

Lincoln City Career Technical High School
Institution ID: 3240
www.careertech.us

Career Tech High School fills a unique niche in the Lincoln County School District. It is one of three charter schools in a small, rural district on the Oregon coast, and one of seven schools that includes high school grades 9-12. The high schools serve specific communities mostly along the Highway 101 corridor. Career Tech is the only charter school located within a community in Lincoln County that also has a traditional high school operated by the school district, and the two schools share the students living in northern Lincoln County; approximately 60 students attend Career Tech each year.

Students often come to Career Tech after having been in the traditional education system, enrolling in their sophomore or junior years. A minority of students have been homeschooled prior to enrolling, and a small number of freshmen enroll directly from the middle school. Students arrive often after having struggled in the traditional academic setting; however, there are a small number of students that want an accelerated track to graduation and have not struggled academically. At Career Tech, they are able to develop an individualized plan for learning that allows them to tailor their educational pathways to work at their own pace in a variety of instructional settings.

Career Tech High School was formed in 1999 originally as an alternative school called First Resort before converting to a charter school in 2000. It is a 501(c)3 non-profit operated by Community Services Consortium, a community-action agency that serves Linn, Benton and Lincoln counties, and its board is composed of the nine county commissioners of those counties. Through a contract with the Lincoln County School District, the school operates as a public charter school for grades 9 through 12.

At its foundation, Career Tech is focused on building relationships with students; the educational programs depend on the success of that relationship. As such, the school maintains small class sizes (approximately 1 to 7), emphasizes working one-on-one with students, and is flexible in developing education plans and programming to accommodate issues students are facing both academically and outside of the school environment. Career Tech, like most Lincoln County schools, experiences a high poverty rate (greater than 95%), and homelessness is an ongoing crisis in the region with a child homelessness rate of almost 15%.

As its name implies, the school was designed with an emphasis on career preparation and readiness. Students engage in a work simulation environment, and about half of students' academic courses are completed online. Recent additions to the school program have included CTE programs in Natural Resource Management and Marine Services, and Health Sciences, emphasizing local industry sectors with high wage-high growth potential. The school balances online learning with strong project-based, outdoor education components that include our Coastal Drone Academy and courses such as Outdoor Recreation Management, Woods & Metals, and Natural Resource Crews. These are popular courses among students and succeed because of strong community partnerships that expand and extend the school beyond the four walls of the school building.

The identified need for SIA funding is on-site mental health services and supports for Career Tech students in order to improve academic achievement. Recognizing that our school's

funding allocation will be small, and aware of the unmet need for, and limited access to, mental health services in our community and for students, funds may best be applied directly to addressing our students' mental health needs. This is a significant barrier for many Career Tech students that manifests in diverse ways. Career Tech, because of its individualized programming and small school environment, often attracts students who have not felt at ease, accepted or successful in a traditional school, and as such, we experience a higher concentration of students with unmet mental health needs than might be found in a traditional school. We do not currently have the resources to adequately address this need.