

Lane CTE/ESD Handbook

2022-2023



Lane Education Service District
Lanecte.org

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Lane CTE/ESD Directory

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Introduction

Oregon's Vision for CTE is: *"Oregon will reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy."* It is the intent of Lane CTEC to promote Oregon's vision of CTE to all consortium members and partners. The State of Oregon recently adopted [Oregon CTE State Plan 20-24](#).

CTEC promotes success for all students through quality Career and Technical Education programs that prepare students for the future workforce; meet industry standards; support collaboration among high school, post-secondary education, and business; and promote excellence in teaching.

We serve a diverse population of students, schools, teaching staff, and communities. In doing so, we strive to keep the central core values of the Lane ESD as our focal point of:

- **Commitment** – To districts, student and employee success
- **Leadership** – That is informed, responsive, visionary, proactive and planful
- **Collaboration** – Actively engaged with our partners to achieve success
- **Integrity** – Approach our work with ethical actions, making and keeping commitments, courage and humility
- **Equity** - We support a respectful work environment and access to educational service to all students

Why CTE?

Career and Technical Education provides a unique model of educating students for career opportunities. Not only are teachers provided with cutting edge equipment and technology, they come to the classroom with real-world experience and knowledge of their prospective career pathway. This allows them to create real-world experiences and connections with their students. Additionally, students who engage in CTE programs of study graduate at a higher rate and continue/complete post-secondary programs at a greater rate than their peers. According to the Oregon Department of Education, "Career and Technical Education participants (those students taking at least one CTE course) graduated at a rate of 90.8

percent in four years and CTE concentrators (students passing two classes in a CTE Program of Study) had a 94.8 percent graduation rate in four years,”

[NEWS RELEASE: Statewide Graduation Rate Jumps More Than Two Points to Another All-Time High of 82.6 Percent](#)

Consortia Design

In Oregon, a variety of consortium arrangements exist, including those with and without community colleges. Each consortium uses its own decision-making structure, but most operate with a group of member representatives who work with the Regional Coordinator and fiscal agent to efficiently, effectively and appropriately expend Perkins dollars for the purpose of improving Career and Technical Education across their regions. Community colleges and Education Service Districts serve as fiscal agents and employers of Regional Coordinators in Oregon. Consortium membership is a 12 month commitment from July 1 through June 30 of the following year.

Consortiums provide an opportunity for: small school access to Perkins funds; stronger partnerships between secondary and postsecondary members; shared common work and professional learning for CTE instructors; less risk for not meeting performance measurements; and efficiencies gained in the administrative work associated with Career and Technical Education.

School districts and community colleges that generate more than \$15,000 via the federal funding formula may also request permission from ODE to serve as their own fiscal agents and become direct grant recipients instead of consortium members. Direct grant recipients will still require the services of their CTE Regional Coordinator regarding teacher licensure and Program of Study or State Approved Program recommendations for approval and may also choose to purchase additional services. Direct grant recipients are responsible for their own grant applications, reports and other Perkins requirements. Any school district or community college considering this option must notify ODE by February 1.

Consortium Membership

The Lane CTE Consortium includes all 16 school districts in Lane County. We have active participation (but not voting power) with our local Community College (LCC) and other key community partners (including Lane Workforce Partnership). Our area is approximately 4,722 square miles. We are made up of partner school districts within Region V from the Oregon coast community of Florence to the mountain communities of Oakridge and Blue River. Consortium representation is determined by district leadership. Membership in this Consortium is voluntary. If a member wishes to withdraw they must notify the Regional Coordinator and request permission from ODE by February 1st.

Lane County Perkins CTE Consortium

The Lane CTE Consortium is committed to eliminating gaps in opportunities and barriers to access which are highly predictable by students’ race, ethnicity, gender, gender identity, socioeconomic status, and geographic location. We share the goal of improving outcomes for each and every student. Read our [Equity Stance](#). Read our [21-22 Strategic Activities](#).

