

Renewal of Portland Community College and Area High School Career and Technical Education Partnerships

Conceiving the Next Generation of PAVTEC

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Portland Community College
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Background

In February 2009, Portland Community College (Portland CC) approached MPR Associates, Inc. to evaluate its career and technical education (CTE) outreach and partnership efforts with area high schools. This activity was motivated, in part, by leadership changes at PAVTEC—Portland CC’s recognized partnership entity—brought about by the retirement of its long-serving Regional Career and Technical Education (CTE) Coordinator and PAVTEC manager. The Regional CTE Coordinator is responsible for coordinating the college’s CTE outreach with area high schools, serves as the region’s CTE program liaison to the Oregon Department of Education (ODE), and provides program assistance and coordination services to local recipients on the compliant uses of federal Carl D. Perkins Career and Technical Education (Perkins) funds.

Portland CC has asked MPR to conduct an objective review of its PAVTEC structure with the goal of leveraging its Perkins funds to pursue a regional partnership with area high schools that is both operationally and financially sustainable.

Project findings will be used to:

1. Offer suggestions for a model in which regional leaders would collaborate on the design, implementation, and sustainability of CTE programs of study (POS);
2. Offer recommendations to better align PAVTEC’s functional structure with the college’s existing high school outreach efforts; and
3. Increase the effectiveness of the region’s Perkins funds investment.

Transition Issues

On May 13, 2009, the PAVTEC Executive Committee, made up of individuals representing Portland CC and each of the member school districts in its regional partnership, convened to consider the potential ramifications of the retirement of its long-serving Regional CTE Coordinator. Committee members expressed their priorities for sustaining PAVTEC support for local CTE program services. Specifically, members outlined their desire for recruiting a management-level Regional CTE Coordinator who would:

- Sustain a consistently high level of program service;
- Be the secondary voice for CTE program operations at the local high school and secondary district level;
- Design, implement, and support program development activities that sustain relevant CTE programs and promote development of new CTE POS;
- Foster positive, constructive, and mutually beneficial communication between PAVTEC and the ODE, Office of Educational Innovation and Improvement; and
- Establish and sustain access and advocacy for CTE POS with Portland CC administration, associated staff (e.g., admissions/records, business services, institutional effectiveness), and CTE faculty.

After reviewing the interim report produced by MPR researchers, Portland CC administrators collaborated with secondary partners to update its position description for a Regional CTE Coordinator. Kendra Cawley, Division Dean for Instructional Support, along with other Portland CC administrators, worked to establish a transitional foundation for PAVTEC prior to filling the position. The team of administrators and secondary partners conducted a thorough review and analysis of staffing roles and responsibilities to provide a more focused scope of work for the PAVTEC staff. An area of particular emphasis was the role that PAVTEC would play in the ongoing operation of Portland CC's dual credit program for both CTE Tech Prep and lower-division college transfer coursework. The team determined that over time, PAVTEC's role in the ongoing support and operation of dual credit programs had resulted in an expansion of scope beyond the intended CTE focus of PAVTEC.

With implementation of the reauthorized Perkins Act, known as Perkins IV, PAVTEC management recognized that more attention needed to be paid to the regional coordination, development, and implementation of POS. At the same time, Portland CC acknowledged the need to integrate dual credit operations more fully into the college's existing high school outreach efforts. This prompted college staff to discuss the institution's allocation of dual credit revenue generated from dual credit programs. Recent college practice has dual credit revenue allocated to the college's general fund.¹ There appears to be growing awareness, however, that some portion of this revenue should be used for operations and to provide ongoing dual credit support, rather than being funded exclusively through PAVTEC's operational budget, which is heavily reliant on federal Perkins funds.

¹ Effective July 1, 2010 Portland Community College redirected revenue generated from the dual credit program from the institution's general fund toward the dedicated operation of the program.

Moreover, full PAVTEC support for dual credit operations raises a compliance issue for the appropriate use of Perkins funds.

Opportunities

The Executive Committee and Portland CC administration have expressed a desire to assess the effectiveness of the current PAVTEC structure given the CTE POS expectations placed on the region's CTE efforts. Such an assessment will consider:

- PAVTEC staffing;
- Role and function of PAVTEC within Portland CC's institutional organization;
- Opportunities for new relationships between area school districts and Portland CC; and
- Leadership expectations for the design, development, implementation, and improvement of CTE POS.

