

# Career Technical Education



MESD is the fiscal agent for the Federal CTE Perkins Basic and Reserve Grants; and is the Regional Convener, Consortium Lead, and Local CTE Representative.

CTE are programs that engage students in:

- ◆ Hands on learning
- ◆ Careers linked to local industry
- ◆ Connects classroom content to real world careers
- ◆ Emphasizes problem solving
- ◆ Are fun!



Parkrose HS Digital Media Program

# CTE in Oregon



CTE programs of study are governed by rigorous state and federal requirements, including formal approval, ongoing reporting, and continuous compliance processes to ensure programs remain high-quality, aligned, and effective.

MESD provides the foundation that enables districts to deliver high-quality, compliant, and engaging CTE programs to students across the region.

## [HS Program 2025-26 Requirement Guide](#)

**MESD**  
Multnomah Education Service District

**CTE**  
Learning that works for Oregon

### CTE 101 – High School POS Requirements

In order to qualify for Perkins Federal Funding, CTE Programs of Study (POS) must meet requirements in several areas:

#### SIZE, SCOPE, & QUALITY REQUIREMENTS

- Programs must have a minimum of 3.0 high school credits
- Courses must progress in learning and skill development: Introductory → Intermediate → Advanced
- Programs must meet the standards for a high quality program as described by the [ODE CTE High Quality POS Rubric](#)

#### CTE PROGRAM ELEMENT REQUIREMENTS (Five)

##### 1 STANDARDS AND CONTENT

The program curriculum must be relevant, rigorous, and based on technical skill standards. The knowledge and skills taught into the high school should be connected to current industry standards and be shared with the program's community college partner.

Upon start up and in each renewal cycle, programs are asked to provide evidence showing the programs adherence to the below statements.

[SEE HERE FOR THE Oregon CTE Knowledge and Skill Statements](#)

##### 2 ALIGNMENT AND ARTICULATION

Alignment can look different across different programs, but they all share the same definition: Through regular & collegial interaction, CTE programs of study must (1) have an approved secondary CTE program of study partner that mutually develops the program based on a common set of industry standards and industry needs; (2) have aligned curriculum that may offer the student college credit.

**POSSIBLE EXAMPLES:** Shared advisory boards, shared PLCs, regular class visits and/or tours, shared PD plans, regular alignment meetings.

##### 3 ACCOUNTABILITY AND EVALUATION

Encompasses the following 2 areas. In starting up and in renewal cycles, programs will be asked to show evidence of advisory committee participation and program improvement work.

**ADVISORY COMMITTEE** – Programs are required to facilitate an advisory board that meets twice per year. These are business, community, and education partners who participate in the programs design and development. A minimum of two industry partners must be present and provide assistance in evaluating the programs curriculum, student assessments, and goals. They should also be available to advise the programs future direction in skill attainment, technology and equipment usage, and can also provide opportunities or suggestions for the professional development of CTE teachers. Here is a guidance document from [ODE around Advisory Committees](#).

**CONTINUOUS IMPROVEMENT** – programs are required to be participating in continuous improvement. This can look different from school to school, but while starting up and in renewal cycles, programs will be asked to provide their schools process for program improvement. Specifically programs will need to show what data is used and how areas for improvement are identified, actioned, and assessed.

##### 4 STUDENT SUPPORT SERVICES

Encompasses the following 3 areas. In starting up and in renewal cycles, programs will be asked to show evidence of how the program accomplishes these requirements.

ste knowledge of the career pathways including able to identify the range of career options open to students or options (if any), and identify financial

CTE programs. The program must show how they address the needs of students with disabilities; emerging industries, and foster care, and other students (tools) to access and be successful in the program.

re the opportunity to participate in projects or other Technical Student Organizations (CTSO) as well as to locally create opportunities for

iv. Instructors are required to be engaged in current industry standards. They are required to be in the field to better advise and prepare

partners, training opportunities that include assessment tools and strategies,

While this is a sixth element, really you are asked to show evidence of how the program accomplishes these requirements for the

is required to provide Work-Related Learning Experiences from ODE

2027-28 Targets
57.60%

or  
'm, or

# CTE In Our Schools



# 97.8%

## CTE Concentrator Graduation Rate

Statewide - Students completing two or more credits in an approved CTE Program of Study graduated at a record rate, 15.8 percentage points higher than the statewide average.