1. Membership

The partners in the CTEC, hereafter called MEMBER(S), will be:

- Lane ESD Regional Coordinator (ex-officio)
- Lane Community College (non-voting member)

School Districts

- Bethel School District
- Blachly School District
- Creswell School District
- Crow-Applegate-Lorane School District
- Eugene School District
- Fern Ridge School District
- Junction City School District
- Lowell School District
- Mapleton School District
- Marcola School District
- McKenzie School District
- Oakridge School District
- Pleasant Hill School District
- Siuslaw School District
- South Lane School District
- Springfield School District

Charter Schools

- Network Charter
- Twin Rivers Charter
- West Lane Charter
- Willamette Leadership Academy

Membership in this Consortium is voluntary. If a member wishes to withdraw they must notify the Regional Coordinator and request permission from the ODE Director of CTE by February 1st. The individual Member must follow all Carl Perkins guidelines to establish itself as a separate, individual, funding entity with the Oregon Department of Education, Office of Educational Innovation & Improvement.

- A. **Voting Membership:** Each member organization is allowed 1 vote. Member districts are allowed to vote when they have an approved CTE program. Enrollment numbers are based on the most recently published Fall membership data.
- Voting members will appoint one person per school (administrator, teacher, or staff member) to represent and vote for them at meetings and on committees.
 - Each representative has voting rights. The administration of each member school will identify one person to serve as the Career & Technical Education Director (see roles and responsibilities). Non-voting participants from Member districts are encouraged to attend the meeting and provide input when appropriate; however, when a vote is necessary, the Members will be limited to the one vote allocated to them. Votes will be limited to those present.

- B. **Chairperson:** Lane ESD's Regional Coordinator or his/her representative will be the ex-officio head of the CTE Directors, will set meeting agendas, will chair all meetings, and will call special meetings when needed.
- C. **Quorum:** In order to have a quorum necessary to make decisions, at least 50% of the Consortium voting members or their temporary representative must be present.
- D. **Majority Vote:** Decisions will be based on finding a mutually acceptable solution/group consensus whenever possible; however, it is agreed that if an issue must be determined by a division of the house, 66% (2/3 majority) of the votes will be needed for the number of members/proxies present and will be binding on all parties. In addition, the vote must represent over 50% of the overall ADMw for Lane County. This follows the Lane ESD Superintendent's decision making process and aligns CTEC's practices to our local leadership model.
- E. **Removal/Changes in Governance:** Any planned removal of a Member for failure to follow the assurances which are contained in this document and/or any planned change in the rules of governance of this Consortium must be presented in writing for a first reading and discussion at a regular meeting or a special one called in compliance with the procedure outlined in this document. The Regional Coordinator will present the written copy of this plan/change to all CTE Directors and the Member superintendents/president at least two weeks before the next meeting, at which time action may be taken on the measure. A simple majority of members/proxies of the quorum will be required to pass a removal or change in governance.
- F. **Assurances Requirement:** All decisions must be in conformance with the assurances, standards, and or/mandated guidelines set forth by the Federal Government pertaining to Carl D. Perkins Career & Technical Education Act of 2019, Elementary and Secondary Education Act, the Oregon Department of Education, Oregon Revised Statutes and Oregon Administrative Rules.
- G. **Meeting Dates:** Meeting dates will be pre scheduled and Members will be reminded of the meeting by email at least one week prior to the date. Should an emergency situation arise, a special meeting may be called by the Regional Coordinator.
- H. **Renewal:** This document must be reviewed and renewed by each member annually.
- I. **New Members:** New Members will be added to this Consortium only when the CTE Directors reach an agreement to allow another school/district to become a Member.

2. Purpose of the Consortium

- a. Lane ESD's Perkins CTEC applied for Carl Perkins funding under the "Strengthening Career and Technical Education for the 21st Century (Perkins V) Act", (reauthorized in 2018) and each school agreed to release 100% of their funds to the consortium. This agreement is a confirmation of the Members' willingness to continue the Carl Perkins funding using this document/consortium as a structural, governance guideline.
- b. Enable the members to more economically handle the administration of funds and yearly reports by selecting one member to be the fiscal

agent for all and to ensure the budget and all monies spent by the Consortium conform to Perkins Section 135 “Allowable Fund Uses” and “State and Federal Assurances” from the current Perkins Act and subsequent updates to the Plan.

