from other CTE planning | CTE strategic plans based on identified needs and informed by diverse voices drives the work and budgeting from state and federal sources |
| CTE Program of Study development had loose guidance from the state. | Development Statewide CTE Program of Study Frameworks that engage business and industry, professional organizations, teachers, faculty, community members, and others to provide consistency and guidance for locally developed programs.  *\*\*Locally developed programs will still be an option\*\** |
| Paper Based CTE Program of Study Approval Process based on static documentation | Online CTE Program of Study approval and renewal process focused on a continuous improvement model |
| Secondary CTE Concentrator Definition: *Any student who has earned a minimum of one (1) credit in a single, approved CTE Program of Study, with at least .5 credits being designated by the school as required* | To acknowledge the growth of CTE in Oregon Secondary Schools and to honor the desire for more in-depth opportunities for students to explore and learn skills necessary to successfully transition into careers and college the secondary CTE concentrator definition is revised to read: *Any student who has earned a minimum of two (2) credits in a single, approved CTE Program of Study, with at least one course being designated by the school as intermediate or advanced* |
| Program Quality Measured through Technical Skills Assessment | Opportunity to choose from federally required program quality indicators (Work-based Learning, Industry Recognized Credential, and College Credit while in High School). Oregon chose Work-based learning as our federally reported secondary quality indicator, but will be developing a multiple measures approach that includes all three indicators as part of a state continuous improvement system |
| Secondary and Postsecondary Technical Skill Assessment (TSA) collected by the state | Secondary Technical Skill Assessment (TSA) no longer collected at state level, but still an appropriate measure of program quality to use in needs assessment and continuous improvement at the local level.  Postsecondary TSA: The HECC is suspending data collection on technical skills assessments for the 2019-20 academic year. However, new versions of these measures will be used in other reporting requirements in upcoming years. |
| Adult Basic Skills programs and services sometimes connected to CTE Programs | Intentional engagement of Adult Basic Skills providers and programs in CTE plan development and engagement in the local needs assessment |
| Tribal entities engaged sometimes at the local level | Intentional involvement of Oregon’s nine federally recognized tribes in the formulation of the CTE State Plan and guidance on required tribal consultation at the local level |
| Perkins spending restricted to approved CTE Programs | Career Exploration and guidance are a critical piece of recruiting more and diverse students into CTE and fulfilling our employer’s need for skilled workers. Strategic planning must include career exploration and guidance and spending on these activities tied to CTE Programs is allowed. Middle school career exploration can be a part of the CTE plan |
| Equity and access addressed through identification of Special Populations and Perkins Performance Indicators measured through participation and completion of non-traditional careers by gender at the secondary and postsecondary level | Implement continuous improvement process (i.e. application of Oregon Equity Lens, professional learning) to address equity gaps in performance by special populations along with identifying barriers to accessing and completing CTE POS at the secondary and postsecondary level. |