Meeting the Future

Career Connected Learning, Career and Technical Education, Future Ready, and High School Success

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Oregon Department of Education
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Aims

This session will hopefully provide:

- A big picture understanding of current investment and implementation
- Brief analysis and insights on CTE funding
- Learning from work to integrate and align programs
- Sharing opportunities and challenges in the near term
- Information about what's on the horizon
- Questions and follow up

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Big Picture

HIGH SCHOOL SUCCESS

Learning that works for Oregon
CTE™

Figure 1. 1: Future Ready Oregon's Eight Component Programs

Future Forward Education

Oregon Employability Skills

OES "Top 10" 21st Century Skills

- **Self-Awareness** (Self Understanding)
- **Collaboration** (Team Player)
- **Digital Fluency** (Good with Technology)
- **Resiliency** (Plans for Success and Bounces Back from Failure)
- **Analysis/Solution Mindset** (Problem Solver)
- **Entrepreneurial Mindset** (Go Getter)
- **Adaptability/Flexibility** (Open to Change)
- **Communication** (Good Communicator)
- **Empathy** (Sensitive to Others Feelings)
- **Social Diversity/Awareness** (Sensitivity to Differences in Backgrounds and Beliefs)

In partnership with Workforce, Community Colleges and K-12 the Oregon Employability Skills Curriculum and the workforce Readiness Curriculum has been developed.

Starting as early as 5th grade, students will participate in engaging activities to learn more about and develop "Employability Skills" (sometimes called "soft" skills).

Students will earn badges to recognize their accomplishments in this learning.

Partnering with the high school, community college and workforce versions of this work will support students as they become employed and create a more informed workforce overall.

Vision for CTE in Oregon

Oregon will reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and ensure equity in an inclusive, sustainable, innovation-based economy.

CTE by the Numbers: 21-22

Learning that works for Oregon CTE™

166,598
Secondary Participants

37,629
Secondary Concentrators

42,532
Postsecondary Participants

Future Ready

The investment in Future Ready Industry consortium provides a potential path to build technical consortia focused collaborations between industry, workforce development and career technical education.

Encouraging Innovation and new ways of working together:

Industry Consortia – Healthcare, Manufacturing, Technology

- Three consortia will be established to represent the healthcare, manufacturing and technology industry sectors.
- They will build strategic partnerships, address mutual industry goals, identify industry-specific workforce needs, develop targeted recruitment strategies, and promote workforce development programs and activities.
- A Development Facilitator has been contracted to consult on the design of the Industry Consortia; expected to convene in early 2023.

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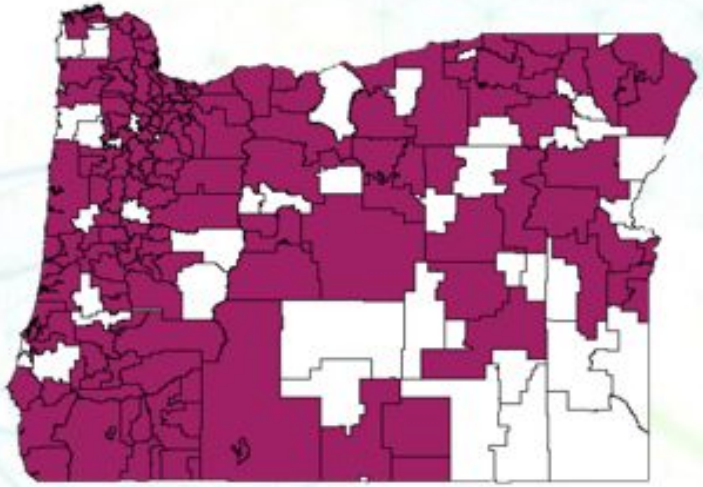
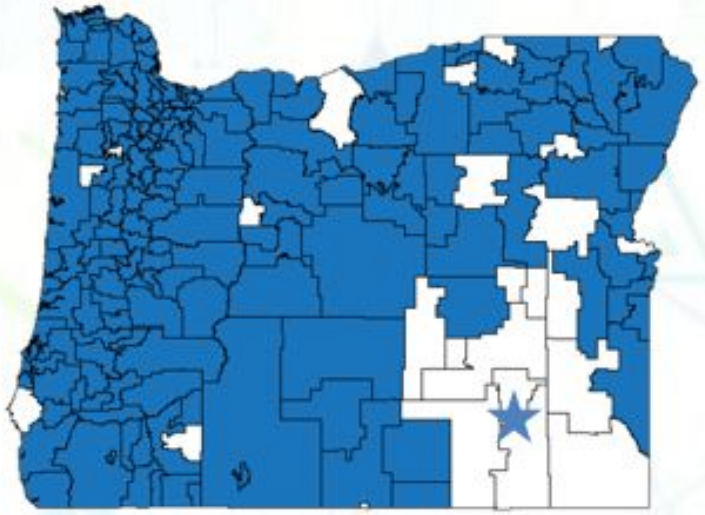
High School Success is more than a CTE Investment