Evolving Regional CTE Coordinator Role

Since the 1970 implementation of the Regional CTE Coordinator role by the ODE, the position's function has been to be responsible for coordinating new and improved CTE and workforce development services to school districts, education service districts, and community colleges. Coordinators also collaborate with the ODE and the Oregon Department of Community Colleges and Workforce Development (CCWD) to link field efforts with state priorities for CTE and workforce education.

The Regional CTE Coordinator is recognized within his or her designated region as the communication link between local school districts and the ODE, Office of Educational Innovation and Improvement CTE delivery issues. This single-point-of-contact has proven to be an effective model for communication and Portland CC believes that it should not be changed. For over 30 years, ODE, and now CCWD, has relied on a trusted, colla-

borative partnership between the Regional CTE Coordinators and the two state agencies. The Regional CTE Coordinator, who is often considered to be an “adjunct” to the state, is vital to Oregon’s ability to meet Perkins administration and compliance requirements that sustain its eligibility for Perkins funding. Without a strong collaborative bond between the state agencies and the Regional CTE Coordinators, Oregon’s capacity for innovative CTE leadership and programming would be hindered.

Nature and Scope of Regional CTE Coordinator Work

Successful Regional CTE Coordinators must demonstrate a high-level of verbal and written communication and interpersonal skills. They must collaborate with entities both inside and outside of education to provide quality regional coordination. They also must provide direct services to, and interact with, all levels of education and business personnel ranging from business and industry executives to teachers and support staff. These direct services affect the size, scope, and quality of career and technical education within the region.

Regional CTE Coordinator Principal Roles and Responsibilities

CTE POS Development (suggested 75 percent staff time)

- Serves as the liaison between local school districts, education service districts (ESDs), community colleges, ODE Office of Educational Improvement and Innovation, and CCWD regarding all aspects of CTE leadership and administration.
- Serves as the ODE/CCWD contact for educational improvement initiatives involving career and technical education in the region.
- Provides leadership and consultation to local high schools on the expected design criteria for CTE POS that are of effective size, scope, and quality. Consults with ODE/CCWD staff when special assistance is needed.
- Participates in statewide and regional networking, problem solving, and technical assistance for CTE POS design, development, implementation, and improvement.

CTE Evaluation and Accountability (suggested 10 percent staff time)

- Serves as the regional ODE/CCWD contact for complete and reliable data collection, reporting, and performance accountability.
- Is responsible for providing technical assistance, in collaboration with ODE/CCWD, to local school districts for meeting and sustaining CTE performance goals.
- Collaborates with ODE in developing a local CTE program improvement plan in conjunction with a district's continuous improvement plan, if needed.

Perkins Grant Management (no more than 5 percent total staff time)

- Provides leadership and support to Perkins recipients including a region's small school consortia, direct-recipient school districts, and Portland CC. ODE/CCWD expects regional coordinators to ensure that grant applications are complete and accurate before they are submitted to the state for review.
- Maintains an in-depth knowledge of federal and state laws, regulations, and standards related to career and technical education, especially, but not limited to, the Carl D. Perkins Career and Technical Education Act.

Statewide Networking (suggested 10 percent staff time)

- Meets regularly with ODE/CCWD staff, other regional coordinators, and community college deans.

Source: Oregon Department of Education; Discussion Draft, Regional CTE Coordinator Memorandum of Understanding. Suggested staff time provided by MPR researchers. Note: no record of adoption or implementation.

Actions to Leverage the Opportunity

Portland CC has a unique opportunity to build upon the well-established PAVTEC foundation to strengthen existing partnerships and extend the high school-college partnership to include other regional business and industry stakeholders. The past PAVTEC role is rooted in the administration and compliance requirements related to Perkins-funded activ-

ities. A review of PAVTEC documentation indicates that there was a past Regional CTE Coordinator focus on administrative functions such as local CTE program approval, budget management, and local teacher licensure support for compliance with Teacher Standards and Practices Commission rules. Although some of these functions could remain under the province of PAVTEC, the opportunity exists to extend them beyond their limited administrative role to be more inclusive of CTE leadership, POS design, and regional employer engagement.

The larger role for PAVTEC could be as a collaborative hub and facilitator for CTE leadership, program development, and program coordination among secondary CTE, postsecondary CTE, and the region's economic and workforce development community. PAVTEC is uniquely positioned to enhance Portland CC's capacity in response to the region's workforce and economic development needs by fostering awareness and preparation for the region's high-skill, high-wage, and high-demand careers. PAVTEC can serve as the college's link to the high schools for constructing a coherent career preparation pipeline. In addition, PAVTEC staff can be deployed along with college instructional and school district curriculum staff to focus on the programmatic design components of a college and careers preparation system, leaving the actual development and implementation to the instructional stakeholders at the high school and within the college's instructional divisions.

