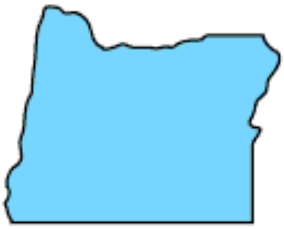

Oregon

http://www.ode.state.or.us/opte

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PTE Mission

To assure excellent and equitable educational opportunities resulting in the development of every Oregonian's personal potential, knowledge and skills, workforce productivity, and lifelong learning.

PTE Connections to Workforce Development

PTE in Oregon is an integral part of workforce development. The State Director serves as one of the education representatives on the Oregon Workforce Investment Board and the Governor's Workforce Policy Workgroup. Several of the Director's staff also works closely with the Oregon Youth Council.

Oregon's Continuous PTE Program Improvement Framework for Increased Student Performance

Systems	Programs	Student Results
▪ Systems in place to facilitate students' movement between secondary and postsecondary professional technical education programs to ensure a well trained workforce. ▪ Systems in place for quality professional development programs focused on achieving the State Plan goals. ▪ Systems in place to prepare workers for high skill, high wage jobs. ▪ Systems in place to ensure training and the opportunity for upward mobility. ▪ Systems in place to develop and maintain a standards-based system for approval of professional technical education programs.	▪ Curriculum designs that integrate academic, technical and workplace readiness knowledge and skills to meet industry skill standards. ▪ Relevant learning through connections between school and work. ▪ Program designs that assure that the needs of diverse populations are met in all communities. ▪ Program designs to prepare students to meet their personal goals leading to success in the workplace, further education, training, and family and community roles. ▪ A continuous improvement process in place in all professional technical education programs.	▪ Students understand the relationship between secondary and postsecondary achievement and success in the workplace. ▪ Increased secondary and postsecondary graduation and professional technical course and program completion rates that lead to Oregonians having the skills necessary to obtain and maintain employment.

Core Indicators for PTE Students Success

Core Indicator #1: Student attainment of challenging State established academic and vocational and technical skill proficiencies.

Academic Skills: The core indicators for academic performance will be as follows:

- The rate at which secondary PTE concentrators meet Oregon's adequately yearly progress (AYP) performance measures in English (50%) and in mathematics (49%).
- The rate at which postsecondary PTE concentrators achieve a Grade Point Average of 2.0 or better on a four-point scale in academic course.

Vocational and Technical Skill Proficiencies:

The core indicators for secondary and postsecondary professional technical skill proficiencies will be as follows:

- The rate at which PTE concentrators complete professional technical education courses with a GPA of 2.0 or better.

Core Indicator #2: Student attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

- The rate at which secondary PTE concentrators become completers.
- The rate at which postsecondary PTE concentrators become completers.

Core Indicator #3: Placement in, retention, and completion of postsecondary education or advanced training, placement in military services, or placement or retention in employment.

- Percentages of secondary and postsecondary PTE concentrators who are completers that become employed and/or pursue further education.
- Percentages of secondary and postsecondary PTE concentrators who are completers that become employed and/or pursue further education that are retained in employment or further education.

Core Indicator #4: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

- The rate at which secondary and postsecondary PTE concentrators access programs preparing for training and employment in careers or occupations with significant under-representation by gender.
- The rate at which secondary and postsecondary PTE concentrators complete programs preparing for training and employment in careers or occupations with significant under-representation by gender.

Oregon PTE Statistics

# of public high schools	227
# of public schools offering solely (or primarily) vocational instruction	1
# of students in public high schools	160,700
# of secondary students enrolled in CTE	76,916
# of public community colleges	17
# of students at public community colleges	102,019 FTE
# of postsecondary students enrolled in CTE	33,540 FTE
Perkins federal funds received	$16,031,996

Key PTE Trends in Oregon

Almost every comprehensive high school in the state of Oregon offers at least one, approved professional technical education program. Federal Carl D. Perkins Vocational and Technology Act funds assist schools with about 5% of the overall costs. Below are listed some of the most important trends regarding Oregon Professional Technical Education Students.

- Over 43% of Oregon high school students are enrolled in professional technical education during their high school experience. Annually, 76,916 students in 227 high schools enroll in professional technical education courses.

- Students in professional technical education meet and exceed the state standards on the statewide assessments for reading, math and math problem solving at levels above the general school population.

- Professional technical education students completing 2 or more credits of PTE exceed averages for statewide assessment (2002-2003 assessment data) at the following rates:

- ⇒ Math Problem Solving +18.19%,
- ⇒ Math Multiple Choice +6.68%
- ⇒ Writing + 3.45%
- ⇒ Reading +4.75%

- Over 60% of 11th and 12th grade high school PTE students participate in dual enrollment programs that allow students to receive both high school and community college credit for qualified PTE courses.

- Special population, minority, disabled and economically disadvantaged students participate in professional technical education at the same levels as in the general high school population.

- Local professional technical education program adapt to changes in education and career opportunities for students. Many programs have adapted to focus on broader-based career studies in areas such as information technology, integrated technology and health services.

