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KEY ELEMENTS/COMPONENTS OF AN ALIGNED EDUCATION ENTERPRISE

1. Standards-based education system based on agreed- upon common core proficiencies with rigorous standards and learning outcomes for all students PreK-16
2. Clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities
3. Clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders)
4. Agreed-upon credentials that are accepted as awards and recognitions of a student's demonstrated level of proficiency
5. State assessments of student learning and outcomes
6. Assessments that are aligned to state standards and inform teaching and learning
7. Integrated data systems that allow for transfer of student records including learning and achievement (profile of proficiency) across systems and institutions
8. A coherent PreK-16 system, with a unified vision, common language, clear agreements, up-to-date policies, and well-engineered structures

CURRENT WORK:

In using the Key Elements/Components of an Aligned Education Enterprise, a cross functional team from Oregon Department of Education (ODE), Department of Community Colleges and Workforce Development (CCWD) and the Oregon University System (OUS), identified all the current efforts underway. Each area of effort is noted with a point person. In Appendix the detailed work plans are included.

1. Standards-based education system based on agreed upon common core proficiencies and rigorous standards and learning outcomes for all students PreK-16 – PLANS IN APPENDIX.

- Standards and Assessment Review by West Ed: Expand reviewers to include a group like that convened at Chemeketa plus business members (*Jon Wiens, Theresa Levy, Bruce Schaeffer*)
- Skill Sets – to infuse the academic standards into the pathways – kicked off in Phoenix (*Joanne Truesdale*) – the State Plan for Perkins may be a useful (*Colleen Mileham*)
- State Assessments of academic content standards and performance descriptors (*Jon Bridges*) Articulation and Communication with Post Secondary – connect to 1st year study (*Mark Endsley*).
- OUS – ODE Moderation Panels Performance descriptors and performance standards – this is an alignment technique. Link with 1st Yr Study. (*Mark Endsley*).
- REAL and other web sites -- Connect web sites to one other (ex: Joint Boards Articulation Commission (JBAC), Unified Educational Enterprise (UEE) etc) (*Kathleen Vanderwall*)

2. Clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities. PLANS IN APPENDIX.

- Plan and Profile (*Theresa Levy*)
- Oregon Pathways for Adult Basic Skills (OPABS) Transitions to Post-Secondary and work (*Mary Jane Bagwell*)
- Apprenticeship (*Sue Boyanovski*)
- Roll out of statewide apprenticeship
- Connected into 4 year institutions
- Applied Baccalaureate/ Pathways in the 1st 2 yrs of Post-Sec Ed (*Mimi Maduro*) (or some other form) Senate Bill 364 (*Joanne Truesdale*) -- Targeted pathways
- Oregon Pre-Engineering and Applied Science (OPAS): Alignment and coordination, career pathways -- for example, engineers and applied science (*Sue Boyanovski, Bruce Schaeffer*)
- Statewide manufacturing/engineering tech articulation agreements (*Sue Boyanovski*)
- Engineering and Technology Industry Council (ETIC) Project on alignment of lower division engineering (*Bruce Schaffer*)
- Ed Pathways for Teachers (*Sue Boyanovski*)
- Oregon Transfer Module (OTM): (*Robert Mercer and Karen Sprague*)
- Associate of Science Oregon Transfer Degree (ASOT) – Business (*Robert Mercer*)

- Revision of Associate of Arts Oregon Transfer Degree (AAOT) (*Robert Mercer, Karen Sprague*)
- Dual Enrollments / Major-Specific Articulation (*Robert Mercer*)
- Connections with Articulated Transfer Linked Audit System (ATLAS)
- Oregon Virtual School District – needs more alignment
- Common framework for courses. (*Salam Noor*)
- **Online Advisor** for community colleges – before colleges had their own web sites. (*Joanne Truesdale*)
- JBAC did the research – students who do dual credit do as well or better as when they take the course in OUS – as long as the instructors have the same credentials (*Bob Keiran*). Issues can be tracked to individual students who need more information (*Connie Green*)
- Retention efforts that assist in student success

3. Clear, consistent, frequent, and cross sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders) – COMMITMENT TO CONNECT EFFORTS.