Accomplishing this expanded leadership role will require structural and functional changes to current PAVTEC operations. MPR researchers are offering two scenarios that integrate most existing functions into college operations, while refocusing PAVTEC staff on enhancing region wide leadership, coordination, and facilitation. These scenarios focus primarily on the operational functions of PAVTEC and have budget implications. In each scenario, PAVTEC operational budget savings can be realized. The PAVTEC budget savings are dependent upon shifting specific functions, including operational costs, to other units within Portland CC.

One consideration in implementing the scenarios should be to recalibrate the balance between PAVTEC administrative functions and PAVTEC program coordination. The evolving role of the Regional CTE Coordinator is shifting more toward a leadership and technical assistance role with less attention on administrative functions. Traditional Regional CTE Coordinator administrative functions such as grant and budget management, CTE program approval, and CTE teacher licensure processes, although needed, must move to the background as CTE program leadership and design become the priority. While the Perkins Act provides a limited amount of funding for grant administration, Portland CC administrators must be vigilant in observing that no more than 5 percent of federal funds be used for administrative functions. This may be challenging given PAVTEC's historical, budgetary reliance on Perkins funds, though it appears that the Ex-

ecutive Committee wants to preserve 95 percent of local funds for program development, improvement, and evaluation. Researchers recommend that PAVTEC's staff direct their attention to the required uses of Perkins funds as described in Perkins IV Section 135—Local Uses of Funds. With careful consideration of the nine required uses, Portland CC and partner high schools could formulate a program of work that constitutes 95 percent of PAVTEC's leadership, coordination, and evaluation efforts, thus keeping PAVTEC in compliance with federal law.

Scenario A: Enhanced Technical Assistance

In this scenario, the previously separate PAVTEC Executive Committee support function would be consolidated with the regional CTE leadership role. The PAVTEC Executive Committee would assume greater responsibility for the regional planning of mutually beneficial activities for CTE program development. Here, Portland CC would assume a greater institutional coordination role for dual credit operations. This would serve to redefine the operational roles between the PAVTEC Regional Coordinator and area school districts for CTE program administration and Perkins compliance with the continuation of small school consortium CTE and Perkins support. In this scenario, the primary focus for the PAVTEC staff would become support for CTE leadership, POS design, and assurance that the nine required uses of Perkins funds are being implemented.

Scenario A Features

1. *CTE and POS Development*

- The CTE and POS focus acknowledges PAVTEC as a primary CTE bridge between the college and area high schools, with POS development and implementation being the responsibility of the secondary and postsecondary faculty.
- PAVTEC staff consult with and provide technical assistance to local districts and Portland CC using ODE and CCWD POS guidance to inform local design, development, and implementation.

- The development and implementation of school district POS become the responsibility of the local school district and college partners, with PAVTEC staff serving as a design facilitator and providing technical assistance for local POS development.
- Local school districts could see enhanced access to Portland CC division faculty for POS development and implementation.
- The Regional CTE Coordinator promotes CTE POS with education and industry partners to recruit industry expertise and promote career and technical education within the PAVTEC region.
- A defined scope of work focused on CTE program development provides time for the Regional CTE Coordinator to collaborate with POS industry stakeholders and economic development partners.

2. *Dual Credit*

- Dual credit promotion and administrative functions would become integrated into Portland CC's high school outreach efforts and would be operated as a Portland CC enrollment services function, rather than being the sole domain of PAVTEC.
- Dual credit revenue generated through any fees or FTE reimbursement would be allocated to the ongoing support of dual credit program operations.
- Dual credit identification would become integrated into the region's design framework for CTE POS.

3. *CTE and Perkins Quality Assurance*

- The Regional CTE Coordinator assumes a quality assurance role for CTE and Perkins compliance requirements with local school districts and takes ultimate responsibility for meeting CTE program administration and Perkins compliance requirements.
- Focuses PAVTEC's activities on facilitating POS development and assuring implementation of the nine required uses of Perkins funds.

4. *PAVTEC Organization and Management*

- The Regional CTE Coordinator serves as a stakeholder voice representing PAVTEC at CTE-related ODE and CCWD meetings.

- PAVTEC becomes more financially sustainable with available revenue allocated to a focused set of coordination and facilitation activities.
- PAVTEC functions and staff roles become allowable uses of Perkins funds.