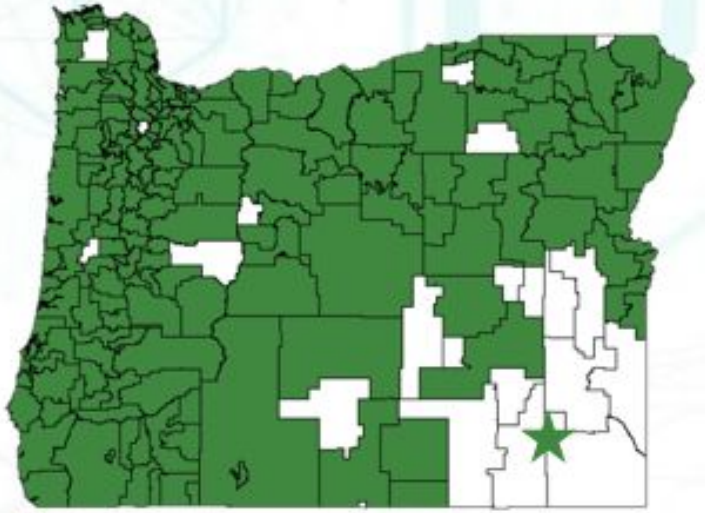
College-Level Opportunities



CTE Opportunities

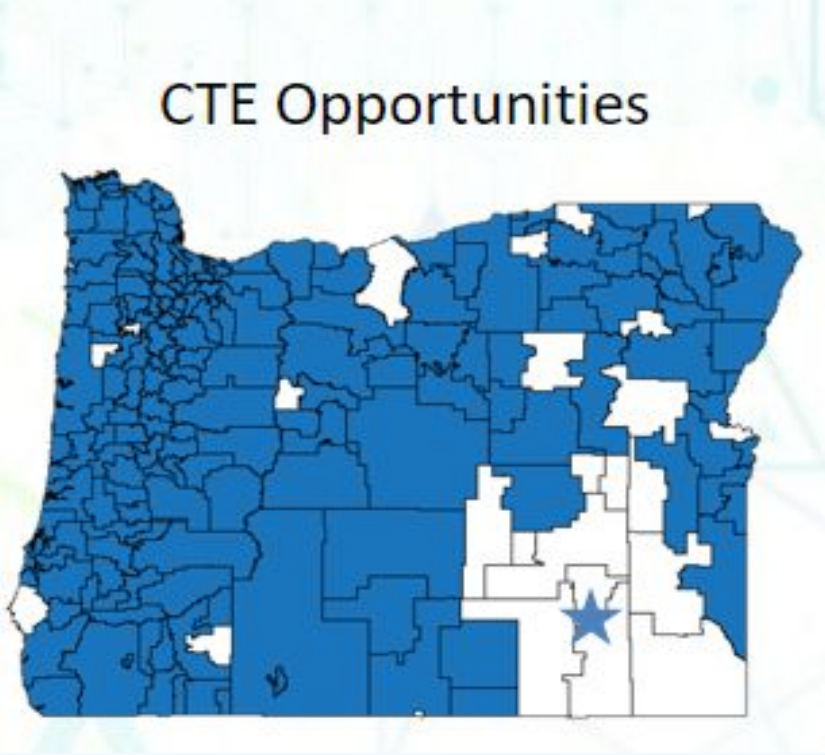


Dropout Prevention Strategies



★★ Many districts in this region offer K-8 only. High school students largely attend Harney Union High SD, which spent HSS funds in CTE and Dropout Prevention.

