



# Career and Technical Education

## Overview





\*May meet the requirements to qualify as official Work-Based Learning experience in Oregon. For the purposes of Oregon's CTE State Plan and the Work-Based Learning Secondary Program Quality Indicators, experiences defined as WBL occur in the Preparation & Training phases of the CCL Framework.

### HELPING OREGON STUDENTS CREATE A VISION FOR THEIR FUTURE

Oregon Department of Education defines Career Connected Learning (CCL) as a framework of career awareness, exploration, preparation, and training. Career learning develops over the course of one's lifetime. To support this process, CCL ensures purposeful instruction and engages diverse communities in building collaborative, community-driven learning. The CCL Continuum provides a map for learners to connect their interests, aptitudes, education, and goals to their future.



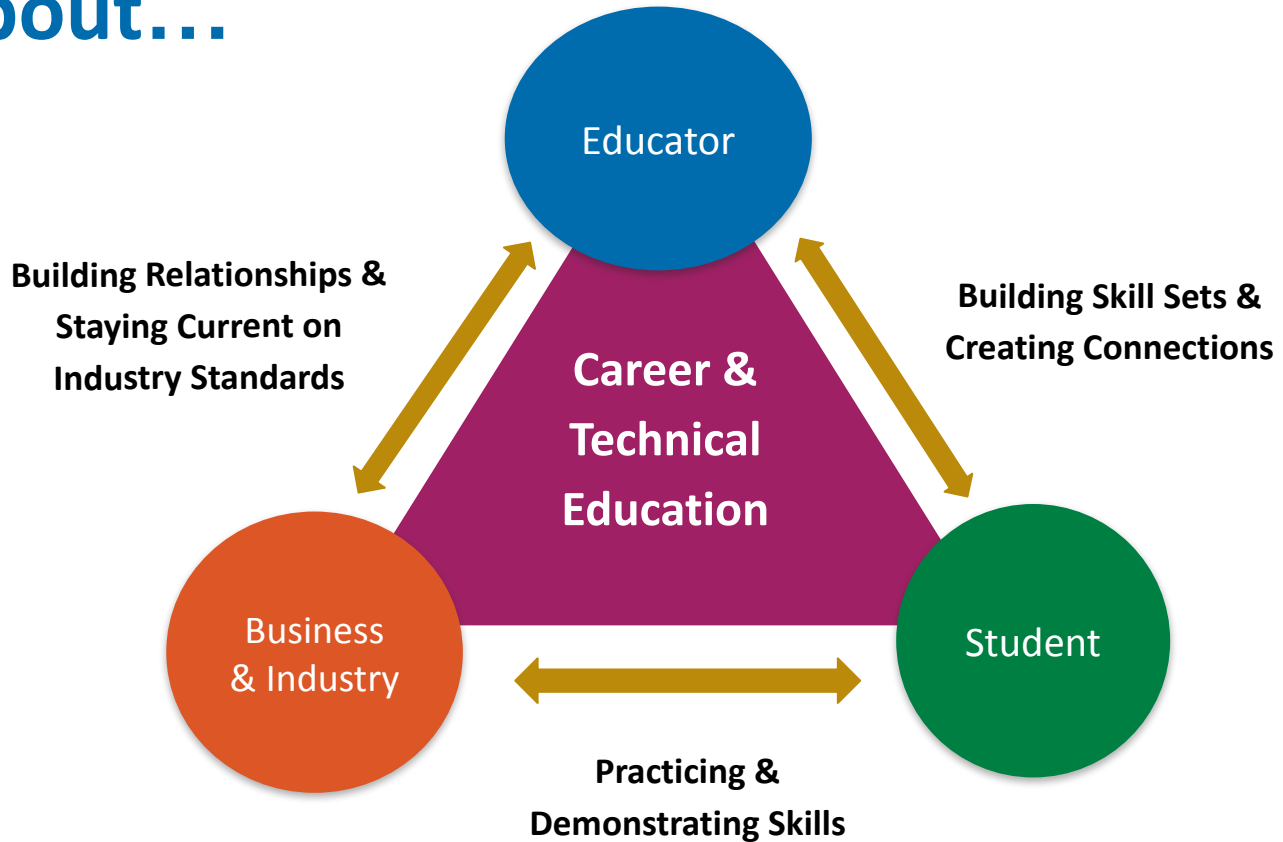
# What is CTE?