Scenario A Considerations

- Secondary Perkins recipients assume greater responsibility for meeting CTE program administration and Perkins compliance requirements (with accommodation for CTE administration services to the small school consortium provided by PAVTEC staff).
- School districts facilitate the Oregon Teacher Standards and Practices Commission (TSPC) instructor appraisal alternative licensure process for CTE teachers. The Regional CTE Coordinator will monitor the quality assurance of the process, but the instructor appraisal process becomes the responsibility of the employing school district.
- Shifts Regional CTE Coordinator time away from some local school district CTE program administration toward regional CTE leadership and POS design facilitation and technical assistance.
- Expected transitional issues associated with the transfer of dual credit program operations from PAVTEC to another Portland CC office.

Scenario A Budget Implications

- The Enhanced Technical Assistance Scenario budget estimate maintains existing PAVTEC contribution levels by school districts and Portland CC.
- The Scenario budget estimate relies on moving lower-division college transfer and CTE dual credit operations from PAVTEC to another appropriate Portland CC office. Any new CTE dual credit development would be integrated into the region's POS development and implementation. Once the new POS dual credit arrangements have been established, ongoing operations of those CTE dual credit courses would be transferred to the Portland CC office managing the college's dual credit program.
- The current PAVTEC staffing support budget for dual credit would be shifted to enhance POS design facilitation and technical assistance, which would result in greater CTE program leadership and support to local districts.

- The PAVTEC staffing support budget would be calculated at prevailing Portland CC salary rates for 3.0 FTE [1.0 FTE Regional CTE Coordinator; 1.0 FTE PAVTEC Partnership Coordinator; and 1.0 FTE Administrative Assistant].
- The 3.0 FTE staff level provides for coordination of regional activities as well as CTE leadership and technical assistance to PAVTEC member institutions.

Scenario B: Limited Individual Technical Assistance

Scenario B suggests fully integrating Regional Coordination, PAVTEC, and dual credit functions and support into new or expanded Portland CC college operations. However, this scenario would reduce PAVTEC staffing due to shifting dual credit operations to another Portland CC office. PAVTEC would then define its focus on the nine required uses of Perkins funds. POS implementation and CTE administration would become the local responsibility of school districts and Portland CC, with limited facilitation support by PAVTEC staff. This scenario would rely on the capacity of Portland CC division administration and staff to become more involved with school district CTE staff in the design, development, and implementation of POS.

Scenario B Features

1. CTE and POS Development

- PAVTEC serves as the bridge between area high schools and Portland CC for POS design and fosters PAVTEC credibility with Portland CC program staff.

2. Dual Credit

- Dual credit program operations are fully integrated into Portland CC's high school outreach efforts and are operated as a function of Portland CC enrollment services or as part of a new Office of Educational Partnerships or High School Connection Office.

- Dual credit revenue generated through any fees or FTE reimbursement would be allocated to the ongoing support of dual credit program operations.

3. *CTE and Perkins Quality Assurance*

- Focuses Regional CTE Coordination on the compliant uses of Perkins funds to support the nine required uses of the funds.

4. *PAVTEC Organization and Management*

- The Small Schools Consortium maintains PAVTEC service and support for CTE program administration and Perkins compliance requirements.
- The Regional CTE Coordinator serves as a stakeholder voice representing PAVTEC at CTE-related ODE and CCWD meetings.
- PAVTEC is more financially secure with available revenue allocated to a narrow set of coordination and facilitation activities.

Scenario B Considerations

- Direct school district Perkins recipients assume greater responsibility for meeting CTE program administration and Perkins compliance requirements (with accommodation for CTE administration services to the small school consortium provided by PAVTEC staff).
- School districts facilitate the Oregon Teacher Standards and Practices Commission (TSPC) instructor appraisal alternative licensure process for CTE teachers. The Regional Coordinator will monitor quality assurance of the process, but the employing school district is responsible for the instructor appraisal process.
- The dual credit function operated by Portland CC staff is separate from POS design and implementation.
- Local school districts may experience modifications in dual credit operations.

Scenario B Budget Implications

- The Limited Technical Assistance budget estimate may reduce existing PAVTEC contribution levels by local school districts and Portland CC.

- The budget scenario recommends the transfer of all dual credit operations from PAVTEC to another appropriate Portland CC office such as Enrollment Services or a newly established unit such as an *Office of Educational Partnerships* or a *High School Connections Office*.
- PAVTEC staffing support budget would be calculated at prevailing Portland CC salary rates for 2.0 FTE [1.0 FTE Regional Coordinator; .5 FTE PAVTEC Partnership Coordinator; and .5 FTE Administrative Assistant].
- The 2.0 FTE staff level provides for specific coordination of regional activities limited to those associated with the nine required uses of Perkins funds, with individual CTE program technical assistance limited to members of the small school consortium.

