



Board of Education Informational Report

MEMORANDUM

Date: May 14, 2019

To: Portland Public Schools Board of Education

From: Dr. Yvonne Curtis, Deputy Superintendent of Instruction

Dr. Aurora Terry, Senior Director of College & Career

Jeanne Yerkovich, Director of Career and Technical Education

Subject: CTE Department Spring 2019 Informational Report

Overview:

The purpose of this memorandum is to provide an overview of the current state of CTE in PPS, as well as the plans for implementation during the 2019-20 school year. Included in this memo are the details outlining the master planning process in collaboration with our partners ConnectEd.

2018-19 School Year:

The College and Career Readiness (CCR) department consists of the CTE, TAG, IB, AVID, AP, Dual Credit, M98, GEAR UP, and the Instructional Resource Center programs. The purpose of the CCR department is to ensure that all students have opportunities to take both rigorous CTE and college coursework during high school. As we build up this new department we are working to create a PK-12 continuum of college and career readiness that starts with awareness and exposure as well as student interest and aptitude education. During the 18-19 school year we embarked on the creation of a CCR/CTE Master Plan. The process began with a listening and learning tour of various stakeholders including teachers, administrators, central office support staff, district leaders, board members, and external industry and community partners.. Feedback from the stakeholders during the listening and learning tour can be found [here](#).

In addition to stakeholder feedback, we are engaging in data analysis for a needs and capacity report of CTE and advanced course work programming, offerings, participation by demographic, summative technical skill assessment results, and labor market alignment. The next step in the process is to engage in professional development for stakeholders in best practices for creating college and career ready graduates. Once the graduate portrait is revealed, the CCR department, using the information from the needs and capacity assessment, will create an action plan to address how PPS will create the conditions in our schools that will create the graduates described in the graduate profile. A complete implementation plan will be completed in October 2019 to guide the system work.



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Career & Technical Education (CTE):

PPS currently has 65 high school CTE programs representing 15 programs of study aligned to National Career Cluster framework. In 2013-14, there were a total of 19 CTE Programs of Study in 6 high schools. Since then, significant investment in CTE has increased the number of career-focused learning opportunities available to students to 65 CTE Programs of Study, and programming on every high school campus with Jefferson students accessing CTE through Portland Community College. . Since 2012, Students who complete just one credit in CTE graduated at an average rate of 88%. For the class of 2017-18, the CTE graduation rate increased to 98.6% (includes modified diploma students). Additional data can be found on our newsletter [here](#).

Data Point	2016-17	2017-18	Trend
# of students enrolled in CTE	6533	7595	Increase of 1062 students

Completer (or program completer): For performance measurement and data-reporting purposes, a CTE program completer is a CTE Concentrator who has passed all of the required courses in a state-approved CTE program. For local purposes, schools/districts may include optional courses or other criteria before they consider a CTE student as having ‘completed’ a CTE program.

CTE Participant: Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an Oregon state-approved CTE program.

CTE Concentrator: Any secondary student who has earned one (1) or more credits in an Oregon state-approved CTE program, of which at least one-half (.5) credit is designated as a required course

CTE Completer: A secondary student who has passed the required courses in an Oregon state-approved CTE program, earned two (2) or more credits in the program, and taken the Technical Skills Assessment.

Goals of the Master Plan Year One Process:

1. Develop a Master Career and Technical Education (CTE) Plan, including an Implementation Plan, that provides a long-term strategy for making CTE an integral part of high school redesign aiming to prepare all students for lasting success in college, career, and civic life.
2. Undertake a Needs and Capacity Assessment, mapping community assets and key challenges with respect to successfully implementing the CTE Master Plan.



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3. Strengthen capacity of District and School-based leadership to effectively lead and manage the planning, implementation, and refinement of college and career pathways.
4. Define key metrics for assessing progress and engaging in processes of continuous improvement.