2024-25 Data	Concentrators	All Students
Centennial HS	90%	71%
David Douglas HS	99.03%	74%
Gresham HS	98.41%	77%
Parkrose HS	88.37%	78%
Reynolds HS	92.86%	79%
Sam Barlow	100%	89%



Culinary Catering @ Reynolds HS

# Regional Structure & CTE Programs



## School Districts:

### Consortium Members:

Centennial SD  
Corbett SD  
Parkrose SD  
Riverdale SD  
Reynolds SD

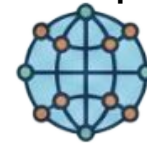
### Direct Recipients:

David Douglas SD  
Gresham Barlow SD

Consortium members meet monthly



All districts meet quarterly



[List of CTE Programs by District & High School](#)



# CTE Programs

## Consortium Members

- Centennial HS - 10
- Corbett HS - 1
- Helensview School - 6
- Parkrose HS - 2
- Riverdale HS - 1
- Reynolds HS - 10
- Reynolds Learning Academy - 1

## Direct Recipients

- David Douglas HS - 11
- Gresham HS - 5
- Sam Barlow HS - 7
- Metro East Web Academy - 2
- Center for Advanced Learning - 5




# CTE @ MESD






## Consortium Members:

-  Direct Equipment Purchasing
-  Federal Inventory Tracking
-  Travel Booking & Management
-  Grant Administration & Reporting
-  Program Development, Approval, Compliance, and Renewal
-  Teacher Licensure Administration
-  Industry Partnership Connection

## Direct Recipients:

-  Training for Administrators
-  Technical Assistance & Problem-Solving
-  CTE Program & Licensure Guidance

## All Districts:

-  Data Analysis & Dashboards
-  Continuous Improvement Support
-  Integrated Guidance Support

# Blueprint '28 - Goal 1



## Goal 1: Create a High-Quality Learning Experience for All

MESD ensures that districts are equipped to deliver engaging, relevant CTE programs aligned with current and future workforce needs.

- **Ensuring instruction reflects current and emerging industry standards**
  - MESD supports instructors in maintaining up-to-date industry knowledge and skills by identifying and coordinating high-quality professional development aligned to current trends in technology, equipment, and workforce needs.
- **Aligning programs and equipment to real-world expectations**
  - MESD invests in modern equipment and software so students gain hands-on experience with industry-standard tools. These investments also align programs with regional workforce needs and community college pathways, including opportunities to earn industry-recognized credentials.
- **Driving continuous improvement through data and systems**
  - Through program approval, renewal, and annual compliance processes, along with regional data dashboards, MESD supports districts in using data to improve instruction, strengthen programs, and ensure high-quality outcomes.
- **Expanding access and success for all students**
  - MESD works with districts to analyze disaggregated data, identify gaps in participation and success, and implement targeted strategies to increase access and retention for focal student groups.

# Blueprint '28 - Goal 2



## Goal 2: Operationalize Systems That Engage & Empower Communities

MESD's regional approach builds coordinated systems that connect districts, industry, and communities to expand opportunities for students.

- **Strengthening regional partnerships and industry connections**
  - MESD convenes districts through the CTE consortium and, through the Industry Partnership Manager, builds and sustains relationships with employers. This includes regular consultation with industry partners, beyond advisory meetings, to ensure programs remain relevant and responsive.
- **Embedding industry voice in program design**
  - MESD supports districts in integrating input from industry partners into program development, equipment decisions, and continuous improvement processes, ensuring alignment with workforce needs and future trends. Industry partners also have a say in CTE Teacher professional development plans.
- **Building regional and district capacity**
  - MESD provides training, technical assistance, and ongoing support to administrators, instructors, and staff, while also expanding awareness of CTE programs and outcomes across school systems (including counselors, advisors, and non-CTE staff) to strengthen student access and guidance.

# For More Information



## CTE Newsletter



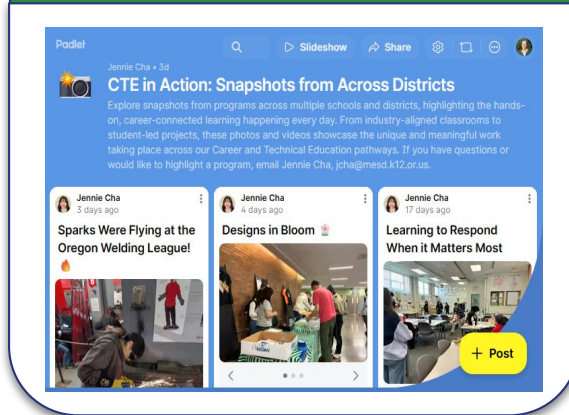
### Greetings!

Happy Spring everyone. It's a busy time of year and so much is happening in CTE!



By now many of you have already had the opportunity to meet our new CTE Industry Partnership Manager, Jennie Cha. In this three-year, grant-funded role, Jennie is connecting with educators and leaders across the region to learn more about your programs and priorities. Her work will focus on

## CTE Padlet



**Centennial HS Metals Manufacturing**

# Questions?