



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Dr. Charlene Williams**  
Director of the Department of Education

**TO: Co-Chair Sollman, Co-Chair Ruiz, & Members of the Joint Subcommittee On Ways and Means On Education**

**DATE: Mar 20, 2025**

**FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology**

**RE: Question posed of the Oregon Department of Education's Presentation on March 18th**

Co-Chair Sollman, Co-Chair Ruiz, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you so much for the opportunity to provide information about SB 5515/5516 during Day 6 of our Presentation to the Joint Subcommittee On Ways and Means on Education. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,  
Kai Turner

### Questions & Answers

**Question: How are the SEIA programs granted out? Are any using combined grant agreements, or do they all grant individually?**

*Response: The SEIA programs all have separate grant agreements or contracts. The eligible recipients of funds from the SEIA programs also vary depending on the program. Some are grants distributed directly to school districts, while others are contracts awarded to Community-Based Organizations. Furthermore some of the programs are competitive in nature, and others are formula-based. Currently, a number of programs funded through the SEIA are included as part of ODE's Integrated Guidance: High School Success, Early Literacy Success School District Grants, and the Early Indicator and Intervention System.*

**Question: Can you give examples of how CTE programs are provided in both a rural school district and an urban school district?**

**Response:** Programs of Study address local and regional needs. They provide a means for learners to develop knowledge and skills in a particular career area and prepare for both careers and postsecondary education and training. Because the expectations for programs are the same regardless of geographic location or school size, learner experiences are similar. Programs of Study that do not reflect local or regional industry needs tend not to be offered everywhere, as regional employment opportunities are likely to be limited. All programs are dependent upon the engagement of an industry partner (or network of industry partners) and a community college to provide a seamless pathway to career and authoritative guidance regarding technology, trends, and certifications.

Learners and CTE programs across the state continue to achieve wonderful things because of dedicated teachers, engaged communities, and power partnerships. Below is a sample of the work being done across Oregon.

**Elgin HS, Ultrasound:** Elgin High School receives \$250,000 through the CTE Revitalization Grant towards a new agricultural learning lab. (web link: <https://elkhornmediagroup.com/elgin-high-school-receives-250000-toward-new-agricultural-learning-lab/>)

**Hillsboro HS, Aviation:** Hillsboro Students Participate in Aerospace Career Day at Oregon Air Show High school students in the Hillsboro School District O-ACE (Oregon Aerospace Careers for Everyone) program supported elementary and middle school students on May 17 in learning about the fundamentals of flight and the various career areas within aviation.

The event--held during the Oregon Air Show at the Hillsboro Airport--provided students an opportunity to engage in hands-on aviation, science, and engineering activities led by pilots, aviation mechanics, and jet engine engineers. **Read more about the Hillsboro SD Aerospace Career Day** (web link: <https://www.hsd.k12.or.us/details/~board/district-news/post/hsd-aerospace-career-day>)

**Willamette Career Academy** in Salem held a grand opening in August for a new dental assisting program, funded in part by an Oregon CTE Revitalization Grant awarded earlier this year.

The program, which begins this fall, has 30 slots for high school students to learn dental assisting. Jobs for dental assistants and hygienists in Oregon are expected to grow more than 12% by 2032 (Oregon Employment Department), with almost 900 dental assistant jobs open statewide each year.

[Learn more about the WCA dental assisting program.](#)

**Sisters High School** student Timber Bionda fulfilled his lifelong dream of becoming a licensed pilot through the SHS Career and Technical Education program in aviation.

[Read more about Timber and the SHS aviation program.](#)

**Springfield Public Schools:** [Young Entrepreneurs in Springfield SD](#): Cosmetology, Culinary, Film, Forestry, Auto, Metals, Woodworking. A student story is highlighted for each of these programs offered in Springfield Public Schools.

**Response:** Perkins Performance Targets are set at the state level using a public engagement process and are included in the [CTE State Plan, Appendix I](#).

**Question:** Is there a timeframe set to start achieving the goals set forth in these programs?

**Response:** All Student Investment Account recipients set Longitudinal Performance Growth Targets (LPGTs) beginning with the 23-24 school year and extending out through the 27-28 school year. As we begin to monitor progress against those LPGTs, we are seeing early signs of incremental success and improvement across the state in a variety of areas. ODE monitors progress toward those LPGTs on an ongoing basis and deploys a variety of supports (including technical assistance, professional learning, coaching, and more) in an effort to see increased student outcomes across all targets and all student demographics.

**Question:** How do we budget less resources to some in order to provide more resources to others without thinning investments, too much?

**Response:** Balancing resource allocation effectively will require prioritizing critical areas that need additional resources, and this will vary from school district to school district. The Legislature has the authority, through statutory changes, to offer additional flexibility to school districts in how they utilize funds in order to ensure resources are able to be used to address the highest areas of need.

**Question:** Provide a CAT update of the revenue compared to the reductions the Governor took in her budget. Is further action needed to balance the budget?

**Response:**

The revenue isn't coming in as high as previously projected, so we'll likely need to go deeper than Governor's Budget SSA reductions to balance the expenditures to the available revenue. This of course could change based on additional unspent ending balance this biennium and the May 2025 revenue forecast. As of March 2025, in order to support the investment level in the Governor's budget, there would need to be an additional \$79.7 million reductions out of the Fund for Student Success accounts (SIA, SEIA, & ELA), in addition to those taken in the 25-27 Governor's Budget.