



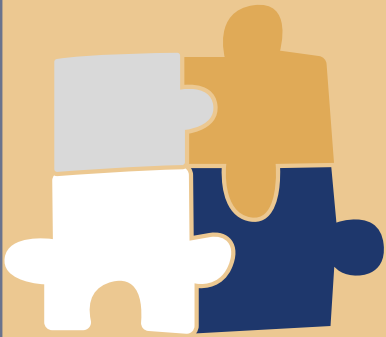
HILLSBORO SCHOOL DISTRICT CAREER & COLLEGE PATHWAYS

PURPOSE OF A CCP

HSD Career and College Pathways provide students with an opportunity to explore guaranteed, clear, and viable postsecondary pathways in a variety of career learning areas.

**Aware.
Eligible.
Prepared.**

COMPONENTS OF A CCP



- Aligned to a career cluster in one of six state-identified career learning areas.
- Designated Course Sequence (2.0+ credits)
- Introductory, Intermediate, and Advanced coursework offered.
- Culminating capstone course, senior year, with senior project requirements met
- Opportunities for increased career awareness and exploration while meeting graduation requirements
- Instructor has elective endorsement in content area

CAREER & TECHNICAL EDUCATION IN CCP

Additional Benefits for Students:

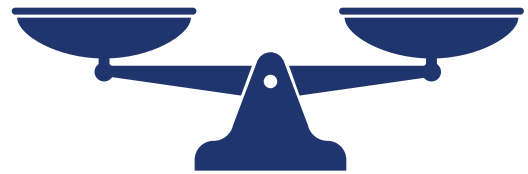
- Workbased Learning Opportunities
- Industry Recognized Credentials
- Career and Technical Student Organizations
- Career training from an Industry Professional
- Connection to Local Industry Partners

Program Requirements:

- State-approved Perkins Program Requirements
- Connected to high wage, high demand, high skill as determined by industry outlook
- Industry aligned coursework and standards, 3.0 credit minimum course sequence
- Community College Articulation: Course sequence and content aligned to related CC CTE program.
- Sustained Industry Interaction
- Work based Learning Connection in the Classroom
- Industry Recognized Credential Opportunities
- Career and Technical Student Organization Opportunity

Educator Requirements

- CTE Licensure Requirements: Instructor must have a thorough (5+ years) background as an industry professional (not a career educator)
- Advisory Board Participation
- Data Tracking
- Fiscal Responsibilities
- Additional PD Requirements



CTE DEFINED



HILLSBORO SCHOOL DISTRICT CAREER & COLLEGE PATHWAYS

CAREER AND TECHNICAL EDUCATION (CTE)

Content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual's development of higher-order reasoning and problem-solving skills; work attitudes; general employability skills; technical skills; occupation-specific skills; and knowledge of all aspects of an industry, including entrepreneurship. Learn more [here](#).

CAREER LEARNING AREA (CLA)

Oregon's Career Areas provide an organizational framework for Program of Study curriculum design. The six career learning areas are: (1) Agriculture, Food, and Natural Resources, (2) Arts, Information Technology, and Communication, (3) Business Management, (4) Health Sciences, (5) Human Resources/Public Services, and (6) Industrial & Engineering Systems. Learn more about [here](#). The Skill Sets contained within each Career Area are industry-reviewed, and represent the knowledge and skills students need in order to succeed. Learn more [here](#).

PERKINS PROGRAM OF STUDY (POS)

A state-approved sequence of 3+ credits of non-duplicative courses, developed by a partnering secondary school district and a postsecondary institution, that prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with labor market needs. A CTE POS must (1) have a postsecondary partner and a common set of industry standards and industry needs; (2) have aligned, unduplicated curriculum (3) use data and feedback to continuously improve the program; (4) provide students with comprehensive guidance and counseling and/or other student support services; and (5) include a plan for professional development that helps keep the instructors stay current with technical advances in their industry. Learn more [here](#).

SUSTAINED INDUSTRY INTERACTION

Sustained industry interaction refers to ongoing collaboration and engagement between the district and industries relevant to the programs being offered. This interaction involves establishing and maintaining partnerships, communication channels, and activities that facilitate the alignment of CTE curriculum and training with industry needs, standards, and trends. Sustained industry interaction is crucial to the development and success of Perkins programs, particularly as it relates to workbased learning, curriculum alignment, and advisory boards.