- c. To work together to establish and approve a yearly Consortium budget using the combined funds of the Members to best meet individual Member’s needs, meet educational needs of local business and industry, and meet innovative program needs, as the Consortium members deem appropriate.
- d. Determine what to do with remaining funds if any funds are not expended in a calendar year.
- e. To provide a forum for collaboration and community of practice where Members can access best practice information and be apprised of guidelines and/or requirements of State and Federal overseers, so that Consortium Members can establish and work toward meeting required goals and objectives.
- f. Ensure the Region 5 data is collected regionally and that schools have some safety by using the collective data of the group versus the danger of a school being out of compliance because of one or two year’s poor performance on the performance measures evaluated by the Oregon Department of Education and, thereby, risking losing its funding.
- g. To collaborate in an effort to best meet the regional needs of CTE teachers and POS that are endeavoring to provide quality and meaningful instruction, relevant and rigorous content, a safe and engaging environment, and qualified staff.
- h. To provide CTE instructors with licensure support and communication with ODE and TSPC.
- i. To provide strength, efficiency, relationship and capacity through collaboration and association.
- j. To provide centralized/non-duplicative efforts toward compliance and document completion.
- k. To provide for instructor appraisal and Program of Study (POS) approval through the Regional CTE Coordinator.

Members include:

School Districts	Contact Name, Email
Bethel School District	Dain Nelson, dain.nelson@bethel.k12.or.us Justin McCullough, justin.McCullough@bethel.k12.or.us
Blachly School District	Adam Watkins, awatkins@blachly.k12.or.us
Creswell School District	Jenny Collins, jcollins@creswell.k12.or.us
Crow-Applegate-Lorane School District	Kevin Rodemack, krodemack@cal.k12.or.us

Eugene School District	Tia Holiday, holliday@4j.lane.edu
Fern Ridge School District	Jon Guldager, jguldager@fernridge.k12.or.us
Junction City School District	Becci Buenau, bbuenau@junctioncity.k12.or.us
Lowell School District	Brian Beard, bbeard@lowell.k12.or.us
Mapleton School District	Brenda Moyer, bmoyer@mapleton.k12.or.us Juline Walker, jwalker@mapleton.k12.or.us
Marcola School District	Stacey Whaley, swhaley@marcola.k12.or.us Andy Rice, arice@marcola.k12.or.us
McKenzie School District	Lane Tompkins, lane.tompkins@mckenziesd.org
Oakridge School District	Reta Doland, rdoland@ohswarriors.net Beth Kruziki, bkruziki@ohswarriors.net
Pleasant Hill School District	Randy Fisher, rfisher@pleasanthill.k12.or.us
Siuslaw School District	Mike Harklerode, mharklerode@siuslaw.k12.or.us Andy Grzeskowiak, agrzeskowiak@siuslaw.k12.or.us
South Lane School District	Ricardo Florez, ricardo.florez@slane.k12.or.us Kevin Herington, kevin.herington@slane.k12.or.us
Springfield School District	Mindy LeRoux, mindy.leroux@springfield.k12.or.us Stacey Tuers, stacey.tuers@springfield.k12.or.us
Charter Schools	Contact Name, Email
Network Charter	Carly Rodgers, carly@networkcharterschool.net
Twin Rivers Charter	Jay Breslow, jaybreslow@twinriverscharter.org
West Lane Charter	Darci Stuller, dstuller@westlanetech.org
Willamette Leadership Academy	Katie Nunes, knunes@wlademy.org

Consortium Agreements

[Consortium agreements](#) are sent to partner districts annually in May and are due to the Lane ESD by June 15 of each year. Both Lane ESD and consortium member districts are held to certain responsibilities and requirements that are described in the Agreement.

CTE [Landscape](#) in Lane County

Roles and Responsibilities

CTE Regional Coordinators serve as the primary leadership lever in the field. Oregon has a long history of leveraging regional leadership structures to ensure teachers and students are afforded consistency in the CTE experience. Each of the 17 CTE Regions in the state have a CTE Regional Coordinator employed by a local college, ESD or school district to serve on behalf of the region, coordinate CTE activities and are responsible for Perkins consortia grants. While some view the CTE Regional Coordinator as a secondary focused individual, many serve as the college liaison or even the Community College Leader for CTE.