- Articulated Transfer Linked Audit System (ATLAS) (*Mark Endsley*)
- Career Information System (CIS)/Careers info/ I Matchskills
- Education Plant & Profile and Comprehensive Guidance and Counseling (*Theresa Levy*)
- Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) (High schools with GEAR UP ... they are separate and duplicative of Plan) (*Mark Endsley*)
- General Education Outcomes and Assessment (*Karen Sprague and Robert Mercer*)
- Metro Consortium (*Robert Mercer*)
- Oregon Council of Computer Chairs -- (*Sue Boyanovski*)
- OPABS (see #2) (*Mary Jane Bagwell*)
- Oregon Writing and Ed Advisory – common numbers, web site (OWEAC) – started with PASS writing standards (*Sue Boyanovski*)
- PASS Training Site (*Mark Endsley*)
- PASS Training Site (web) for integration and standards based education (*Mark Endsley*)
- Pathways Info and P-14=PT/CTE Coord. SB 300
- Student Success Conference (*Robert Mercer*)

4. Agreed upon credentials that are accepted as awards and recognitions of a student's demonstrated level of proficiency – COMMITMENT TO CONNECT EFFORTS.

- Adult High School Diploma (AHSD) (*Mary Jane Bagwell*)
- Advanced Placement (*Robert Mercer and Karen Sprague*)
- Apprenticeship-cert of completion, AAS, BS (Electrical, industry. Mfg & mech. Construction) (*Sue Boyanovski*)

- CCWD Credentials (Licensing and Welding, Industrial Certifications ...) Student Plan and Profile ... in PDF, on page 49
- Credit for Prior Learning (*Joanne Truesdell*)
- Credit for Prior Certification (*Joanne Truesdell*)
- GED (*Mary Jane Bagwell*)
- HS Diploma (*Theresa Levy*)
- ICAR (*Mark Endsley*)
- Subject Area Endorsements (*Kathleen Vanderwall*)
- Licensing/Acc. (Cub)
- OUS admissions (*Robert Mercer*)
- Proficiency for Credit (*Mark Endsley*)

5. **State assessments of student learning and outcomes** (*these are more of a summative nature*) – **PLANS IN APPENDIX.**

- Juried assessments – student (measure for instructional improvement) vs. system (measure for accountability, restrictive, Peer Review) – comparability
- Math content standards (Apr 07) (*Jon Wiens*)
- Reading, writing, math, English Language Proficiency Assessment (ELPA), social science (JB): Performance Descriptors, Performance Standards
- Science content standards (Apr 09) (*Kathleen Vanderwall*)
- How do K-12 assessments mesh with admission and placement in community college and higher Ed? Initial issues follow:
 - Are we thinking about common assessments in post secondary?
 - In math and writing – *Joanne Truesdell* feels so that we will never have agreement. *Connie Green* – feels they’ll never agree in math.
 - *Mark Endsley* – we have this range of information in math – it should be what combination of measures that can be used. Not which asmt should be used.
 - *Joanne Truesdell* – “it’s taking the cram course”
 - *Mark Endsley* – the degree to which students who weren’t achievers in high school, but then they go to community college – how can this work. So if ACT score got me into Math 111 – could this also get me a high school diploma?

6. **Assessments that are aligned to state standards and inform teaching and learning** (*locally driven, inform teaching and learning*) – **PLANS IN APPENDIX.**

- Extended Application (*Theresa Levy*)
- First yr study (*Mark Endsley*)
- OUS – ODE Moderation panel collection scoring (*Mark Endsley*)
- Subject area endorsements in the arts, health, second language and physical education (*Kathleen Vanderwall*)
- Reports of student achievement on State Assessments at school and district level (JB)

- Work Samples (writing, math problem solving, scientific inquiry, social science analysis) (JB)