High School Success is supporting CTE Investment



$118 million budgeted for CTE in 2021-23 biennium using High School Success funding.

Budgeted activities include:

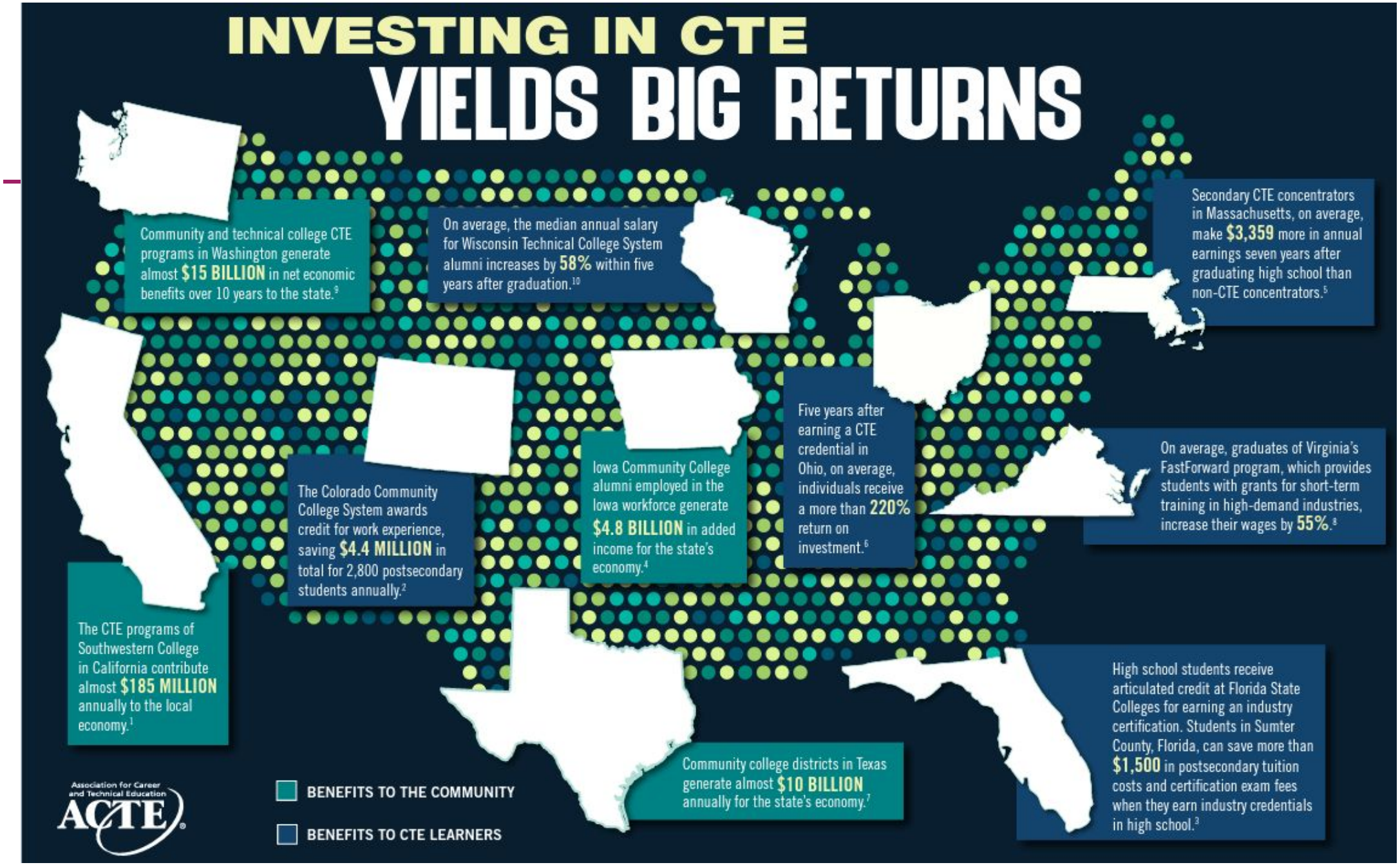
- Increasing CTE pathways that connect students with high interest, high wage, and high demand careers, such as programming, which will enhance their learning experiences and provide access and opportunities to future careers and post-secondary education.
- Partnering with local businesses to provide field trips to various businesses to showcase real-world opportunities for students within CTE pathways.
- Upgrading current CTE Facilities (example: housing a makerspace location to be used to allow students to design and produce items).