Overall PAVTEC Recommendations

After consulting with Portland CC administrators and PAVTEC staff, MPR researchers recommend the following for the next generation of PAVTEC:

PAVTEC Scope of Work

1. Establish PAVTEC's scope of work to be focused on POS design and implementation of the nine required uses of Perkins funds [Sec. 135(b)]. PAVTEC's role should be one of facilitation, with primary POS development being the responsibility of the partner school district and Portland CC staff.

Dual Credit

2. Integrate dual credit, both lower-division transfer and CTE Tech Prep, into an existing Portland CC high school outreach program or establish a new *Office of Education Partnerships* or *High School Connections* office. This organization's responsibility would be to broker Portland CC connections to the district's high schools in a one-stop, consolidated approach to transitioning from high school to college.
3. Direct revenue generated from dual credit fees or FTE reimbursement toward ongoing support for dual credit development and operations. Development of new CTE dual credit opportunities emerging from POS implementation

would be facilitated by PAVTEC staff. Once established, the ongoing operation of the dual credit function would be incorporated into the high school outreach functions.

CTE Administration

4. Transfer the administration of the TSPC instructor appraisal process from PAVTEC staff to the school district human resources function. Currently, there is an Oregon statutory requirement within the TSPC rules that requires the Regional CTE Coordinator to provide quality assurance following TSPC administrative rule. However, the instructor appraisal process is the responsibility of the hiring school district. Once a teacher is licensed through the alternative licensure process, the teacher is an employee of the school district. The school district should assume the same level of engagement and hiring scrutiny for CTE faculty as they would for any other discipline. In the past, PAVTEC has assumed a level of responsibility that exposes Portland CC to a level of engagement that is inappropriate and unnecessary. This transition could create an opportunity to provide school district human resource staff with a better understanding of CTE teacher demand and quality issues, and in doing so, could promote a region wide CTE teacher recruitment and retention initiative.
5. Establish a regional CTE teacher professional development program that focuses on helping alternatively-licensed CTE teachers complete a required professional growth plan could help formalize this process. PAVTEC staff could then provide technical assistance for CTE teacher recruitment and professional development, but development and operations would be the responsibility of the local school districts unless identified as a shared need by the PAVTEC members and additional membership funding is allocated.

PAVTEC Organization and Administration

6. Adopt Scenario A: Enhanced Technical Assistance as the operational model for PAVTEC.

With the adoption of Scenario A for PAVTEC organization and support, there will be a sustainable core of CTE program development services that local school districts have come to expect while redirecting PAVTEC services CTE program improvement. The demographic size of the PAVTEC region calls for a sufficient staffing level of staff to meet the diverse needs of the region's school districts and Portland CC. The opportunities

for creating robust POS are vast and will require expert facilitation to fully realize their potential. Having fewer than two full-time professional staff may adversely limit PAVTEC's capacity to address POS development and the implementation of the nine required uses of Perkins funds expected in a quality CTE program.

This recommended staffing level, however, may limit the Regional CTE Coordinator's flexibility in providing an expected level of administrative consultation and services to local school districts with the exception of the Small School Consortium. The Perkins direct-recipient districts will be expected to perform more Perkins administration in return for assuming a more focused facilitation role for POS development. The increased POS facilitation role for the Regional CTE Coordinator and PAVTEC staff will more fully leverage the region's secondary and postsecondary CTE assets and encourage the region's employer community to identify career readiness standards and the technical knowledge and skills they expect from the region's CTE students.

Addendum—Summer 2010 Partnership Renewal Progress

After Portland CC and the regional partnership staff reviewed the renewal report draft, several changes occurred that are consistent with the recommendations made in the draft report. The December 2009 hire of a replacement Regional CTE Coordinator has resulted in organizational changes within the regional partnership office. The scope of this change has affected not only the regional partnership, known as PAVTEC, but also some of the support activities that PAVTEC provides to Portland CC. Significant among the factors affecting PAVTEC's organizational structure have been:

- Oregon Department of Education (ODE) policy enforcement restricts local Perkins recipients to using not more than 5 percent of their Perkins grant allocation for CTE and regional partnership administrative functions. The role of the regional partnership's coordinator, as defined by ODE, will be focused on regional program coordination and improvement. PAVTEC and Portland CC staff analysis determined that past operational functions were exceeding the 5 percent administrative limitation. Their analysis, along with the recommendations included in the draft report, prompted Portland CC and PAVTEC to shift some of the past Perkins grant and program compliance administration, such as CTE program quality assurance as required by ODE and CTE teacher licensure processes as required by Oregon Teachers Standards and Practices Commission (TSPC), to the local eligible recipient school districts. At the same time, regional partnership staff will provide coordination and program improvement services in local CTE program development, design, and implementation, including the facilitation of secondary and postsecondary collaboration for the development of POS.
- Portland CC made an administrative decision to shift the costs for the ongoing operational support of dual credit and Tech Prep programs from Perkins grant funds to the college's general operational funds as recommended in the draft report. Because the college can generate revenue using a proportional reimbursement formula from the enrollment of dual credit and Tech Prep students, it was determined operational costs associated with the dual credit and Tech Prep programs should be supported by the college, not regional Perkins funds. Existing staff supporting Portland CC's dual credit and Tech Prep programs will continue their support under the umbrella of the regional

partnership but will also collaborate with the college's enrollment services office to coordinate Portland CC's high school outreach efforts.

Portland CC and PAVTEC hosted a retreat on July 7, 2010 to develop a program of work reflecting the regional partnership's administrative and organizational changes. Retreat participants were updated on current CTE influences such as the CTE vision developed by the National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and national CTE advocacy responses to the conversations about college and career readiness. MPR staff facilitated the retreat and provided a national perspective.

Many of the secondary retreat participants have recently been assigned CTE administrative responsibilities within their school districts. In many, if not most cases, the secondary education staff divide their time between CTE administrative responsibilities and other general administrative responsibilities. These individuals do not have previous CTE administrative experience, so dealing with the level of local and regional CTE administrative detail such as that found in Perkins grant supervision is new. The national perspective provided by MPR was welcomed by these participants as context for developing a 2010–2011 regional partnership program of work.

With the national perspective as a foundation, the retreat participants engaged in two round table conversations. These conversations were intended to narrow the region's CTE priorities and investigate how the regional partnership could best facilitate quality CTE programming for students.

Round Table #1

Retreat participants were asked to consider the impact of a number of forces at work that were identified by the retreat planning team as having an influence on CTE within the partnership's region. The forces identified were considered as being foremost in the minds of the retreat participants. The planning team recognized that these forces, as discussed in detail below, needed to be acknowledged and addressed proactively.

Budgetary constraints; pressure to use Perkins to sustain base-level operations

Given the current circumstances surrounding local school district funding and the pressure to reduce costs, many are relying on federal Perkins funds to sustain CTE programs at the risk of reducing the use of those funds for program improvement. Retreat participants were asked to identify how the regional partnership could support collaboration on a scale that reduces or eliminates duplication of effort among the partnership school dis-

tricts. At the same time, participants were asked to consider how the regional partnership could broker and streamline the interaction between the partnership school districts and Portland CC to reduce or eliminate Portland CC's need to respond to each school district individually.

“New” program design—standards-based curriculum vs. course-based curriculum; POS/career pathway structure; emphasizing rigorous, linked learning with challenging academic and CTE content

Secondary and postsecondary CTE programs within the region have evolved separately from each other. Individual school districts have developed and implemented their own CTE programs and, in some cases, implemented CTE programs separately in high schools in the same school district. Secondary CTE programs have evolved independently from those offered at Portland CC.

Oregon's five-year Perkins IV plan indicates that by 2013, all approved CTE programs in Oregon will be POS as defined by Perkins. Because existing CTE programs were not explicitly designed to have the “new” POS characteristics, CTE within the region will need to be modified or restructured to maintain eligibility for Perkins funding. It will be particularly important for the regional partnership to facilitate the alignment and linkage between the secondary CTE programs and those offered at Portland CC.

College and career readiness; personalized student planning

High schools within the region are watchful of ODE's response to the state's use of the common core of state standards as offered by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). Embedded within the common core of state standards is the desire for students to exit secondary education being both “college ready” and “career ready.” Secondary educators within the region note that the definition of “career ready” is not quite as clear as that of “college ready.” The regional partnership is well-positioned, however, to use Oregon's education plan and profile graduation requirement to define “career ready” for students within the region.

Accountability and return on investment; measuring what matters beyond Perkins

Although the accountability force at work seems to focus on compliance, regional educators are also interested in how data can inform the effectiveness of local CTE programs. With CTE programs being largely elective for students and viewed as vulnerable by teachers, meaningful data can be used to illustrate the effectiveness of CTE programs.

Data from a number of CTE student performance indicators such as academic attainment, technical skill attainment, high school graduation, and postsecondary placement can be indicators of effectiveness to be shared with school administrators and decision makers.