7. **Integrated data systems that allow for transfer of student records including learning and achievement (profile of proficiency) across systems and institutions – PLANS IN APPENDIX**

- Data with IMatch Skills (*Joanne Truesdell*)
- EDI/OFAX (*Joanne Truesdell*)
- KIDS (JB)
- OCCURS/Community College Redevelopment (*Joanne Truesdell*)
- Portal for CCWD databases (OCCURS/TOPS/GED/O4CL/WIAIB/T II) (*Joanne Truesdell*)
- System identified by NCESD – commercial but free (*Kathleen Vanderwall*)
- P20 Data Warehouse (integration of KIDS and ITS) – In Policy Option Package

8. **A coherent system PreK-16 with a unified vision, common language, clear agreements, up-to-date policies, and well-engineered structures -- this is the end product: a coherent system!**

The following are stakeholders/initiatives that need to become more coherent:

- Apprenticeship (*Sue Boyanovski*)
- Council of Instructional Administrators (Community College equivalent to OUS Provosts, meet monthly for a day), Council of Student Services Administrators (CSSA)
- Educational Act Update (*Salam Noor*)
- Ed Pathways for Teachers (*Sue Boyanovski*)
- Gates Grant (*Kathleen Vanderwall*)
- OPAS and coherent system for pre-engineering and applied science (*Sue Boyanovski, Bruce Schafer*)
- Progress on PK20 Alignment paper (*Jon Wiens*)
- Provosts/CIA/CSSA – leaders and stakeholders (*Robert Mercer and Karen Sprague*)
- Statewide meeting for engineering (*Sue Boyanovski, Bruce Schafer*)
- UEE/Joint Boards Work plan for PK-20 (*Mark Endsley*)
- And many others

SB 342: The Work that is Continuing

AAOT REVISION Next Steps:

- JBAC is collecting direct feedback from the institutions awarding and receiving the current AAOT, preparing JBAC to propose appropriate changes;
- The community college Council of Instructional Administrators (CIA) and the OUS Provosts' Council will discuss the AA/OT revision process at a joint meeting in November 2006;
- JBAC will propose revision of the AA/OT, based on feedback from campuses and recommendations from the CIA and Provosts' Council.
- By spring 2007 develop proposal for AAOT revision with Stakeholder review

PATHWAYS Next steps:

- The community colleges, OHSU and OUS partners have developed policy option packages that will effectively leverage the innovative program models across the sectors and programs to support Oregon's requirements for a well-trained healthcare workforce whenever and wherever it is needed through a responsive and efficient education and training system.
- UEE will review policy and definitions to ensure alignment regarding pathways, articulation and career skill/paths.

OUTCOME-BASED GENERAL EDUCATION Next Steps:

The drafts of the general education outcomes are being formally discussed at public meetings of faculty on each OUS and community college campus. The Joint Boards Articulation Commission is facilitating these discussions, collecting feedback, and organizing a recursive discussion/revision process to achieve agreement. When faculty in the relevant disciplines are satisfied with the statements, they will be brought to UEE and then Joint Boards for statewide adoption

ATLAS Next Steps:

There is an OUS policy package that supports continued development of the degree audit framework that powers ATLAS at all OUS institutions. The first stage of ATLAS implementation at OUS institutions is expected to be complete in 2007. After implementation a training and marketing campaign will begin to effectively train high school and college advisors on how to use the system.

Long Term Steps: For ATLAS to remain a valuable tool for students, campuses will need to plan for long term sustainability, including:

- Identify funding for recurring maintenance costs
- Allocate staff time and develop maintenance and improvement processes
- Sustain communication among campus stakeholders
- Plan central website for posting of curricular changes statewide

ADVANCED PLACEMENT Next Steps:

Statewide alignment work is complete. Campuses are approving the standard AP credit awards through their official processes. Implementation of the new scores will begin statewide in fall 2007. Marketing is needed to communicate the new system to advisors, students, teachers, and parents.