Meeting HSS Eligibility Requirements

August 2020	ODE Released Guidance outlining the expectation and support to meet eligibility requirements.
Fall/Winter 2020-21	Visits and assessments done with each grantee using initial HSS Eligibility Requirements Rubric.
Spring 2021	Grantees notified regarding ODE assessment of what's in place and what needs to be done to ensure eligibility.
Fall/Winter 2021-22	ODE completes planned re-assessment with all grantees not already meeting
Spring 2022	40 recipients identified for corrective action. 1.3M in directed funding to support getting systems in place.
2022-23 School Year	Implementation of Corrective Action Plans with Support
Present	7 grantees (all districts) remain in Corrective Action to further meet eligibility with further intervention and support. All other grantees meeting initial requirements.

The requirements for eligibility, as outlined in statute (ORS 327.883) are:

1) Teacher Collaboration Time around Key Student Data
2) Practices to Reduce Chronic Absenteeism
3) Equitable Assignment of Students to Advanced Courses
4) Equitable Access to Courses Required For On-Time Graduation


INVESTING IN CTE
YIELDS BIG RETURNS
Community and technical college CTE programs in Washington generate almost $15 BILLION in net economic benefits over 10 years to the state.[9]
On average, the median annual salary for Wisconsin Technical College System alumni increases by 58% within five years after graduation.[10]
Secondary CTE concentrators in Massachusetts, on average, make $3,359 more in annual earnings seven years after graduating high school than non-CTE concentrators.[5]
The Colorado Community College System awards credit for work experience, saving $4.4 MILLION in total for 2,800 postsecondary students annually.[2]
Iowa Community College alumni employed in the Iowa workforce generate $4.8 BILLION in added income for the state's economy.[4]
Five years after earning a CTE credential in Ohio, on average, individuals receive a more than 220% return on investment.[6]
On average, graduates of Virginia's FastForward program, which provides students with grants for short-term training in high-demand industries, increase their wages by 55%.[8]
The CTE programs of Southwestern College in California contribute almost $185 MILLION annually to the local economy.[1]
Community college districts in Texas generate almost $10 BILLION annually for the state's economy.[7]
High school students receive articulated credit at Florida State Colleges for earning an industry certification. Students in Sumter County, Florida, can save more than $1,500 in postsecondary tuition costs and certification exam fees when they earn industry credentials in high school.[3]
Association for Career and Technical Education
ACTE
BENEFITS TO THE COMMUNITY
BENEFITS TO CTE LEARNERS