The retreat participants engaged in small table discussions focused on what actions the regional partnership might realistically take to neutralize any negative impact to CTE resulting from these forces. Following the small table discussions, participants at each table were asked to report and chart their top ideas. Once the participants at each table reported, they were asked to declare their top actions by casting a maximum of three votes using self-adhesive dots for those choices. Individuals could use all three votes on one idea or divide their votes among different actions. The results of the voting were as follows:

- Develop Regional Advisory Boards to be led by Portland CC and shared with the secondary CTE programs within the region (10 votes).
- Explicitly tie the high school educational plan and profile diploma requirement with POS student planning, as well as integrate the community college career pathway road maps and degree audit capability, to better connect the high school students with Portland CC programs (9 votes).
- Develop a high school CTE instructor professional development initiative in which the high school CTE instructor would spend a day with a community college counterpart(s) (5 votes).
- Gather baseline data on how students progress through K–16 education by identifying and analyzing certain momentum points (5 votes).
- Adhere to industry-based standards within POS design and implementation (5 votes).
- Study the utility of certain Perkins Tech Prep indicators as possible measures of student transition (2 votes).
- Increase career familiarity and exploration among K–12 students (2 votes).

Other actions capturing a single vote were as follows:

- Create a database of employers and business partners.
- Use CTE and Perkins data to inform program improvement.
- Network with regional workforce development agencies and organizations.
- Encourage cross-training of academic and CTE instructors at and between both secondary and postsecondary levels.

The top tier of participant choices—those with five or more votes—elicited strong responses on how these ideas could be implemented through regional collaboration. Lynn Wilson-Dean, the Regional CTE Coordinator, and her staff collected the detailed comments that will be used to draft a program of work for upcoming consideration by the partnership committee.

Round Table #2

The round table activity scheduled after a working lunch was severely altered because a critical mass of retreat participants was unable to stay through the afternoon. The discussion was redirected to focus on three primary areas:

- Identifying the “must do’s” that have traditionally been the role of the regional partnership;
- Identify the next steps for the partnership committee; and
- Creating a new identity by selecting a new regional partnership name.

Because a number of retreat participants left, the smaller group size was conducive to a single group discussion.

The discussion began with identifying the “must do’s,” which were legacies from the past, but also recognized the need for completing some tasks caught in the transition to a new scope of work. The participants identified the following as legacy “must do’s” that still needed to be completed:

- Complete the collaborative development of a secondary-postsecondary POS in the area of Industrial and Engineering Systems (IES). Participants suggested that this activity be addressed, but they also wanted to introduce the new professional development model. As an approach to designing an IES POS, they suggested that the secondary CTE instructor spend a day with a Portland CC counterpart in order to observe college-level instruction and to schedule a work session to align the secondary and postsecondary elements of an IES POS.
- Collaborate on the approach and instruments for measuring technical skill attainment of CTE students in the region. The participants suggested that this joint secondary-postsecondary action could be accomplished in a manner that is consistent with the use of regional collaboration to leverage instruction and assessment expertise. This expertise, in turn, could be useful for implement-

ing valid and reliable approaches to the measurement of technical skill attainment within the region.

- Become the voice and catalyst for effective career development information. As identified by the retreat participants, the quality and consistency of career information for students could be improved. Along with career information resources, they suggest identifying guidance tools and approaches so that students can recognize the value of an organized POS sequence that may inform their personal education plan for high school completion and readiness for their next step following high school graduation. The participants suggested that Portland CC staff collaborate with high school faculty to create a “tool box” of resources that clarify what students need to be successful in their transition from high school to a Portland CC program.
- In partnership with school district data staff and Portland CC institutional effectiveness staff, identify existing data sets that can be used to inform student progress through the K–12 system into the community college system. In doing so, these staff may want to consider establishing “momentum points,” which indicate instances of significant student progress through the system.
- Sustain a communication protocol to keep general education audiences informed and up-to-date on relevant CTE activities and how they contribute to students’ success.

The discussion of the list of “must do’s” transitioned into identifying action steps that would serve as the foundation for the regional partnership’s 2010–2011 program of work. The retreat participants suggest that the partnership’s leadership committee would address the details of the action plan. However, because of the regional interest and focus on college and career readiness, the participants suggested considering one specific organizational change: activating a restructured Student Access, Recruitment, and Retention (STARR) subcommittee. In the past, the STARR subcommittee has concentrated on the student services aspects of transitions from secondary to postsecondary education.