EXPAND EARLY COLLEGE PROGRAMS Next Steps:

The many options available to high schools for early college programs can be confusing. It is also difficult for schools to balance the needs of the majority of high school students with the specialized needs of the subgroup that desires acceleration. The Department of Education, CCWD and OUS plan to provide training and marketing on how to use the Oregon Transfer Module as one framework for accelerated learning where appropriate. Planning has begun to address and remedy the technical issues that have complicated Expanded Options implementation.

Policy Issues for UEE to Address to Strengthen Oregon's PK-20 System

Policy Issue	Existing organization closely aligned to this issue <i>(PK-20 Team Member who will serve as liaison)</i>	Organization/group will identify the “what is in policy” and recommendation for better policy alignment
1. Need clear, consistent “better” definitions of “ Pathway ”	<i>Joanne Truesdell</i>	Statewide Pathways group
2. Skills Sets: Oregon Dept of Economic Development (ODED), Department of Employment (DOE), Community Colleges and Workforce Development (CCWD), Workforce Investment Act (WIA)	<i>Joanne Truesdell</i>	Oregon Workforce Cabinet
3. Virtual Learning Framework: Need statewide policy to bring together K-12, cc, and higher ed into a unified framework for virtual learning	<i>Salam Noor, Susan Weeks, and Joanne Truesdell</i>	Oregon Virtual HS steering Committee; Oregon Community College Distance Education Advisory group; OUS?
4. Accelerated learning policy (Senate Bill 300, Advanced Placement, International Baccalaureate, Dual Credit)	<i>Salam Noor</i>	Oregon Department of Education (ODE) for State Board of Education (SBE)
5. Teacher/Faculty Approval of Dual Credit in High School: who offers? Who succeeds? Where is disconnect?	<i>Joanne Truesdell, and Susan Weeks</i>	Joint Boards Articulation Commission (JBAC)
6. Proficiency for Credit	<i>Salam Noor</i>	Oregon Department of Education team
7. How do high school assessments align with postsecondary admission and placement?	<i>Joanne Truesdale, Salam Noor, Doug Kosty, and Susan Weeks</i>	ORACO (Registrars), Council of Student Services Administrators (CSSA), Council of Instructional Administrators (CIA), Provosts, Interinstitutional Faculty Senate (IFS), School Districts/High School Assessment Coordinators, others??

SUGESTED NEXT STEPS FOR:

**Unified Educational Enterprise,
Council of Instructional Administrators/Provosts,
Joint Boards Articulation Commission,
Pathways, and others**

Unified Educational Enterprise (UEE)

Policy Issue Identification and Recommendation for the Enterprise:

UEE will review:

- 1) Policy and definitions to ensure alignment regarding **pathways, articulation and career skill/paths.**
- 2) Develop **Skills Sets policy and recommendations**
- 3) **Virtual Learning Framework:** Develop a statewide policy to bring together K-12, cc, and higher Ed into a unified framework for virtual learning.
- 4) **Accelerated learning policy- Can the Oregon Transfer Module (OTM) be the framework?**
- 5) Teacher/Faculty Approval of **Dual Credit** in High School: who offers? Who succeeds?
Where is disconnect
- 6) **Proficiency for Credit – Is there a policy framework that aligns the current college, university and High school processes?**
- 7) How do high school **assessments** align with postsecondary admission and placement?
- 8) Continue to monitor Senate Bill 342 and other alignment issues as they are identified.

RECOMMENDATION:

Meet every other month to discuss the policy issues and the Senate Bill 342 ongoing work.

January – Discuss #4, #5, #6

March – Approve #4, 5 and 6 and discuss #1, 2 and 3

May – Approve #1, 2 and 3 and discuss #7

July – Finalize policy work and begin next steps from the legislative session.

