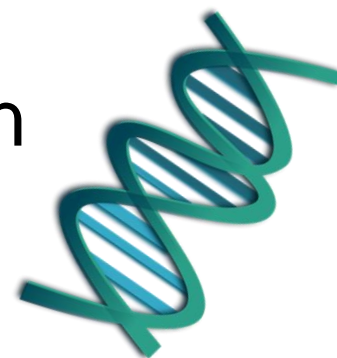




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Pathways Progress in Oregon Schools



March 7, 2017

Student Pathways

Academic

Career Focus

Academic Content Standards

Oregon Skill Sets

Common Career Technical Core



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Pathways- Student Plans

Each and every student:

- Identifies personal, academic, and career interests
- Sets goals
- Knows next steps
- Plans learning experiences

Create connected pathways to help students and communities achieve their goals.



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College Credit Options

- Foundational (math and reading/writing)
- Interest based electives-career focused-CTE
 - Health
 - Biology
 - Engineering
 - Manufacturing
- Advanced Placement – International Baccalaureate
- Specialized courses/advisory or project



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Support & Counseling

- School counselors or career centers
- Teacher advisors
- External organizations (e.g., Aspire, GEAR UP)
- Career Information System (CIS)
- CTSOs & student organizations
- Special education transition specialists



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Resources- Investment Matters

State Investments

- CTE Revitalization Grants \$9m
- CTE Pathway Grant \$8.75m
- Regional Promise Grants- \$3m
- AP IB test fee- \$2.8m
- Accelerated College Credit Grant- \$250k
- CTE Credit Equivalency \$100k



Federal Investments

- Perkins Federal Grants (CTE) \$13m

Local Investments



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Career and Technical Education



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CTE Career Areas

110 Agriculture, Food & Natural Resources

108 Arts, Information & Communication

187 Business and Management

48 Health Services

46 Human Resources

212 Industrial & Engineering Systems



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CTE Career Areas

CTE Programs of Study to Pathways



711	Secondary CTE Programs of Study
48,259	High school participants
26%	Oregon high school students participating
100%	CTE Programs aligned to college pathways
>10%	Oregon students reaching concentrator status
91%	Graduation rate of CTE concentrators
50%	CTE concentrators going on to postsecondary education



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McMinnville High School

PATHWAY ENDORSEMENT OFFERINGS IN ENGINEERING

Required Classes	Grade	MHS Credits	College Credits
<u>2.5 credits from the following</u>			
Intro to Engineering Design	9-12	1.0	3
Engineering Projects 1	9-12	1.0	
Principles of Engineering	10-12	1.0	
Engineering Projects 2	10-12	1.0	
Digital Electronics	11-12	1.0	
Engineering Projects 3	11-12	1.0	
Aerospace Engineering	12	1.0	
Engineering Projects 4	12	1.0	
EASA Scholar status is awarded to seniors completing 8 or more credits <u>with a grade of C or better</u> from the required Pathway courses listed above.			



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Umatilla High School

Graduation Rate 82%

- *“Positive student outcomes are the result of comprehensive high school planning and actions. College-going culture is strong.....and is supported by opportunities like GEAR UP, Success 101, CTE options, and district-paid college tuition.”*
- *“CTE is vital to the school and CTE instruction is focused on the needs of individual students, and on providing a flexible experience that builds relevant skills.”*
- *“...with the guidance of the counselor and superintendent allows all students at UHS to get a step up on postsecondary pathways.”*



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David Douglas High School

91% Graduation Rate

- *“David Douglas has been very intentional when developing CTE course offerings for our students. We have taken into account industry demand, student interest, and teacher expertise. It has been a consistent goal to articulate college credit for all of our CTE offerings.”*
- *“Our counseling staff meets individually with every student in grades 8-11 to assess student interest, select courses, and set future goals. All 3,000 students have a one-on-one meeting to solidify their plans and ensure a schedule that meets their needs.”*



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Correlation to Graduation

- CTE concentrators participants have achieved graduation rates over 15 points higher than the state average.
- Dual credit students earning more than 9 credits in high school have higher college participation rates and greater persistence to the 2nd year of college.



