

Oregon Secondary CTE Program of Study Readiness and Sustainability Evaluation Tool

To be eligible for Perkins Funds, local recipients must develop and maintain a CTE Program of Study. Please be prepared to present evidence that documents full implementation of the CTE Program of Study 4 Core Elements and each supporting indicator. Documentation may be requested during the evaluation review by advisory committee members, administrators, the Regional CTE Coordinator and the Oregon Department of Education staff.

CORE ELEMENT: STANDARDS AND CONTENT

Supporting Indicators:

- A. Relevant, rigorous standards-based content aligned with challenging academic standards
- B. Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input
- C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry and careers within **high wage, high demand fields**.
- D. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards
- E. Assure secondary and postsecondary students are prepared for **high demand and high wage careers and occupations** that are responsive to regional, state or global employment trends.
- F. Safety and drug-free workplace expectations are an integral, explicit and mandatory part of the CTE instructional program. Laboratory spaces with power equipment model a safe and clean learning environment. Available safety certification is required for students, as appropriate.
- G. The program design and instructional plan results in each student being able to:
 - ✓ Recognize connections between academic and technical content
 - ✓ Meet diploma requirements and postsecondary entry requirements
 - ✓ Demonstrate mastery of academic and technical content that is aligned with industry standard
 - ✓ Apply learning through authentic experiences
 - ✓ Build confidence to compete in high wage, and/or high demand occupations.

CORE ELEMENT: ALIGNMENT AND ARTICULATION

Supporting Indicators:

- A. An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- B. A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- C. Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon's credit for proficiency, dual credit).
- D. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- E. The program design and instruction plan results in each student:
 - ✓ Never needing to take a remedial course
 - ✓ Continually progressing in knowledge and skills when ready
 - ✓ Earning high school or college credit based on performance
 - ✓ Making the connection between educational preparation and entry into a career

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CORE ELEMENT: ACCOUNTABILITY AND EVALUATION

Supporting Indicators:

- A. Business, community and education partners, such as an Advisory Committee, participate in evaluating program vision, goals and priorities such as:
 - ✓ Assist in program of study development and validation of industry skill standards for curriculum content and technical skill assessment, where appropriate,
 - ✓ Play an active role in curriculum development, implementation and program evaluation,
 - ✓ Participate in the CTE teacher recruitment, instructor appraisal process and ongoing faculty professional development.
- B. Each Perkins-eligible CTE program of study's performance shall be measured against the set of Perkins-required performance measures as described in [Perkins IV Measurement Definitions](#). [Perkins Section 113 (2)(A-B)].
- C. Perkins performance data is used for data-driven, CTE program of study improvement decisions.
- D. The program design and instructional plan results in student being able to:
 - ✓ Monitor their own progress through demonstrating the attainment of standards
 - ✓ Demonstrate their technical and academic proficiency in meaningful ways
 - ✓ Adapt their program to meet their personal goals based on industry requirements and performance outcomes

CORE ELEMENT: STUDENT SUPPORT SERVICES

Supporting Indicators:

- A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
 - ✓ Instruction, Career Development and Assessment
 - ✓ Community-Based Experiences
 - ✓ Organizational Management and Administrative Experiences
- B. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).
- C. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990.
 - ✓ Appropriate access is provided for all students, including non-traditional and special populations.
 - ✓ Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
 - ✓ Program facilities provide physical access and instruction that accommodates students with disabilities including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - ✓ Program meets the needs of students for whom English is a second language.
- D. The program design and instructional plan results in each student being able to:
 - ✓ Identify the career path options he/she can follow to a chosen career
 - ✓ Receive consistent and informed messages about career and possible financial options for postsecondary education
 - ✓ Takes ownership of their education through maintaining a current education plan and profile and/or portfolio
 - ✓ Apply skills and traits in a variety of settings, including by not limited to student organizations.