

Consensus Statement	Pro	Con
CTE should include work experiences.	Work experiences give firsthand experience in applying knowledge and skills.	Time at school should be spent learning basic information. There is plenty of time after graduation to work.
State FUNDING for CTE must be stable.	Oregon does not provide permanent funding separate from the general K-12 funding system. Instead, Oregon relies on federal funding and state grants/incentives.	The budget constraints are serious. Students are doing poorly in math and language arts. That is where funding should go.
State FUNDING should facilitate partnerships between CTE programs and business/industry,	This permits students to work alongside professionals	School is for the basic 3-Rs – don't waste money on other things.
State FUNDING should facilitate partnerships between CTE programs and government entities.	Government entities help CTE programs align with workforce needs and improve access to CTE programming throughout the state.	Schools know what they need best. Don't spend money on governmental bureaucracy.
State FUNDING should facilitate partnerships between CTE programs and other schools.	Districts share equipment purchases, professional development opportunities, etc. This is particularly important for small districts.	Individual schools barely have enough money to focus on their own priorities – they shouldn't need to share with other schools.
State POLICIES should facilitate partnerships between CTE programs and business/industry,	This permits students to work alongside professionals	School is for the basic 3-Rs. We don't need business and industry telling our schools how to function
State POLICIES should facilitate partnerships between CTE programs and governmental entities,	Government entities help CTE programs align with workforce needs and improve access to CTE programming throughout the state.	Schools know what they need best. They don't need more bureaucracy.
State POLICIES should facilitate partnerships between CTE programs and other schools.	Districts share equipment purchases, professional development opportunities, etc. This is particularly important for small districts.	Finding time to work with other schools distracts from working on what is needed most for their students.

State, regional, and local CTE programming should be coordinated in an efficient manner.	Efficient policies make the best use of limited funds.	This translates into more bureaucracy.
CTE programs should meet the needs of businesses and industries in Oregon.	This makes business and industry more willing to invest time and money in CTE.	The basic purpose of school is to teach the 3Rs – focus on core requirements.
CTE instructors should be compensated with salaries that are competitive with other professional programs.	There is a shortage of CTE teachers. Some people prefer working in business and industry to earn a higher salary than paid to teachers.	We have a shortage of teachers across the board. Paying some groups more is demoralizing to others, who will be discouraged from entering the field.
State funding should facilitate training of qualified CTE teachers.	Investing in teacher training helps address the CTE teacher shortage.	We need to invest money in training teachers who are experts in teaching core requirements.
State policies should facilitate training of qualified CTE teachers.	The need for qualified CTE teachers is undeniable, and the pipeline to fill those jobs is at a trickle	Focus first and foremost on training teachers who are experts in teaching the 3Rs.
CTE programs need qualified instructors who have training in their career/technical area.	A study found that CTE teachers in Washington who had Business and Industry certification had students with better attendance, fewer discipline problems, and higher on-time graduation rates than teachers with traditional certification.	It is more important for teachers to know how to manage a classroom, communicate effectively, and motivate students.
CTE programs need qualified instructors who have training in general education (e.g. classroom management).	There are essential skills needed to teach teenagers.	First and foremost, CTE instructors must be experts in their fields.
A diverse range of students should have access to CTE programs.	There are groups of students – particularly those living in rural communities– who do not have access to CTE programs.	Focusing on the needs of separate groups of students diverts resources needed for educating all students.

Ongoing professional development should be provided for CTE instructors.	This is particularly important since so many CTE teachers hold alternative certification.	Professional development takes time and money away from teaching.
CTE programs should be regularly evaluated for success based on attendance rate	The fact that CTE concentrators have higher attendance rates including for some under-represented groups, suggests the importance of these programs.	The primary job of schools should be to do a better job of teaching the 3Rs.
CTE programs should be regularly evaluated for success based on graduation rate	The fact that CTE concentrators graduate at a higher rate than other students indicates that these programs are making a difference.	Graduation rate can be distorted by teachers who promote students who perform poorly.
CTE programs should be regularly evaluated for success based on placement in an apprenticeship or job opportunity.	Knowing that programs are preparing students for work is important for students and for business partners.	This just complicates administrators' tasks by requiring another layer of reporting.
Oregon should provide a dedicated source of state funding specifically for Career and Technical Education (CTE)	Predictable funding is needed to maintain high-cost equipment, retain qualified instructors, and sustain industry-aligned outcomes.	Money is tight, and our students are doing poorly in the basics. That is where funding should go.
Career and technical education should be part of the K-12 school system in Oregon.	Evaluation data reveal that the programs are making a difference for many of our young people.	K-12 schools should focus on the 3Rs. CTE distracts time and resources from the basic mission.