Council of Instructional Administrators (CIA) / Provosts **Leadership of Educational Issues:**

- The community college Council of Instructional Administrators (CIA) and the Oregon University System (OUS) Provosts' Council will discuss the Associate of Arts Oregon Transfer (AA/OT) revision process at a joint meeting in November 2006
- Pathways/articulation definitions suggestions to ensure alignment regarding pathways, articulation and career skill/paths etc. Identify 1-2 program areas where multiple colleges and universities agreeing to the articulation/pathway would increase access and success.
- **Virtual Learning Framework:** Provide insight for a statewide policy to bring together K-12, community colleges, and higher education into a unified framework for virtual learning/technology enhanced learning.
- Teacher/Faculty Approval of **Dual Credit Teachers** in High School: Review the Joint Boards Articulation Commission (JBAC) agreements and suggest policy revisions. Who offers? Who succeeds? Where is disconnect?
- **Proficiency for Credit** – Is there a policy framework that aligns the current college, university and High school processes
- How do HS **assessments** align with Post Secondary admission and placement?
- Review the dual enrollment framework. Is it working? Is there consistency? How to improve?

Joint Boards Articulation Commission (JBAC) **Leadership of detailed alignment:**

- JBAC is collecting direct feedback from the institutions awarding and receiving the current AAOT, preparing JBAC to propose appropriate changes;
- JBAC will propose revision of the AA/OT, based on feedback from campuses and recommendations from the CIA and Provosts' Council.
- JBAC is facilitating the General Education Outcomes discussions, collecting feedback, and organizing a recursive discussion/revision process to achieve agreement. When faculty in the relevant disciplines are satisfied with the statements, they will be brought to UEE and then Joint Boards for statewide adoption

APPENDIX – CURRENT WORK PLANS

1. Standards-based education system based on agreed- upon common core proficiencies with rigorous standards and learning outcomes for all students PreK-16

NO PLANS SUBMITTED TO DATE

2. Clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities

PK20 Coordination Team Assignment

October 2006

Key Elements/Components of an Aligned Education Enterprise

1. **Clearly defined and articulated pathways that allow students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding ed and training options and opportunities.**
2. **Clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities.**

Education Plan and Profile

581-022-0102: "Education Plan": A formalized plan and a process that involves student activities in planning, monitoring, and managing their own learning as well as their personal and career development in grades 7-12. Through this process students create an education plan for pursuing their own learning in addressing their personal and career interests and post-high school goals and to connect them to activities that will help them achieve their goals and successfully transition to next steps.

"Education Profile": Documentation of the student's progress and achievement toward CIM, CAM, and graduation requirements, goals and other personal accomplishments that are identified in the student's education plan.

Rules for the Education Plan and Profile were adopted by the State Board of Education in 2002 and are a requirement for the graduating class of 2007 and beyond.

The Education Plan and Profile is the centerpiece of the high school diploma. It serves as a tool to plan each student's high school experience and outline the student's post-high school goals. It also records each student's progress toward the diploma and toward being prepared for next steps. Schools support students in the development of their Plan and Profile through guidance and counseling.

Connections

The Education Plan and Profile is a PK-12 requirement that purposefully connects students with their post-high school next step that spans all options – community college, four-year college and university, private career school, workforce, apprenticeship, or military.

Stakeholders

Engage all next step partners (community college, four-year college and university, private career school, workforce, apprenticeship, or military) and PK-12 educators (teachers, administrators, counselors) in the process of reviewing existing requirements in light of proposed requirements (Oregon Diploma for the class of 2012), determine if modifications are necessary, identify needed implementation resources, and make recommendations.

The Department of Education is currently working with twenty-one cohort school districts to develop district-wide Comprehensive Guidance and Counseling programs: Forest Grove, N. Marion, Colton, Gresham-Barlow, Medford, Hillsboro, Salem-Keizer, Sisters, Jefferson Redmond, Reynolds, Oregon Trail, Jefferson County, Ashland, LaGrande, Oregon School for the Deaf, Eagle Point, Winston-Dillard, Canby, Beaverton, and Sherwood.

Policy Questions

1. What resources (time, training, staffing, and models) are needed to fully and effectively implement the Education Plan and Profile and Comprehensive Guidance and Counseling for each school district to help students transition across PK-12 to all postsecondary options?
2. What impact is the Education Plan and Profile having on preparing students for college- and workforce-readiness?
3. What demonstrable meaning and value will the Education Plan and Profile have for students beyond meeting a high school graduation requirement?