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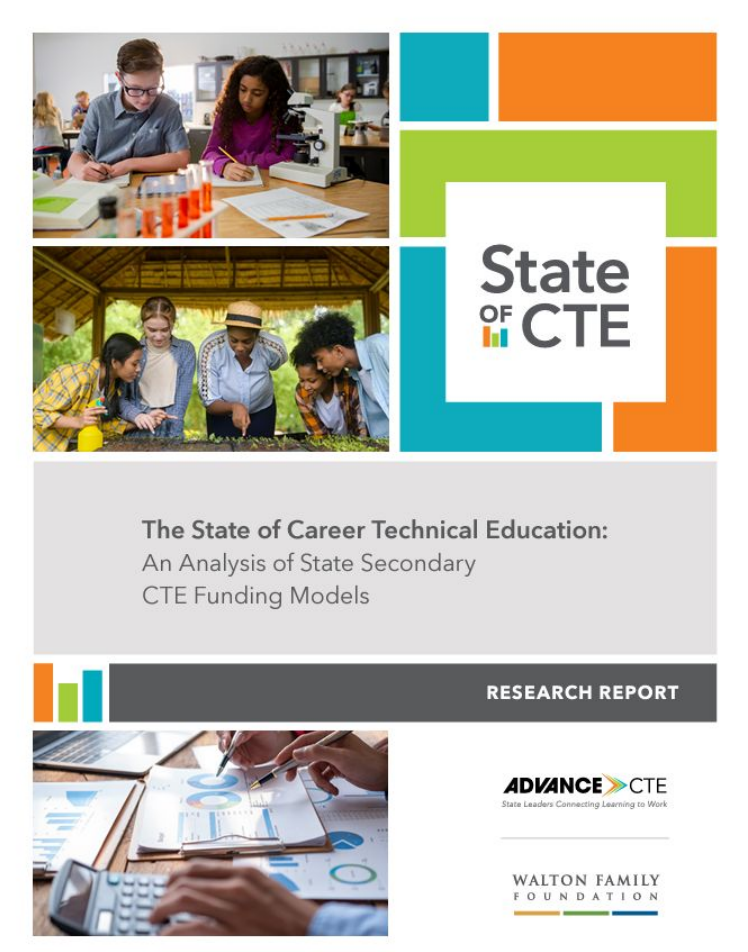
Analysis and Insights on CTE Investment

National Scan



- Majority of States (75%) provide categorical funding targeted for CTE beyond the foundational school funding formula.
- Nationally, 9 in 10 employers believe that increased investment in CTE would have positive impacts not only on the economy and their industries but also on their business.
- Funding needs to prioritize targeting focal student populations and innovation to provide CTE beyond geographical barriers.
- Funding models should consider variable costs of offering CTE programs and target largest industry needs
- Funding models should be reviewed periodically to meet evolving statewide priorities and market demands

Oregon is one of 6 states that does not have state directed CTE funding beyond foundational education funding