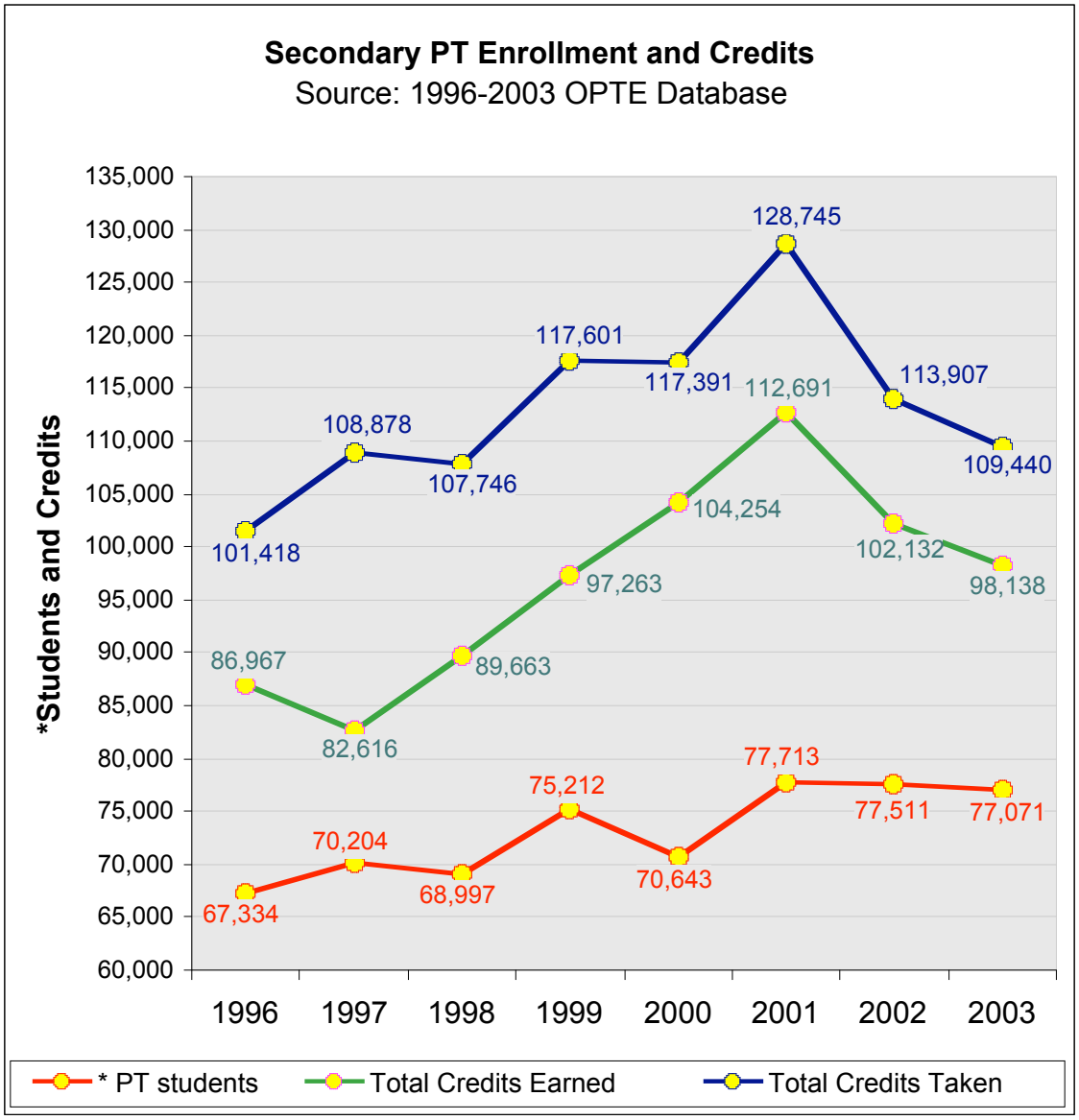
PTE Challenges in Oregon

- Decreases in resources for schools are impacting the access to professional technical education for some high school students. This seems to occur most often when industry-standard based programs need specialized classrooms and equipment, require smaller class size to assure safe classrooms and require qualified, PTE-endorsed instructors. It is critical to access the federal funds to continue the programs that meet the standards of today's workforce.

- The emphasis on student achievement of academic standards has caused some schools to focus on course offerings in reading, writing and mathematics instead of acknowledging the role that PTE has demonstrated in increasing the academic and technical achievement of students. Oregon's PTE student performance outpaces many other states.

- There is a shortage of qualified professional technical education teachers for secondary PTE programs. This shortage has resulted from the elimination of most professional technical teacher training programs in the state over the past few years.

Eight-Year Trend of Professional Technical Annual Participation and Credits Earned.



This eight-year trend chart indicates secondary professional technical education peaked in 2000. The total number of students participating in PTE has remained fairly flat, but the number of courses and credits earned by those students are declining. A quality assurance process started in 2002 started to identify and programs that were not of sufficient size, scope, and quality necessary for students to successfully enter further education or the workforce.

Secondary Course Taking Patterns
by Career Area

A large drop has occurred particularly in the business and management area. The drops occurred particularly in the office systems and the financial accounting programs. Office systems follow a labor market trend with fewer staff hired for only office skills. The changing workplace requires almost all technical and professional occupations to be literate in word processing, spreadsheets, databases and electronic presentations. In addition some of the basic courses like key boarding are considered foundational courses which becomes a prerequisite to the program rather than a part of the program. Industrial and Engineering Systems programs are increasing statewide in construction technology, electronics technology and manufacturing technology. Older, less broad based skill programs like stand alone drafting are decreasing.