The Timeline for the remaining first year of Master Plan work is as follows:

- Week of June 10th – Proposed first Advisory Group meeting to orient members to the process and next steps
- June 17th – Summary Reports on data collection and analysis submitted for review to ConnectED
- July or August – Proposed second Advisory group meeting to review draft of the master plan and provide input
- September – Proposed third Advisory Group meeting to review final draft of the master plan
- October – submit Master Plan
- November – submit Implementation Plan
- Cohort 1 Pathway Design Institute scheduled to be held sometime between May 1 2019 and April 30th 2020

The following information is being gathered and collected to be included in the summary document for the board:

Pathway Data	College Data
<ul style="list-style-type: none"> · How many pathways · How many students in each pathway · How many students at each “level” in the pathways: 1 CTE course, 2 CTE courses, 3 CTE courses, etc. · Which pathways are located at which schools? · Which industries or themes have the most students enrolled? · What are the demographics of each pathway (gender, ses, ela, sped, race/ethnicity) · What is the average GPA, course completion rate. attendance rate in each pathway? · In which pathways do students take industry certification exams? Which exams are taken? 	<ul style="list-style-type: none"> · What colleges does the district have existing partnerships with? What is the nature of the partnership? · Are there any local college pathways or industry aligned programs? If so, in which industries? · How many district students are enrolled typically at each local college? · What are the college programs and initiatives that district students can participate in? · Are any pathways currently engaged in dual or concurrent enrollment programs with any of the local colleges? · How many district students attend local colleges?



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Industry Data	Employment Data
<ul style="list-style-type: none"> · What industries does the district have existing partnerships with? What is the nature of the partnership? · What are the key local industries? · Which local companies are the largest employers? · In each industry theme area do employers recruit locally or search outside of the region? If they tend to search outside of the region, why? · How many local employers have a community funding or program initiative? If so, what does it focus on? 	<ul style="list-style-type: none"> · What is the average local salary for people with: a high school diploma, industry certification in the trades, an associate degree, a bachelor degree, an advanced degree · What is the average unemployment rate for people with: a high school diploma, industry certification in the trades, an associate degree, a bachelor degree, an advanced degree · What are the projected job needs over the next 5 years? What are the education levels/skills required for these positions?
Demographic Data	Regional Map Data
<ul style="list-style-type: none"> · How many school age children? · How many students are in each high school neighborhood? · What are the SES, race/ethnicity numbers? · What is the district enrollment? How many students attend each high school? 	<ul style="list-style-type: none"> · Map of the surrounding areas for each school · Nearby industries identified on the map · Nearby colleges identified on the map · Distance from Benson outlined on map

CTE FUNDING SOURCES

CARL PERKINS GRANT

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states for the improvement, enhancement, and expansion of secondary and postsecondary career and technical education programs across the nation. Federal Perkins grants are awarded to states by formula. Oregon awards funds to school districts and consortia through a formula based upon census poverty data.

2018-19 Perkins Grant - Budget submitted to the Oregon Department of Education

Perkins Elements	Item	Amount
Standards & Content	<ul style="list-style-type: none"> - Equipment/Resources - Technology- (hardware & software) 	230,024.51



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Alignment and Articulation	Contract for required alignment and supports to community college CTE programs	11,000.00
Accountability and Evaluation	Contract and supports for Technical Skills Assessments	12,000.00
Student Support Services	Student focused career learning activities	50,866.00
Professional Development	Staff professional development industry visits, workshops, conferences, curriculum development	115,380.49
Indirect Costs		22,066.00
Total		441,337.00

OREGON'S SECONDARY CAREER PATHWAYS SPENDING

Oregon's Secondary Career Pathways Funding was established by the Oregon Legislature through HB 3072 to provide a sustained funding source for Career and Technical Education (CTE). It is intended that the funds allocated through this program will incentivize intensive CTE Programs of Study that lead to high wage and high demand occupations.

The allocations are based on students enrolled in the prior school year who earned three or more credits in an approved CTE Program of Study that leads to a high wage and high demand occupation. Additional funds are allocated for students earning three (3) or more credits if they are also either historically underserved students or have earned an industry-recognized credential. The awards, made to the school district, range from \$2,000 to \$45,000.