Compare States

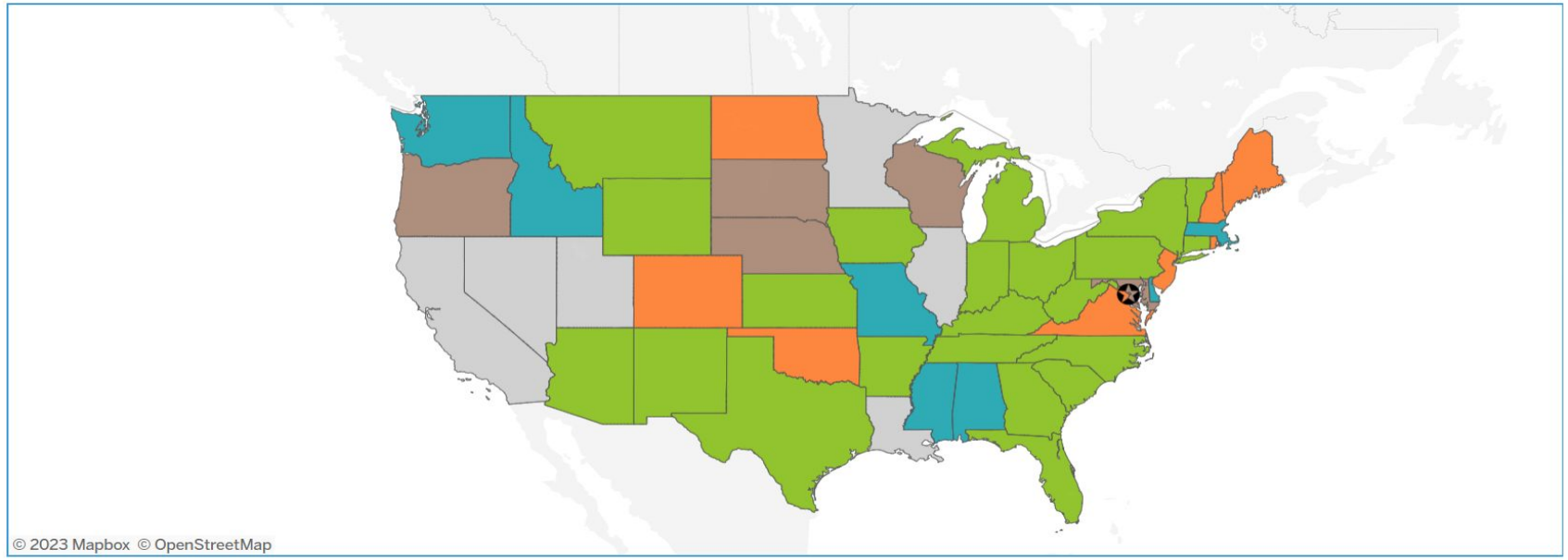
Select a state to view information on its state secondary funding model or approach and state funding allocation. Apply additional map layers to compare states. For each state, wage data and demographic data including population by race/ethnicity, age and average income is displayed below the map image.

If you receive an error message when trying to view the map, please add ctek12funding.careertech.org to the list of allowed sites within your browser's third-party cookie settings.

Fiscal Year 2022 (FY22) Funding Model & Approach

- Foundational Model
- Categorical: Cost-based Approach
- Categorical: Student-based Approach
- Categorical: Unit-based Approach
- Hybrid Model