Much of the afternoon conversation was spent on discussing the new identity and branding of the regional partnership. There was unanimous agreement about moving away from using the acronym “PAVTEC” (Portland Area Vocational Technical Education Consortium) to describe the regional partnership. The participants thought that the acronym was outdated as it reflected a time when the word “vocational” was used to identify instructional programs now labeled as “career and technical education” or “CTE.” The group desired to update the acronym to reflect current initiatives and participated in a brainstorming exercise to come up with names for further consideration, including the following:

- PACE = Portland Alliance for Career Education
- ASPIRE = Area Schools Partner for Relevant Education
- RARE = Regional Alliance for Relevant Education

The participants identified several other terms warranting further consideration, for example: consortium, council, partnership, collaboration, career, technical, and relevant education.

Retreat Wrap-up

The retreat participants summarized the day as productive, engaging, and tiring. At a time of school funding challenges and vulnerability of elective programs, they recognized the need to support students with their college and career transitions. Participants also recognized the role that CTE plays in supporting students with those transitions. Although the funding realities may limit the momentum for implementing some details of the action items, there appears to be a commitment to implement a regional program of work to the extent that resources will permit.

Further conversations regarding the refinement of the regional program of work will occur through partnership committees. The retreat forged a foundation upon which to build a robust program of work that is scalable given the resources available.

The regional partnership between the area high schools and Portland CC appears to be strong with a deep trust among the partners. With the establishment of a firm and uniform foundation among the relatively new individuals representing the member school districts, the regional partnership is poised to make a smooth transition into the next generation—one that is focused on CTE program quality, faculty professional development, and student services that support college and career readiness.

Appendix A—Summer 2010 Partnership Retreat Agenda

PAVTEC Retreat 2010

July 7, 2010 | 8:30 AM–3:30 PM

Portland CC, Rock Creek Campus

Events Center, Building 9, Room 122a

Agenda Topics and Organization

8:30–8:45 AM **Coffee and Conversation**

8:45 AM **START**

Setting the Stage: Lynn Wilson-Dean & Kendra Cawley, PCC

- Introductions
- Purpose of retreat
- Outcome(s)

Context: Jim Schoelkopf, MPR

- *New Vision* for CTE; National Association of State Directors for Career and Technical Education Consortium (NASDCTEc)
- NACTE—POS, Funding, and Accountability

Process: Group (small/large) discussion to determine the local condition for each of the forces at work.

What?—Forces at work include:

- Budgetary constraints; pressure to use Perkins to sustain base-level operations
- “New” program design—standards-based curriculum vs. course-based curriculum; POS/career pathway structure; emphasizing rigorous, linked learning with challenging academic and CTE content
- College and career readiness; personalized student planning
- Accountability and return on investment; measuring what matters beyond Perkins

Outcome: Assess the desire for a shared alliance approach vs. local approach to addressing forces at work and mitigate negative impacts.

12:00–12:30 PM LUNCH

Process: Group (small/large) discussion exploring how each of the partners views the role of an alliance.

How?—Can a regional alliance make a difference?

- Given the current local realities for CTE, what should be the priorities for a regional, secondary-postsecondary, CTE alliance?
- How can a regional alliance best invest its regional funds to address the forces at work?
- How would partners know if their collective alliance efforts have been successful?
- How can the region best communicate the return on the \$2.43 million annual investment in CTE? Are funds being maximized to their full potential?

Outcome: Identify tangible alliance actions that may redefine a regional alliance.

3:00–3:30 PM RECAP and NEXT STEPS

Appendix B— Perkins IV Required Uses of Funds

Carl D. Perkins Career and Technical Education Act—Required Activities for Use of Funds: 2007– 2013

“SEC. 135 (b). REQUIRED LOCAL USES OF FUNDS

NOTE: Eligible recipients must first satisfy the required activities for uses of Perkins funds before any expenditure of funds are permitted for permissive activities [Sec. 135(c)]. The Sec. 135(b) required activities do not need to be exclusively satisfied through the use of Perkins funds. Some required activities may be accomplished through existing, general fund supported programs and policies; some required activities may be accomplished through support from other federal, state or local funding sources; or some required activities may require the use of Perkins funds as the sole funding source.

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

“(4) develop, improve, or expand the use of technology in career and technical education, which may include—

“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

“(A) in-service and pre-service training on—

“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

“(ii) effective teaching skills based on research that includes promising practices;

“(iii) effective practices to improve parental and community involvement; and

“(iv) effective use of scientifically based research and data to improve instruction;

“(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

“(C) internship programs that provide relevant business experience; and

“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

“(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title;

“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.”