Lane ESD/CTE Regional Coordinator and Staff support CTE on a regional basis by:

- Providing a copy of the consortium agreement to each member, updated annually
- Convening Lane CTEC member districts monthly or as needed
- Representing Lane CTEC with ODE and at statewide CTE meetings
- Completing and submitting CTE Program of Study Applications in partnership with consortia districts
- Completing and submitting Perkins Annual Reports in a timely manner
- Completing and submitting Perkins Grant Applications (every four years with yearly update) and Budgets (annually) in a timely manner
- Coordinating and administering the appropriate expenditure of Perkins funds
- Overseeing the CTE licensure process of CTE teachers in conjunction with partner districts
- Providing specific supports and coordination of locally focused professional development for CTE teachers, regional in nature
- Coordinating Program of Study meetings for secondary and postsecondary instructors
- Providing technical assistance with CTE End of the Year report and annual update
- Interacting with business and industry partners on behalf of consortium members
- Maintaining inventory list of all Perkins-purchased equipment and software

Secondary Administrators and Community College Deans support CTE programs in their schools by:

- Complying with federal, state and if applicable local assurances and fiscal requirements
- Overseeing the professional development of CTE instructors and ensuring they are meeting requirements before expending funds
- Supporting Data Personnel in collecting and completing CTE Course and Student Collection as well as Program Update and complying with all data requirements
- Assuring that all CTE students have the opportunity to participate in Work-Based Learning opportunities within or out of the school day
- Meeting all requirements of Title IV - Civil Rights

Secondary and Postsecondary Instructors support students in their CTE programs by:

- Providing rigorous instruction and assessment aligned to the appropriate academic and technical skills that students need in order to be prepared for high wage, high demand occupations in their field
- Complying with federal, state and if applicable local assurances and fiscal requirements
- Working with CTE colleagues to strengthen secondary-postsecondary partnerships ● Maintaining licensure requirements and keeping license current
- Pursuing opportunities for students that will contribute to their college and career readiness (i.e. dual credit, CTSOs, career-related learning and applied academics)
- Participating in professional development focused on improving CTE programs and/or Perkins performance measurements
- Providing diverse Work-Based Learning opportunities for all students within their program
- Engaging with industry partners and convening or participating in Advisory Committees at least twice yearly

*For additional information, reference page 19 in the Oregon CTE Policy Guidebook

Perkins V

On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act into law. This bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and is referred to as Perkins V.

Perkins V reflects the 100-year federal commitment to Career Technical Education (CTE) by providing federal support for CTE programs and focuses on improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education and improving accountability. Perkins V affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career preparation — and balances those student needs with the current and emerging needs of the economy.

Perkins Operational Calendar 21-22

Mar 15	Proposals for Perkins Regional PD Funds due
Apr 15	Perkins Proposed Activities worksheets due ADD LINK
June 30	Perkins Grant applications due to ODE - submitted by Lane CTE
Sept 30	Perkins Award Notifications to Districts
Nov 1	CTE Program Update opens

Dec 1	Perkins equipment purchases to be completed
Dec 17	CTE Program Update closes for schools
April 30	CTE Program of Study applications – early submission
May 12	Student/Course Data Collections Open
June 27	Student/Course Data Collections Close
June 30	All CTE Program of Study Applications due
2nd Monday Sept- June	Monthly CTEC Meetings

Strategic Priorities and Goals

Following guidelines from the Oregon Department of Education, Lane CTEC will convene a group of stakeholders on a biennial basis (next 2023-24) to create a strategic plan and priorities for the upcoming (4) years. The stakeholder group will include administrators, teachers, students, parents, industry partners, local workforce investment board, community agencies/partners and economic development staff. Here is a summary from our 2020 [Lane CTE Needs Assessment](#).

Our 2020-24 strategic priorities were identified as follows:

- A. Remove cultural & structural barriers to CTE access & participation
- B. Ensure Program of Study alignment to current industry standards, and develop more partnership approaches through K-12, Lane CC and industry, joint professional development, and more real-life opportunities
- C. Expand, retain, and diversify the teacher recruitment and training efforts across every career learning area for new and existing teachers
- D. Facilitate sharing of innovative and relevant curriculum and accessibility to Programs across District lines, as well as develop more dual credit opportunities and contextualized math, science, ELA courses across career content areas
- E. Create a regional approach to work-based learning, including career exploration, where every student participates in a work-based learning opportunity

Fiscal Guide

Detailed fiscal guidance is available in the [w CTE Policy Guidebook 21-22.docx](#) starting on page 129.

Perkins funding follows a 15-month grant period from July 1 - September 30. Each Spring federal, state and local entities gear up to distribute Perkins funds for planned activities that improve programs. As each fiscal year grant cycle comes to a close the state collects

annual reports from local eligible recipients. These reports serve as the official record of accountability for the appropriate use of Perkins funds and provide the basis for Oregon's Consolidated Annual Report (CAR) to the federal Office of Vocational and Adult Education (OVAE). Consistent inability to address weak performance may interrupt the flow of funds to local programs. Perkins funds will be used for program improvement and enhancement and will supplement programs of study, not supplant.