Pathways Grant Awards 2017-18; funds (available during 2018-19 school year)

School	Program of Study	Grant Award
Alliance	Auto/Transportation	2,000.00
Alliance	Manufacturing	2,000.00
Benson	Engineering	2,000.00
Benson	Computer Science	4262.57
Benson	Construction	13,443.49
Benson	Architecture	7,541.47
Benson	Electrical	9,508.81



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Benson	Digital Media	14,099.27
Benson	Health Sciences	45,000.00
Benson	Manufacturing	10,164.59
Benson	Radio	6,885.69
Cleveland	Computer Science	2,951.01
Cleveland	Digital Media	2,000.00
Franklin	Business & Management	12,164.59
Franklin	Video Production	7,541.47
Franklin	Construction	2,000.00
Franklin	Manufacturing	3,278.90
Grant	Computer Science	6,885.69
Grant	Multi-Media Theater Arts	2000.00
Grant	Design & Applied Arts	7,869.36
Grant	Digital Media	3,934.68
Grant	Audio Production	2,000.00
Lincoln	Business & Management	2,295.23
Madison	Sustainable Agriculture	2,000.00
Madison	Engineering	3,278.90
Madison	Computer Science	2,000.00
Madison	Design & Applied Arts	2,000.00
Madison	Digital Media	2,000.00
Madison	Health Sciences	17,050.28
Roosevelt	Engineering	2,000.00
Roosevelt	Computer Science	2,000.00
Wilson	Computer Science	14,427.16
Wilson	Business/Marketing	2,623.12



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Central Office		TBA
Total		172,271.60

HIGH SCHOOL SUCCESS (Measure 98) CTE SPENDING

High School Success funds were initiated by ballot Measure 98 in November 2016. The measure is intended to provide direct funding to school districts to increase high school graduation rates and identifies 3 specific focus areas:

- Establish or expand career and technical education programs in high schools
- Establish or expand college-level educational opportunities for students in high schools
- Establish or expand dropout-prevention strategies in high schools.

Career and Technical Education M98 funds were allocated to schools by equity formula. Additional funds were invested centrally to support additional staff, including a CTE TOSA, professional development, priority investments in non-bond schools, marketing, and a contract with ConnectEd to develop a new CTE 5-year strategic plan.

High School Success (M98) - CTE School Allocations 2017-2019

School	Total
Alliance	139,792
Benson	384,429
Cleveland	196,574
Franklin	266,470
Grant	292,700
Lincoln	152,907
Madison	257,751
MLC	84,115
Roosevelt	196,574
Wilson	209,689
Schools Total	2,181,001



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Central Office	Total
Staffing	218,325
Professional Development	150,000
Additional Investments- first priority on non-bond schools	250,000
ConnectEd 5-year CTE strategic plan	250,000
Marketing	20,000
Central Office Total	888,325

Total M98 CTE Allocations 2017-2019	Total
Schools	2,181,001
Central Office	888,325
Total M98 CTE Allocations 2017-19	3,069,326

2017-18 CTE Performance Measures

	1S1 Reading Attainment	1S2 Math Attainment	2S1 Technical Skills Attainment	3S1 High School Completion	4S1 High School Graduation 4-Year Cohort	5S1 Secondary Placement	6S1 Secondary Non Traditional Participation	6S2 Secondary Non Traditional Completion
ODE Goal	80%	45%	78%	88%	86%	54%	32.3%	21.5%
PPS Performance	76.6%	40.4%	86.4%	91.2%	>95%	71.6%	31.1%	36.1%



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Performance Measure Definitions:

- 1S1 Academic Attainment: Reading - CTE concentrators who met the proficient or advanced level on the Oregon assessment of Reading/Language Arts and completed high school.
- 1S2 Academic Attainment: Mathematics - CTE concentrators who met the proficient or advanced level on the Oregon assessment of Mathematics and completed high school.
- 3S1 High School Completion - CTE concentrators who earned a diploma, GED, or other Oregon-recognized equivalent.
- 4S1 High School Graduation (4 year cohort) - CTE concentrators who are part of the four-year cohort of students followed from the fall of their first year in high school to the end of their fourth year in high school in order to determine the percentage of those students who graduate within four years, and who earned a regular diploma, modified diploma or are a post-graduate scholars.
- 5S1 Student Placement - CTE concentrators who completed high school and were found in postsecondary education/advanced training, military, or employment during the period between October 1 and December 31.
- 6S1 Nontraditional Participation - CTE participants from underrepresented gender groups in who, in the reporting year, participated in CTE programs that lead to employment in fields non-traditional for their gender.
- 6S2 Nontraditional Completion - CTE concentrators from underrepresented gender groups who complete a program in that leads to employment in fields non-traditional for their gender, and completed high school.