WORKBASED LEARNING (WBL)

Structured learning in the workplace or simulated in the classroom environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. There are six categories of workbased learning: (1) Clinical | Internship| Practicum (2) School-Based Enterprise (3) Cooperative Work Experience (4) Service Learning (5) Apprenticeship (6) Workplace Simulation. Example(s): Crimson Corner, Adv Manufacturing Apprenticeship - [ODE Perkins V Workbased Learning Handbook](#) | [Workbased Learning Rubric](#) | [WBL Canvas Course](#)

INDUSTRY RECOGNIZED CREDENTIAL (IRC)

Industry Recognized Credentials (IRCs) provide a means of independently attesting to a learner's level of knowledge and skills in a particular career area. An IRC may be useful in helping learners transition to a postsecondary and training opportunity (e.g., apprenticeship, community college) or directly to . Learn more [here](#). Example: Certified Clinical Medical Assistant (CCMA), Certified SolidWorks, Wilderness First Aid

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

Career and Technical Student Organizations (CTSOs) provide leadership opportunities at the local, state, and national levels. Each organization sponsors events such as state and national skill competitions and leadership training. Learn more [here](#). Example: HOSA (Health Sciences), DECA (Business & Marketing), FFA (Agriculture)

COMMUNITY COLLEGE ARTICULATION & ALIGNMENT

Articulation in Career and Technical Education (CTE) establishes formal agreements between high schools and colleges, enabling the seamless transfer of credits and competencies earned in high school CTE programs to postsecondary institutions. Alignment ensures that curriculum, instructional methods, and industry standards are coordinated across educational levels, providing students with consistent learning experiences that prepare them for success in their chosen career pathways. Together, articulation and alignment facilitate smooth transitions for students from high school to college within CTE programs, supporting their readiness for further education or entry into the workforce.

Pathways to CTE Licensure in Oregon

1 Identify Potential Path to Licensure

Applying directly from Business & Industry

Does not currently have a teaching license but has at least 2000 hours of relevant business and industry experiences in the career cluster you wish to teach

Adding a CTE endorsement to a current Oregon Teaching license

Currently holds a secondary teaching license and has at least 2000 hours of relevant business and industry experience in the career cluster you wish to teach.

Applying with a CTE license from another state

Currently holds a non-CTE teaching license in another state and has at least 2000 hours of relevant business and industry experience OR holds cte teaching license from another state.

2 Apply for the Appropriate Endorsement or License through TSPC

Apply for a CTE Restricted License

Teach in an ODE-approved CTE Program of Study in an Oregon school district. The Restricted CTE Teaching License is issued to qualified individuals who have at least an associate degree or equivalent, and relevant and documented industry work experience, but have not completed a teacher preparation program.

Apply for a CTE Endorsement

Teach in an ODE-approved CTE Program of Study in an Oregon school district. The CTE Endorsement allows a teacher already licensed in another area to teach in CTE based off their previous industry experience.

Apply for the ODE CTE Reciprocal Teaching License

An Oregon Reciprocal Teaching license allows you to teach in Oregon for one year while you work on qualifying for an Oregon Preliminary or Professional CTE license.

3 Partner with HSD CCP Coordinator, HSD HR, and CTE Regional Coordinator to meet licensure requirements

- Document & Submit work experience and postsecondary degrees obtained
- Hold Instructor Appraisal Committee (can be waived in some instances)
- Create Professional Development plan with IAC recommendation (will include minimum 18 college credits)
- Submit IAC and PD paperwork to ODE through Regional Coordinator
- ODE submits to TSPC, CTE Restricted License is assigned
- Complete PD requirements within 3 years to move to CTE Preliminary Licensure
- Must renew CTE restricted license each year until PD requirements are met.

- Document & Submit work experience and postsecondary degrees obtained
- Hold Instructor Appraisal Committee (can be waived in some instances)
- Create Professional Development plan with IAC recommendation (will include minimum 3 college credits)
- Submit IAC and PD paperwork to ODE through Regional Coordinator
- ODE submits to TSPC, CTE LCA or Preliminary license is assigned
- Complete PD requirements within 3 years to move to from LCA to CTE Preliminary license
- Must renew CTE LCA each year until PD requirements are met.

- Submit Application with the following:
 - Business & Industry experience verification
 - Education experience verification
 - Take and pass Oregon and US Civil Rights Exam
 - Copy of Out of State License
- During the calendar year in which you have this license, you must move to the CTE Endorsement application requirements and apply for that licensure by the second year.