Lane CTEC, along with a stakeholder engagement committee, determine local strategic priorities that will be used for budgeting. Program of study groups, secondary and post-secondary instructors, in concert with their advisory committees, determine programmatic needs and align them to the strategic priorities. Funds do not flow-through to individual schools or districts. All budget items will be approved by Lane ESD/CTE prior to purchases being made.

Purchasing Procedures

Only equipment approved by Lane ESD/CTE may be purchased. All purchasing will be completed by school districts and must meet all federal and consortium purchasing and inventory procedures. Technology purchases must be compatible with a school's networking and service agreements.

District's will submit a [Request for Reimbursement](#) form to Lane ESD 3 times per year and include back up documentation. Only items on the District's Approved Purchases list will be reimbursed.

Inventory Requirements

1. All equipment (object code 0460 and over \$200), capital equipment (object code 0541 and \$5,000 and over), and computer hardware (object code 0470) purchases **must** be added to Perkins Inventory and marked with a Lane ESD asset tag. An [Activity Outcome Report](#) must be submitted each spring and include: purchase date and cost; model, serial number &/or other identifying information; location in building (i.e. program use); and disposition (condition).
2. Districts are responsible for the maintenance and liability of all items listed on their Carl Perkins inventory. Please ensure that all high-theft items (i.e. cameras, iPads, etc.) are stored in a locking cabinet and accounted for regularly.
3. Once items expire from the district Perkins Inventory list, those items may be used or discarded according to local district policy and wishes. Districts are expected to offer unwanted CTE equipment to other members of the Perkins Consortium.
4. If inventoried items are no longer needed in an "approved" CTE program within the district before they expire from the inventory list, those items **must** be offered to the consortium. If no other member district can use the item for an "approved" CTE program and the Perkins budget committee approves, the item can be expired from the district Perkins inventory and can be used or discarded according to local district policy and wishes.
5. If a district leaves the consortium, whether by choice or by removal from consortium membership, all inventoried items will remain the property of the Lane ESD and will be distributed to other approved CTE programs of study.
6. Be prepared for unannounced inventory spot checks.

Professional Development

Professional development is an integral part of the Perkins V act. Following state guidelines, no less than 15% of the total allocation made to the Lane ESD will be dedicated to professional development applicable to each teacher and CTE program of study. This will include, but is not limited to, program of study meetings, alignment to industry standards and postsecondary programs, etc. In coordination with their advisory committee and administration, CTE teachers will identify professional development needs and request funds through the regular Perkins Budget cycle. Teachers may be eligible for a stipend/hourly compensation, if they are engaged in professional development outside of their contract day. The stipend amount is \$35/hour. All stipends will be approved prior to professional development activities and paid directly from the teacher school district at the end of the school year, following successful submission of a timesheet to Lane ESD/CTE. All CTE teachers must follow their own school district policies for professional development that requires registration and/or travel.

Reimbursement and Travel Guidelines

All travel must be approved by the CTE Regional Coordinator prior to travel and is subject to the same Perkins process for reimbursement. Please coordinate registration and expenses with appropriate school district administrators.

Programs of Study

In Oregon, the CTE Program of Study is the cornerstone of CTE programming. In the Perkins V Act, the term “program of study” means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging state academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, or local area;
- progresses in specificity from a broad overview at the Cluster level, to occupation-specific instruction at the Focus Area (Pathway) level;
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential and/or degree.

Lane CTE will follow the statewide [CTE Program of Study Transition Schedule](#) created by the Oregon Department of Education. Please reference the

[W CTE Policy Guidebook 21-22.docx](#) for additional information and references.

Oregon achieves the federal definition of High Quality Program of Study by requiring five core elements essential to every state approved CTE Program of Study in the state:

1. Standards and Content
2. Alignment and Articulation

3. Accountability and Evaluation
4. Student Support Services
5. Professional Development

Oregon adopted a [HQ Rubric](#) built around these five core elements and aligned them to the national Association for Career and Technical Education's (ACTE) High Quality CTE Program of Study framework. This rubric is to help local programs evaluate the health of their CTE Programs.