Program Enhancement Opportunities

Program Enhancement Opportunities		
Partnerships	Engaged Learning	Coherent Curriculum
CTE Specific Professional Development	Career Development	Education for Employability
Rigorous Integrated Content	Credentials	Continuous Improvement
Access & Equity	Facilities & Equipment	



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GOALS: Embedded in all High School Comprehensive Achievement Plans

1. CULTURALLY RELEVANT PEDAGOGY & CURRICULUM

Accelerate academic achievement and student engagement with a focus on racially and linguistically historically underserved students and students with disabilities as measured by 5% growth of 4 and 5 year graduation & completion rates AND reduce gap for Historically Underrepresented students by 10%.

2. COLLEGE & CAREER READINESS

Prepare all students for postsecondary success through increasing participation in CTE and College Level Coursework as measured by 5% increase in student completion of at least 2.0 CTE credits and by 10% for Historically Underrepresented students and by 5% increase in student enrollment in 2.0 college level credits and by 10% for Historically Underrepresented students.

CTE High School Success Strategy:

Enhance CTE Quality & Sustain Programs (M98)

- Attract & retain CTE teachers
- Provide resources to sustain programs
- Communicate CTE programming
- Evaluate CTE programs for quality
- Provide instructional support and professional development

Baseline data for Career Technical Education:

- 2016-17 11th and 12th graders earning at least 2.0 CTE credits in a single Program of Study: 12.4%
- 2016-17 11th and 12th graders earning at least 2.0 CTE credits in a single Program of Study; historically underserved: 12.6%; not historically underserved: 12%

Long Term Outcomes for Career Technical Education:

By 2021, PPS high schools will utilize First Semester Enrollment Information and Senior Exit Surveys to measure an increase in the percentage of students who complete 2 credits within a Career and Technical Education (CTE) program of study by 5%, and increase in the percentage of historically and traditionally marginalized and historically underrepresented students who complete 2 credits within a CTE program of study by 10%.

3. STUDENT ENGAGEMENT

Implement MTSS to improve school climate and reduce chronic absenteeism for all students, especially Historically Underserved students who are at risk of dropping out and not being ready for postsecondary success as measured by 5% growth in Regular Attenders AND reduce gap for Historically Underrepresented by 10%.



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CTE Priorities		
ODE Compliance <ul style="list-style-type: none"> - programs of study - teacher licensure - Quality of program; assessment and evaluation of programs across district 	Partner Connect <ul style="list-style-type: none"> - Online tool matching CRLEs - Equity in Purchasing (EPPC) 	Career Coordinators <ul style="list-style-type: none"> - Facilitate CRLEs - work with teachers - PLRs
Partnerships <ul style="list-style-type: none"> - Portland Workforce Alliance (30 Career Days/Expo) - Innovation Quadrant - Industrial Districts 	CCE (College Career Exploration) <ul style="list-style-type: none"> - PPS required 9th grade course 	7G CTE <ul style="list-style-type: none"> - 3 day experience for every 7th grader
Teacher Professional Development <ul style="list-style-type: none"> - Standards based teaching strategies - Creation of a CTE GVC/Common Core - High leverage instructional strategies 	CTE Program Designs Programs <ul style="list-style-type: none"> - Dual Credit - Project Lead the Way (PLTW) at HS and MS - PACE/SPACE camp (apprenticeship) 	Grant Management <ul style="list-style-type: none"> - Perkins (Fed) grant and budget - Pathways (state) G&B - 25 grants - Measure 98

FTE- Below is a breakdown of current FTE and proposed FTE for 2019-20.

2018-19	2019-20
1.0- Director	1.0- Director
1.0- Assistant Director	1.0- Assistant Director
1.0- Strategic Partnerships Manager	2.0- Strategic Partnerships Manager
2.0- Student Success Advocate	2.0- Student Success Advocate
1.0- TOSA	1.0- TOSA
1.0- Administrative Assistant	1.0- Administrative Assistant



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2019-2020 Priorities:

For the 2019-2020 school year, PPS is committed to expanding opportunities for all Career Learning Tiers (outlined below). The PPS Career and Technical Education provides career learning in all 11 high schools.