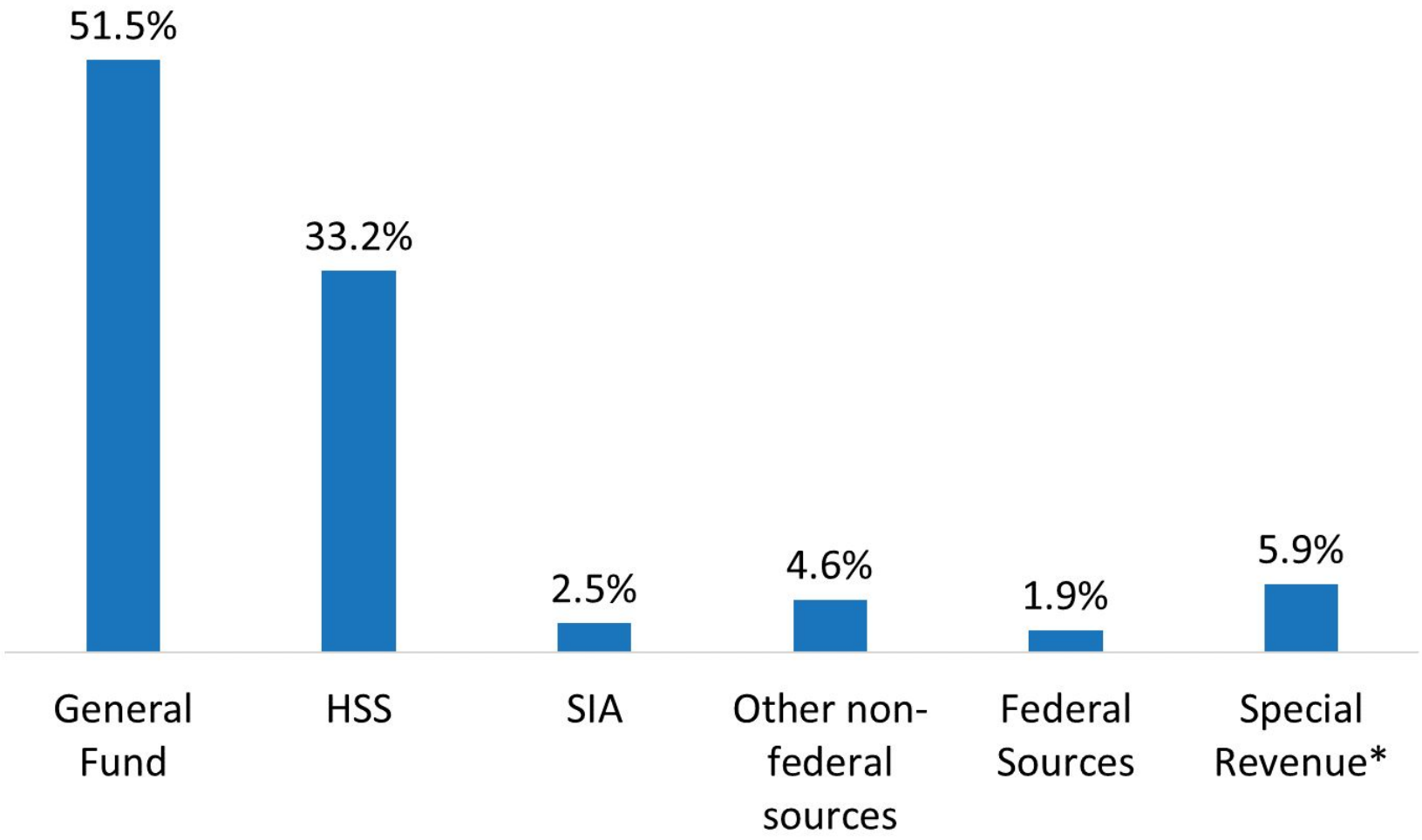
Graph Default: Mississippi



Comparing CTE Funding over one year

Washington	Oregon
Washington has a Unit based approach to CTE funding. In 2020-2021, Washington had **$684,517,000** in state funding expenditure for 9-12 grade CTE, with **168,718 CTE** participants.	Oregon has a foundational and incentive approach to funding CTE. In 2021-2022, Oregon had **$61,700,000** in dedicated state funding expenditures in K-12 Career related learning services, with **166,598** CTE participants.
$4,057 per participant	$370 per participant

2021-22 Career-Related Learning Sources of Funds



- Total $61.7 million expenditures reported in this area (may not align precisely with CTE)
- ESSER funds are included as part of “Federal Sources”

*The ability to break out expenditures at the HSS/SIA/Federal sources level is new; some expenditures from these funds may still be reported at a more general level and would be counted as part of “Special Revenue” in this chart.

