

## HB 3446 STAFF MEASURE SUMMARY

### House Committee On Higher Education and Workforce Development

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**Prepared By:** Ellen O'Brien, LPRO Analyst

**Sub-Referral To:** Joint Committee On Ways and Means

**Meeting Dates:** 2/18

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#### WHAT THE MEASURE DOES:

The measure modifies how state money is distributed to school districts for career and technical education (CTE) to include a distribution based on the number of students who acquire an industry credential that is approved by the Oregon Department of Education (ODE).

**FISCAL:** May have fiscal impact, but no statement yet issued.

**REVENUE:** May have revenue impact, but no statement yet issued.

#### ISSUES DISCUSSED:

#### EFFECT OF AMENDMENT:

No amendment.

#### BACKGROUND:

Career and technical education (CTE) programs are high school and postsecondary courses of study designed to align with business and industry skills and to provide a pathway to a postsecondary degree or certificate. A high school's career and technical education program of study (CTE POS) must be approved by the Oregon Department of Education (ODE) to be eligible for federal grant funding under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V). The [Oregon CTE Policy Guidebook 2024-2025](#), published by ODE in August 2024, provides guidance to school districts for meeting the Perkins V grant requirements.

According to the [Oregon Career and Technical Education \(CTE\) State Plan](#) adopted by the State Board of Education in April 2024, over 184,000 K-12 students in Oregon participated in CTE in the 2022-2023 school year.

In addition to federal grant funding, Oregon provides state funds for CTE programs through the Connecting Education to Careers Account at ODE. The current funding model for CTE programs has been in place since the passage of [House Bill 3072 \(2015\)](#). The account funds both the [CTE Revitalization Grant](#) program - which, according to [ODE](#), distributed 31 grants worth a total of \$7.6 million in the 2023-2025 biennium - and a distribution to school districts based on the number of students who earn three or more credits in a CTE program, with an additional distribution based on the number those students who are historically underserved.