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Accelerated Learning

Dual Credit Enrollment 2015-16

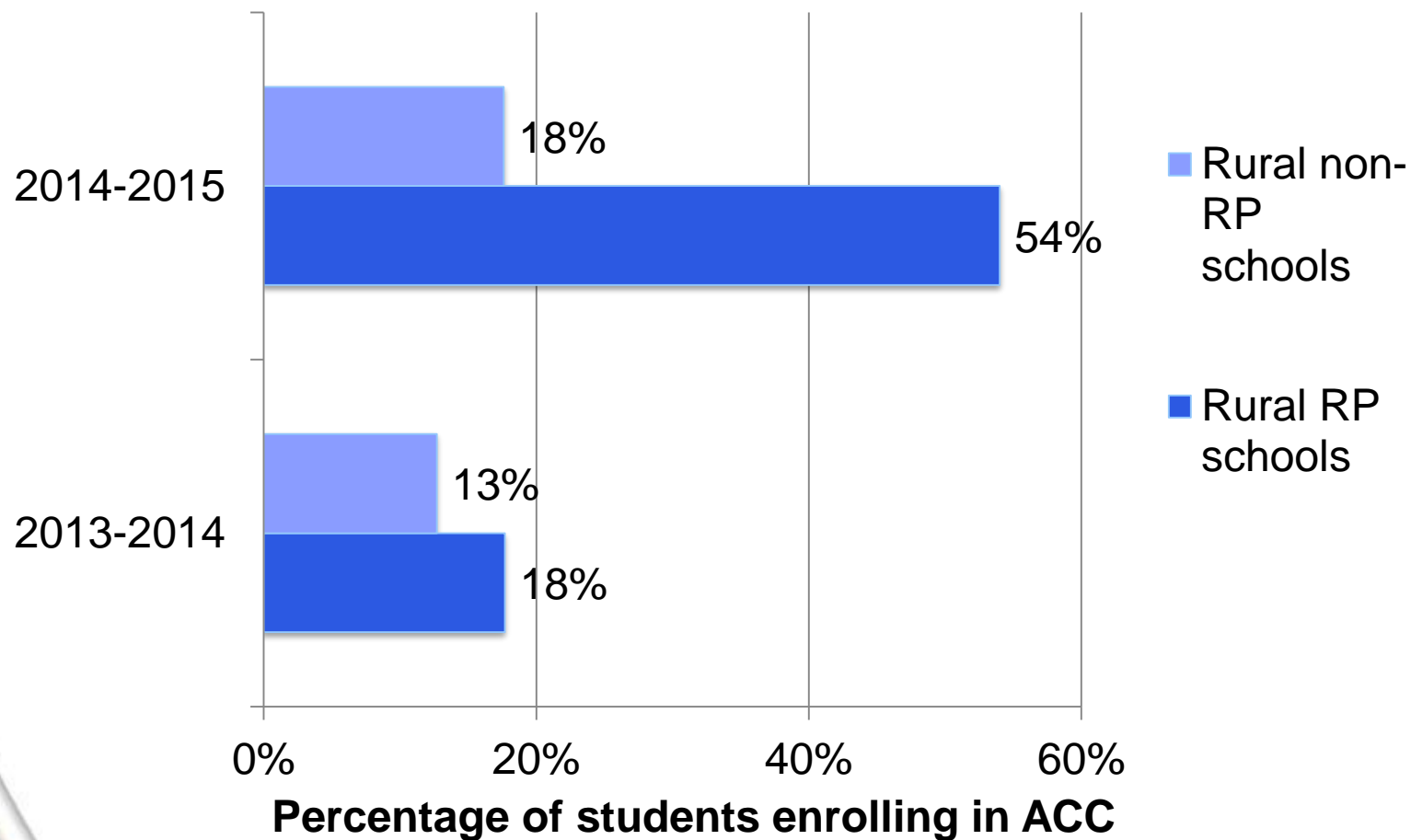
Subject	Student Enrollment
Math	11,343
Writing , Literature, and Communication	10,143
Foreign Lanugages	9,641
Sciences	7,996
Social Sciences	7,662
Health and Fitness	3,743
Business	1,831
Other	5,287
Total Enrolled Dual Credit	57,646



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Expansion of College Credit Opportunities in Rural High Schools



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Accelerated Learning Expansion from 2013 to 2015

- Within Regional Promise schools course taking increased by 226 percent.
- Among schools that did not offer Regional Promise, course taking increased only 84 percent.



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Regional Promise

Increase in cross-sector collaboration
between K-12 and postsecondary

“An ongoing success of our work has been the ‘weaving together’ of many of our programs, staff, trainings and meetings across our many sectors...Working together across education and community sectors is becoming a way of life!”