The Lane CTE Regional Coordinator will regularly convene program of study groups following professional learning community frameworks. PLC groups will meet at least two times yearly and will focus on program improvement, implementation of CTE standards, integration of applicable core curricular standards, and collaboration with fellow CTE instructors at the secondary and postsecondary levels. PLC leaders will be identified during the year of a Program of Study renewal and work with that cohort during a two-year commitment.

For CTE administrators/coordinators, it is important to understand the elements of high quality CTE Programs to help ensure that an institution's CTE is meeting the needs of students as well as those of business and industry. Below is a high-level overview of the five core elements of a High Quality CTE Program of Study.

1. Standards and Content

- a. Rigorous Integrated Content: CTE students have access to rigorous core academic coursework relevant to their career interests and the opportunity to apply academic, technical, and professional skills in both CTE courses and academic courses.
- b. Engaged Learning: Learning is centered on the student's interests, strengths, and needed areas of growth. Engaged learning involves opportunities to engage in meaningful projects connected to the community and is supported by the school, college, and community. Assessment of learning addresses industry-based standards and provides feedback to students and instructors that drives program improvement.

2. Alignment and Articulation

- a. Partnerships: Formalized agreements exist with partners, including secondary and postsecondary education institutions, business and industry, and workforce development, around program development, design, implementation, and evaluation.
- b. Credentials: CTE Program completers can participate in work-based learning opportunities and earn industry recognized credentials, certificates, and degrees that increase their employability and ability to advance in their career of choice.
- c. Facilities and Equipment: CTE Programs maintain equipment that meets industry standards, and facilities follow safety and cleanliness standards of the industry and create a safe, welcoming, and accessible environment so all students may participate.

3. Accountability and Evaluation

- a. Continuous Improvement: Schools and institutions that have participating CTE Programs collect and submit CTE data to the state. These data points are frequently used to inform instruction. Programs are continually revised based on employer demand and industry needs, as well as student participation and performance.
4. **Student Support Services**
- a. Career Development: There is a coordinated and sequenced career development system to support students before, during, and after participation in the CTE Program. Each CTE student has a personalized career and education plan, and parents and CTE students are informed of opportunities for CTE education and training in high school, college, apprenticeships, and other opportunities.
 - b. Education for Employability: Students develop employability skills through classroom and course aligned work-based learning opportunities. Students actively develop leadership skills through student leadership opportunities (e.g. Career and Technical Student Organizations, or CTSOs) tied to the CTE Program.
 - c. Access and Equity: CTE Programs are a central part of the school's equity strategy, and demographics in CTE mirror school demographics and positively impact local industry representation of underrepresented groups. CTE student outcomes contribute to the elimination of opportunity gaps and institutional discrimination.
5. **CTE Professional Development**
- a. Each CTE educator has a professional development plan in place. The plan is developed with input from industry and community partners and includes goals, plans, and participation clearly aligned to documented CTE Program goals. Any professional development plan adjustments reflect the continuous improvement design of the CTE Program of Study.

Teacher Licensure

To teach in an Oregon state approved CTE program of Study, the instructor must have an appropriate CTE license and/or endorsement that is specific to the program career area. CTE Licensure is a two-step process that starts with the CTE Regional Coordinator. The Oregon Administrative Rules (OARs) governing CTE teacher licensure were revised and adopted by the Oregon Teacher Standards and Practices Commission (TSPC) in 2010. Chapter 584 of the OARs includes those rules specific to TSPC. [Oregon Department of Education : CTE Teacher Licensure](#)

📄 [RCTE_Graphic11.22.20.pdf](#) 📄 [Endorsement_LCA 11.22.20.pdf](#)

Perkins Data and Accountability

Following Perkins V, Oregon recognizes and reports on eight secondary and three postsecondary core performance indicators. Data is to be reported yearly by consortia partners, both secondary and postsecondary, and will follow the [data guidance](#) posted by ODE.