Key Elements/Components of an Aligned Education Enterprise

- 7. Integrated data systems that allow for transfer of student records including learning and achievement (profile and proficiency) across systems and institutions.**

Electronic Education Plan and Profile

Phase I (2002-04): The Department of Education working with a contractor, Multnomah ESD and stakeholders, developed a conceptual design and technical specifications for an electronic Education Plan and Profile.

Phase II (2004-06): Launched a data transfer pilot across education sectors – PK-12, community colleges, and Oregon University System to test proof of concept. Currently IDTS is connecting components of the data systems of these three sectors to facilitate ease of student transfer and articulation and support student transitions to college and between postsecondary institutions (to be completed by 6/30/07).

Phase III: Final specifications for an electronic Education Plan and Profile to be developed based on pilot outcomes and the development of the PK-12 Integrated Data Systems (KIDS) infrastructure.

Connections

Develop plans for next phase of electronic Education Plan/Profile building on KIDS infrastructure and data transfer pilot (PK-12, community colleges and OUS).

Policy Questions

1. How will the Education Plan and Profile interface with the PK-12 Integrated Data Systems (KIDS)?
2. What resources are needed to implement an electronic Education Plan and Profile in each school district across the state?
3. Will the electronic Education Profile as a document of student achievement and proficiency become the high school transcript?

Alignment: Current Plans for Community Colleges and Workforce Development
 Revised 10/24/06

Alignment Initiative: Description/Contact	Outcomes (components) and Timelines	Stakeholders	Communication To Date	System Connections	Policy Questions
<p>Apprenticeship: Phase in several statewide Apprenticeship Pathways and Associate of Applied Science (AAS) and certificate of completion programs</p>	<p>Implement apprenticeship pathways by 8/29/08.</p> <p>Complete licensed trades: electrical, industrial manufacturing, and mechanical construction by 9/1/07</p> <p>Develop common course outcomes, titles, credits, and numbering system</p> <p>Identify other apprenticeship pathway/s and begin to develop by 9/1/07 (e.g. construction)</p>	<p>Bureau of Labor and Industries, Oregon State Apprenticeship Council, Training Agents (employers), Apprentices, Community College apprenticeship Coordinators and staff, Joint Apprenticeship Training Committees, Oregon University System, OIT</p>	<p>Communicate progress quarterly to Oregon State Apprenticeship Council</p> <p>Official communication sent to community college administration on Oct 9, 2006.</p>	<p>Community college to OUS</p>	<p>What can be done to provide stable funding for community college apprenticeship programs (most are cost-recovery)?</p> <p>What can be done to assure direct entry into an apprenticeship program for pre-apprenticeship students?</p>
<p>Applied Baccalaureate Degree: As one recommendation from the SB 364 Workforce 2005 Taskforce, the BAS/BAT would allow more applicability of AAS PTE courses for high wage or high demand occupations.</p>	<p>Collaborate and develop an Applied Baccalaureate degree for selected high growth and high demand occupations (e.g. Nursing, Allied Health, Manufacturing Engineering Technology, Computer Science, Human Service, and Criminal Justice). Establish an inter-sector task force to develop and pilot specific high demand and high wage Bachelors of Applied Science Degrees (BAS), and recommend criteria for successful implementation;</p> <p>Develop strategies that would enhance credit for prior learning and credit for certification transfer;</p> <p>Link and expand models with high school professional technical education programs (e.g. 2 + 2 + 2);</p> <p>Evaluation of Applied Baccalaureate degree programs</p> <p>DRAFT outcomes, implementation and timelines are dependent on legislative session.</p>	<p>Community college AAS degree students, OUS,</p>	<p>Once the full SB 364report is finalized, ODE will meet with Chair and Co-Chair to ascertain how it will be communicated and carried forward to the 74th legislature.</p>	<p>Community college to OUS</p>	<p>Appropriate general funds and leverage private sector resources to support coordination, implementation, capital equipment, technical faculty/teachers, and evaluation of Applied Baccalaureate degree programs;</p> <p>Provide rule change to allow OUS institutions to confer BAS/BAT degrees</p> <p>What are the minimum general education credit/course requirements [which could require alignment with the Oregon Transfer Module] for Associate of Applied Science degrees to enhance smooth transition and transfer of PTE credit for targeted Applied Baccalaureate degrees?</p>