---

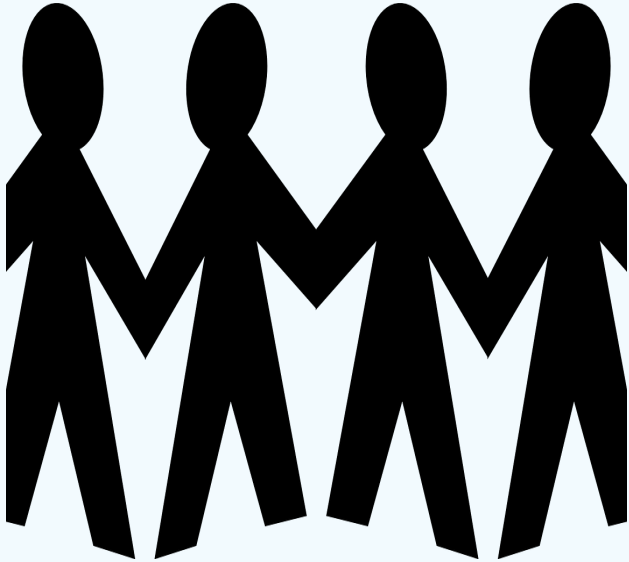
Career and Technical Education (CTE) embraces education, passion, and curiosity to fuel the future for Oregon students. CTE programs use 21st century technology to support students in acquiring technical skills, professional practices, and academic knowledge critical for career success in high-wage, in-demand careers.

# CTE is about...

---



## Connections / Partnerships



- [CTE Network](#), including CTE Regional Coordinators
- [STEM Hubs](#)
- [Local Workforce Development Boards](#)
- Partners in Business, Industry, Labor, and Trades
- [Registered Apprenticeship Programs](#)

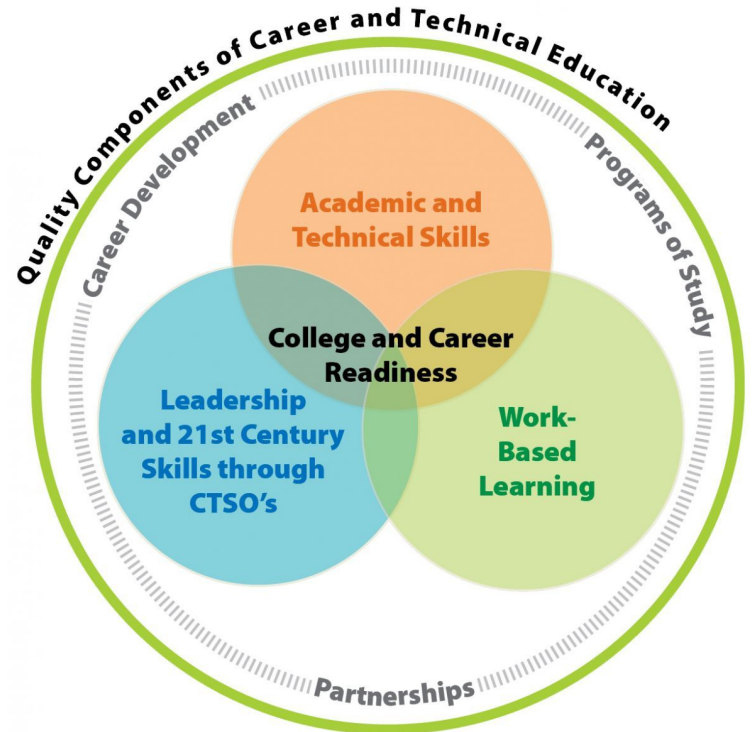
# Carl D. Perkins

## Perkins Law

### *Strengthening Career and Technical Education for the 21st Century Act*

Federal funding to support CTE Programs of Study (POS) by:

- Building on state and local efforts
- Promoting integrated, challenging academic, and technical instruction
- Developing, implementing, and improving CTE
- Promoting leadership and development of educators
- Supporting partnerships within education as well as business/industry & communities
- Providing opportunities throughout lifetime to be competitive
- Increase employment opportunities for chronically underemployed





To receive state approval, a program must address all five Elements of a CTE Program of Study (as discussed in the [CTE Program of Study Application Guide](#)):



Oregon CTE Laws:  
[CTE Teacher Licensure](#)  
[Career Pathway Funding](#)

# Six Career Areas of the CTE Programs Offered

## Agriculture, Food, and Natural Resources Systems

Studies focus on the environment, food, and natural resources, including agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, water resources, wildlife management, and urban environmental management.

## Arts, Information, and Communications

Studies focus on arts, audio/video technology, digital design, programming and coding, and communications.

## Business and Management

Studies focus on business and entrepreneurial needs, including personnel management, marketing, planning, finance, and resource management. This area also includes careers in the hospitality and tourism fields.

## Health Sciences

Studies focus on five career pathways, including: biotechnology research and development, diagnostic services, health informatics, support services, and therapeutic services.

## Human Resources

Studies focus on a diverse range of careers, including: education, child development, fire and safety, corrections, law and government, and national security.

## Industrial and Engineering Systems

Studies focus on technologies used to design, develop, install, operate, maintain, and upgrade physical systems. These can include: engineering, mechanical systems, manufacturing technologies, precision production, construction, electrical systems, and electronics and information technologies.



# CTE Advisory Committees

---

- Current: [Developing a Local Advisory Committee Handbook](#)
- Rationale:
  - Ensuring CTE students engage with the labor market and business/industry
  - Providing expertise and insight about current and future industry and technological changes
  - Aligning programs to each other and between schools/districts and to community college programs
  - Promoting quality CTE guidance and counseling
  - Preparing individuals for employment and entrepreneurship
- Advisories at Different Levels
  - Comprises business/labor/industry/trades, postsecondary representation, economic development leaders...
- Connections to the [CTE Policy Guidebook](#)
- Also critical: a way to build Instructor Appraisal Committees (IACs)
  - In the [Guide to CTE Licensure](#)

# Building Programs with Industry Support

---

- Business, Industry, Labor, and Trades
- High Skill, High Wage, In Demand
- Labor Market Information (LMI)
  - Industry Partners
  - Postsecondary (Community College) Partners
  - Oregon Employment Department
    - Site: [QualityInfo.org](https://qualityinfo.org)
    - [High Skill, High Wage, In Demand](#) Matrix

# Why Adopt a Statewide POS Framework?



Aligned to workforce demand and employer expectations of entry-level workers



Promotes equitable student access to career and technical education across the state



Stronger alignment between secondary and postsecondary POS



Improved options for educator collaboration and guidance for those new to teaching



Flexibility to structure CTE programming to meet the needs of more students

# Statewide Programs of Study

## Statewide CTE Framework Overview

### Project work culminated in the identification of three levels of knowledge and skills



#### **EMPLOYABILITY** Knowledge and Skills

Cross-cutting skills required of all workers in all jobs across all industries. They include a broad range of foundational abilities, such as the capacity to communicate, take personal responsibility, work independently and as a member of a team, and manage work.



#### **CLUSTER-LEVEL** Knowledge and Skills

Technical skills that apply across multiple careers within a Career Cluster. High school graduates will understand the range of career options within a field and are prepared to pursue advanced training in a related field, including enrolling at a partnering community college.



#### **FOCUS AREA** Knowledge and Skills

Field-specific knowledge an entry-level worker is expected to possess. High school graduates are prepared to enter employment or pursue advanced training in a partnering community college or apprenticeship program. Postsecondary graduates are prepared to enter employment with an industry-recognized credential, certificate, or degree.

# Students who concentrate in CTE.....



- **have higher attendance rates**
- **are 25% more likely to graduate**
- **are equally likely to attend college**
- **earn higher incomes**

# State CTE Team Leaders

---



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

Secondary Postsecondary Transitions  
&  
Office of Education Innovation and  
Improvement



Community Colleges & Workforce  
Development