Oregon CTE and Related Funding

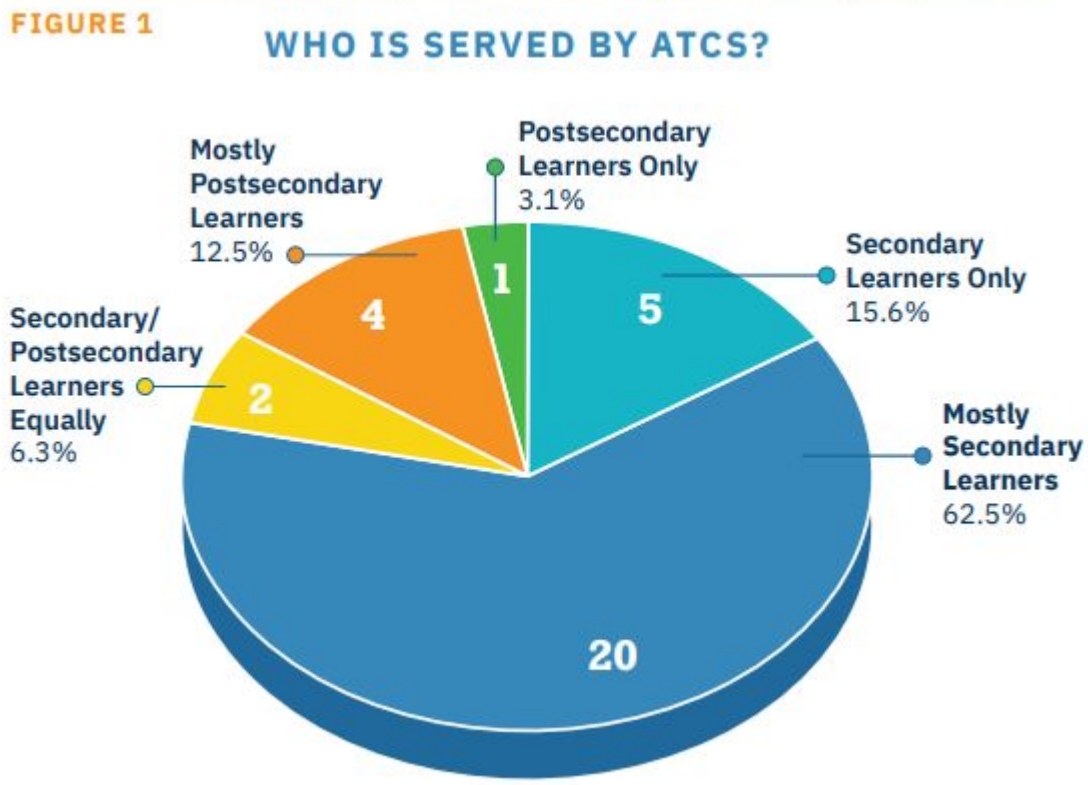
Program	Biennial Funding	Inflection Points
CTE Revitalization	7.3M	Secondary focus, start-up funds
Career Pathways	8M	Secondary focus, incentive funds
Student Leadership	2M	Majority to FFA
*STEM Investments**	7M	Almost nothing directly to CTE
*High School Success**	324M	118M coded as CTE expenditures
Community College Career Pathways	10M	Post-Secondary focused, Developing and implementing learner pathways with CTE
CTE-Perkins	32M	Federal funding

**CTE Related Investments with broader allowable uses and dedicated aims*

Area Technical Centers

Regional approach to serve high school students from multiple school districts.

They provide instruction in programs that may be too expensive or too specialized for school districts to operate individually.



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Opportunities and Challenges

Opportunities

- Improved ‘’backbone support’’ but further aligning regional TA support for CTE through the 19 ESDs while strengthening ties with community colleges, workforce boards, and STEM hubs
- Strategic investment in regional centers, like the Willamette Career Academy, across Oregon
- Tighter alignment between education and workforce development through intermediaries such as CCL navigators
- Explore restructuring and supplementing CTE funding to target innovation and equity.

Opportunities

- Making allowable uses within existing funds sources more explicit in terms of needed supplies and ‘’consumables’’ for strong CTE program execution
- Provide funding support for ongoing CTE maintenance particularly in high cost, high need career areas.
- Relook at Secondary Career Pathways Funds to ensure that the funds are being used to incentivize the current needs of CTE.

Positive Pain Points

- Bridging with CTE Regional Coordinators and linking community engagement, workforce sector planning, and partners into shared planning and investing.

- Gaps in business manager, principal, superintendent, and partner understandings about the use and alignment of CTE-Perkins, HSS, and SIA funding.

Challenges

- In many rural communities, there is vital development of Ag focused CTE Programs of Study but not yet substantial and needed investment in other areas.
- CCL Navigator funding expires
- Transportation in rural communities – a real limiting factor in getting access to key opportunities.
- Student interests evolve and hard to get infrastructure in place in time to be responsive with limited resources.

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What's on the horizon?

What does it look like for Oregon to meet the Future?

BLUR the LINES: K-12/College/Workforce

Students explore careers, experience integrated learning, and develop professional, technical, and employability skills while working with experts in and out of the classroom.

Business and Industry are involved in identifying skills necessary, and play an active role in developing pathways for our diverse talented workforce of tomorrow.

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Questions?