Secondary Definitions

- CTE Concentrator - A secondary CTE concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.
- Course Level Descriptors
 - The secondary CTE concentrator definition includes a course-level descriptor. The descriptor emphasizes the importance of creating a course sequence within a CTE Program of Study. National research has demonstrated the positive impact of CTE on student outcomes when taught through a sequence of courses rather than a number of loosely connected electives. Under Perkins V, course-level descriptors will be:
 - Introductory Course – A course that focuses on raising career awareness and learning basic professional and technical skills associated with the CTE Program of Study. The course helps develop student interest rather than technical proficiency in a CTE Program of Study.
 - Intermediate Course – A course that focuses on exploring careers and learning specific technical and professional skills. The course builds on basic skills and moves toward technical proficiency in preparation for a career.
 - Advanced Course – A course that focuses on preparing for a career and refining specific technical and professional skills. The course integrates multiple skills through project-based instruction and/or work-based learning. These courses focus on preparing students for entry-level work or postsecondary programs.
- Secondary Performance Indicators and Definitions
 - **1S1: Four-Year Graduation Rate** - The percentage of secondary CTE concentrators who graduate within four years. This indicator uses the same definition for a high school graduate as the one used to determine overall state four-year graduation rates.
 - **1S2: Extended Graduation Rate** - The percentage of secondary CTE concentrators who graduate within five years. This indicator uses the same definition for a high school graduate as the one used to determine overall state five-year graduation rates.
 - **2S1: Academic Proficiency in Reading/Language Arts** - The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade.
 - **2S2: Academic Proficiency in Mathematics** - The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered

during 11th grade.

- **2S3: Academic Proficiency in Science** - The percentage of secondary CTE concentrators who demonstrate proficiency in science as measured by the statewide assessment. This data is reported in the year that the student takes the assessment. In Oregon, statewide assessments are administered during 11th grade.
- **3S1: Postsecondary Placement** - The percentage of secondary CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.
- **4S1: Nontraditional Program Enrollment** - The percentage of CTE concentrators in CTE Programs and Programs of Study that lead to fields that are nontraditional for the gender of the concentrator. These programs are identified using national data.
- **5S3: Program Quality – Participation in Work-Based Learning** - The percentage of CTE concentrators graduating from high school having participated in work-based learning. Work-based Learning (WBL) is recognized nationwide as an important part of Career Technical Education (CTE). The Oregon's State Plan for Perkins V emphasizes the importance of WBL and its impact on student success. CTE secondary, postsecondary, and industry partners are working to expand equitable, high quality WBL experiences. Here are two resources that will be critical in the planning and developing of these experiences: [WBL Handbook](#) and [WBL rubric](#). As our CTE community implements many of these new and exciting WBL experiences for learners, it is imperative that equity is at the center of this work.

Postsecondary Definitions

- *Postsecondary CTE Concentrator - A postsecondary CTE concentrator is a student who has earned at least 12 credits, of which nine program credits are CTE specific, within a CTE Program or Program of Study, or completed the program if it is fewer than 12 credits.*
 - **1P1: Postsecondary Placement** - The percentage of CTE concentrators who complete a program and then continue in postsecondary education; are in advanced training, military service, or a service or volunteer program; or are placed or retained in employment.
 - **2P1: Earned Recognized Postsecondary Credential** - The percentage of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.
 - **3P1: Nontraditional Program Concentration** - The percentage of CTE concentrators from underrepresented gender groups who participate in CTE Programs and Programs of Study that lead to nontraditional fields.

Other CTE and STEM Funding

With the explosion of new CTE programs in the state, several additional funding sources have become available to school districts across the state. Many of these sources can be braided with Federal Perkins funds to help grow, build, enhance, and supplement CTE

programs of study.

[High School Success/M98](#)

High School Success is a fund initiated by ballot Measure 98 in November 2016. The measure passed with 65% voter support, and allowed the Oregon Department of Education (ODE) to disperse \$170 million total during the 2017-19 biennium among districts and charter schools that serve students in grade 9 through grade 12.

During the first year of implementation (2017-2018), 255 school districts and charter schools throughout the state of Oregon received the first allocation from the High School Success fund.

During the second biennium (2019-2021), 252 school districts, charters, YCEPs, and JDEPs throughout the state of Oregon benefit from funds through the creation of 230 High School Success plans.

Funding is provided to establish or expand programs in three specific areas:

- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities

[Secondary Career Pathways](#)

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

[CTE Revitalization](#)

The CTE Revitalization Grant program is a purposive concept designed to support student engagement and success, with completion leading to career and college preparation, and a potential boost to local/regional economic development.

[STEM Initiatives](#)

There are a variety of STEM Investment funds available to local schools, districts, and regional STEM Hubs.

*For additional information, visit the following links:

- <https://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx>
- <https://www.acteonline.org/>
- <https://careertech.org/>