Tier 1: Career Awareness Activities -

These activities are designed to help students PK-12 develop basic awareness of jobs and careers by interacting with professionals from business, industry and post-secondary education institutions. By participating in these hands-on learning experiences we are helping students understand the education, knowledge and technical skill requirements for success across a variety of career fields, including but not limited to the following:

Worksite/Company Tours, Career/Job Fairs, Career Presentations, Curriculum/Certification advice, Field Trips, Guest Speakers

Career Awareness Student Learning Targets:

- Opportunities offer in-depth engagement that reinforces academic and technical content and promotes higher-order thinking skills
- Opportunities afford students with exposure to hands-on learning experiences
- Opportunities are provided to connect with multiple professionals from a broad variety of positions, functions and demographics
- Opportunities include information on works tasks, setting, salary, job outlook and education corresponding to careers spotlighted in experiences
- Opportunities include information on professional skills such as communication, teamwork, problem solving, and personal management

Tier 2: Career Exploration Activities -

These activities provide students with more in-depth opportunities to learn about careers and pathways in specific industry fields. Students interact with working professionals in the work environment; in some cases, students actually get to experience the rhythms and requirements of the modern workplace. Examples of career exploration activities include but are not limited to: Resume' Workshops, Mock Interviews, Job Shadows, Informational Interviews, Career Preparation Workshops, CTSO supports, My Plan and Profile Workshops

Career Exploration Learning Targets:

- Opportunities provide students with essential career exploration knowledge, skills and dispositions.
- Opportunities are designed to help students apply skills and knowledge that support career path selection and work-readiness preparation.
- Opportunities that assist students in seeking out job shadows or related experiences within a chosen career fields
- Opportunities to have students investigate work tasks, settings, salary, job outlook and resources corresponding to careers they are considering
- Opportunities to practice professional skills such as communication, teamwork, problem solving and personal management



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Tier 3: Career Preparation Activities -

These activities provide students with opportunities to gain essential work-based learning experience as a capstone to their career learning. These opportunities provide students the chance to use their skills and knowledge they have developed to make informed decisions about their pathway for post-secondary. Examples of career preparation activities include internships, apprenticeships, paid summer employment, and student-based enterprises through CTE.

Examples of career preparation activities include but are not limited to:

Internships/Extended Learning Opportunities, Career Practicum Courses, Cooperative Work Experiences, Career Mentors, Teacher Externships, Advisory Board

Career Preparation Learning Targets:

- Opportunities to apply learning through practical worksite learning experiences
- Opportunities to connect and interact with a mentors and other professionals in a workplace setting and gain perspectives on career path and education possibilities after graduation
- Opportunities for students to participate in relevant real-world learning experiences and utilize artifacts for inclusion in portfolio
- When applicable, opportunities to connect skills and knowledge connected to industry standard certifications

Sustaining CCR in PPS 2019-beyond

The CCR department will complete the following actions during the 2019-2020 school year:

- Explore new high demand, high wage developing career pathways for all high schools in collaboration with industry and labor market data.
- Prioritize interdisciplinary collaboration and teaching across all content areas, including CTE.
- Facilitate PD to prepare all students for advanced coursework starting in the 9th & 10th grade.
- Increase advanced coursework (AP, IB & dual credit) completion for all students.
- Lead Ninth Grade Success Teams in PLCs using data to implement student interventions and culturally relevant instructional strategies and improve on track rates.
- Collaborate across departments to engage students and families in order to improve attendance.
- Continue to support the successful transition of students from the 8th to 9th grade with summer programming.
- Ensure that all high schools provide students with the opportunity to recover credit at their high school campus.
- Develop mentoring programs at all high schools in order to connect students with an adult/near peer who can guide and support them in their postsecondary plans.
- Continue to provide a variety of career learning opportunities for all students to explore a the broad range of career options and enable them to better understand the education and training needed to pursue a career in these areas.



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- Expand systems to ensure that every PPS student graduates with an informed Education Plan for next steps after high school.
- Ensure high quality CTE programming, aligned to industry standards and informed by industry advisory committees.
- Expand middle grade career learning to include opportunities for 8th grade students to participate in targeted exploration of CTE programming in both their cluster high school areas and Benson.