Alignment: Current Plans for Community Colleges and Workforce Development
 Revised 10/24/06

Alignment Initiative: Description/Contact	Outcomes (components) and Timelines	Stakeholders	Communication To Date	System Connections	Policy Questions
Oregon Pre-Engineering and Applied Science (OPAS): brings constituencies together to focus on enhancing Science, Technology, Engineering, and Mathematics (STEM) at the middle school, high school, community college, and university levels.	<ul style="list-style-type: none"> ▪ The number of new high school pre-engineering programs approved by the ODE increase from x per year in 2005 to y per year by 2010. ▪ Number of Oregonians choosing engineering and applied science as a field of study as college freshmen increases by x% by 2010 compared to the baseline year of 2005. ▪ Number of Oregonians completing degrees in engineering or applied science increases by x% by 2020 compared to the baseline yr of 2005. ▪ Number of under represented minorities completing degrees in engineering or applied science increases by x% by 2020 compared to the baseline yr of 2005. 	Employers, Community colleges, OUS engineering and applied science programs/staff, ETIC, school districts, co-curricular organizations such as SMILE, MESA, OMSI, Saturday Academy, students, parents	Ongoing with the EDP, UEE, Pathways Steering Committee, SBHE, SBE, and ETIC, SB342 Progress Report	All three education sectors, ETIC, employers	<p>How can we best integrate pre-engineering and applied science into the K-12 content and skill standards?</p> <p>What incentives do we need for the development, integration and implementation of innovative secondary pre-engineering & applied science programs or integration of these topics with regular math and science courses?</p> <p>How can we best effect increases in enrollment and successful completion of STEM courses by young women, minorities and economically disadvantaged students?</p> <p>How do we support long-term sustainability of financial resources for implementation of OPAS strategies?</p> <p>What infrastructures are needed to support stakeholder collaboration?</p>
Statewide Manufacturing Engineering Technology articulation agreement: complementing the goals of OPAS	<ul style="list-style-type: none"> ▪ Align manufacturing engineering technology course outcomes, ▪ Prepare advising materials (road map, a general description, labor market data, recommended high school general education courses, and an articulated set of courses that can earned at a high school, community college or at the Oregon Institute of Technology) for students, parents, and school staff. 	Community colleges, OIT engineering technology programs	PTE Deans, CIA	K-12 to community college to OUS to employment	TBA
Oregon Pathways for Adult Basic Skills					
GED	No plan in place to date. Need to investigate the following: 1) Is Oregon going to recognize the federal GED requirements				

Alignment: Current Plans for Community Colleges and Workforce Development
 Revised 10/24/06

Alignment Initiative: Description/Contact	Outcomes (components) and Timelines	Stakeholders	Communication To Date	System Connections	Policy Questions
	if is isn't comparable with the new state diploma requirements? 2) How are we going to measure essential skills with the GED. Other tests may be required with the GED 3) Examine adult secondary standards and if necessary revise (ABE/GED use standards to set up courses.) 4) What will the universities expect in the future				
Adult High School Diploma	Amend AHSD OAR 589-007-0600 to align with the new diploma requirements and OAR 581-022-1120 and 581-022-1130 by spring 2007 Examine adult secondary standards and if necessary revise (ABE/GED use standards to set up courses.)	Advisory Board and Lead Staff			
EPIC Project on alignment of Lower Division Engineering Courses					

3. Clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders)

NO PLANS SUBMITTED TO DATE

4. Agreed-upon credentials that are accepted as awards and recognitions of a student's demonstrated level of proficiency

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NO PLANS SUBMITTED TO DATE