-Cascades Commitment



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Regional Promise Professional Learning Communities

83 PLCs formed since 2015 (includes counselors)

Professional Learning Communities impact:

- **85** courses
- **752** high school teachers
 - 51 newly eligible to teach accelerated course
- **172** counselors
- **147** postsecondary faculty



Lessons Learned



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Essential for Successful Pathways

- Targeted investments
- Partnerships
 - ESDs ,school districts
 - Universities & community colleges
 - Public-Private Partnerships
 - Business, industry, labor and trades partners
 - Workforce centers
 - Community Based Organizations (CBO)
 - Regional Achievement Collaborative (RAC)



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Challenges

- Time
- Money
- Intentional credit and transfer
- Multiple transcripts
- Shift in role of counselor
- Communication to students about pathway availability
- Cultural responsiveness

Challenges



- Seat time and schedules
- Instructor licensure or qualification
- Outdated view of CTE
- Work based learning opportunities
- Equity, affordability, access
- Adult designed system vs student interest based
- Parent and community engagement



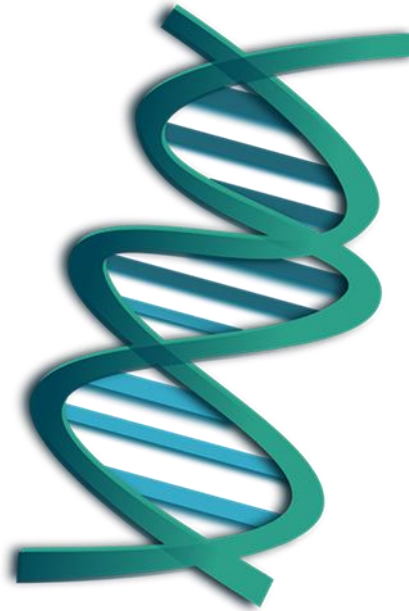
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Challenges

- Lack of career development professional development for counselors
- Low priority for administrators
- Outdated equipment and facilities
- Career exploration absent from middle school

Questions



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Oregon Department of Education

CTE/STEM Related Grants & Programs

- The 2017-19 Governor's Recommended Budget makes the following reductions to CTE/STEM Related Grants:

GRB Reductions	GF	Impacts
STEM Regional Network Grants	(\$622,200)	Reduces capacity of networks, potentially offset by Oracle settlement.
CTE Revitalization Grants	(\$1,119,960)	Reduces grants impacting 14 schools, 40 classes; 1,530 students & 39 partnerships.
CTE Career Pathway Fund	(\$9,073,750)	Eliminates program.
STEM Innovation Grants	(\$591,900)	Reduces teaching and student support; estimated 500-600 students and 50-100 teachers impacted.
CTE Summer Programs	(\$1,814,524)	Eliminates program
Statewide Teacher Development & Mentoring Program	(\$1,140,700)	Eliminates program
Student Leadership Organization Grants	(\$93,330)	Reduces CTE student leadership participation and events through an estimated 62 local chapters.
For Inspiration & Recognition of Science & Technology (FIRST)	(\$518,500)	Eliminates program
Course Equivalent Grants	(\$125,477)	Eliminates program
Total CTE/STEM Reductions	(\$15,100,341)	



Oregon Department of Education

Grant-In-Aid: CTE/STEM Related Grants & Programs

2017-19 Current Service Level
\$65,085,753

2017-19 Current Service Level (in millions)	GF	OF	FF	Total
CTE/STEM Related Grants & Programs				
STEM Regional Network Grants	\$5.2	\$0.0	\$0.0	\$5.2
CTE Revitalization Grants	\$9.3	\$0.0	\$0.0	\$9.3
CTE Career Pathway Fund	\$9.1	\$0.0	\$0.0	\$9.1
STEM Innovation Grants	\$5.0	\$0.0	\$0.0	\$5.0
CTE Summer Programs	\$1.8	\$0.0	\$0.0	\$1.8
Statewide Teacher Development & Mentoring Program	\$1.1	\$0.0	\$0.0	\$1.1
Student Leadership Organization Grants	\$0.8	\$0.0	\$0.0	\$0.8
For Inspiration & Recognition of Science & Tech	\$0.5	\$0.0	\$0.0	\$0.5
Course Equivalent Grants	\$0.1	\$0.0	\$0.0	\$0.1
CTE: Carl D. Perkins Grant	\$0.0	\$0.0	\$32.2	\$32.2
Total Grants and Programs	\$32.9	\$0.0	\$32.2	\$65.1



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