

# *The Current Status and Future Direction of CTE in Oregon*

Tom Thompson  
Oregon Department of Education  
Tom.thompson@ode.state.or.us

## CTE is about...



AND





## Across the Spectrum



Awareness



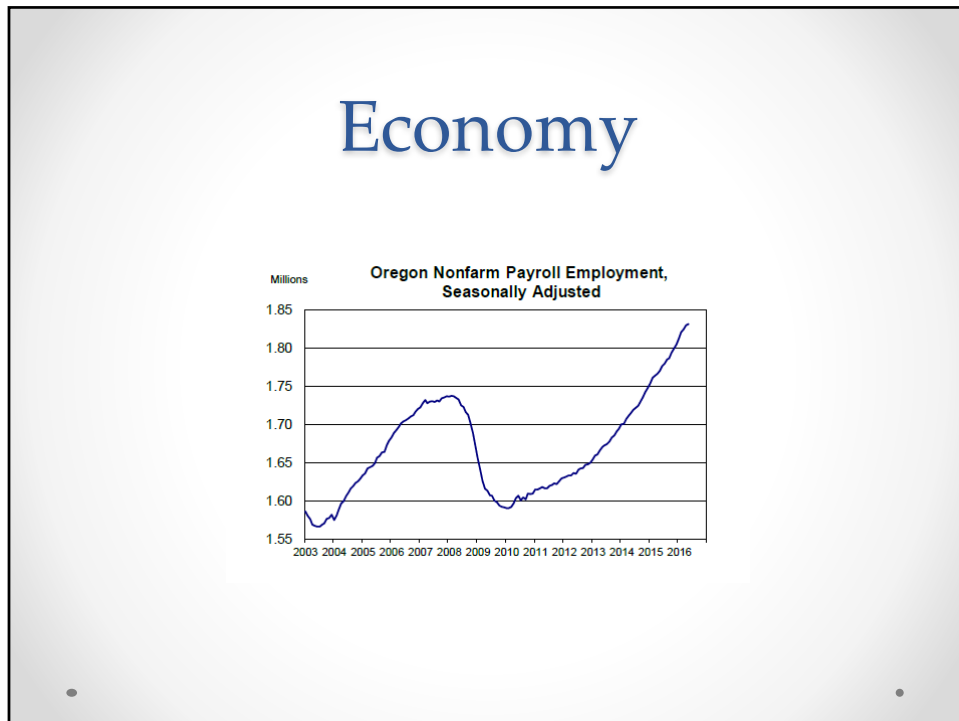
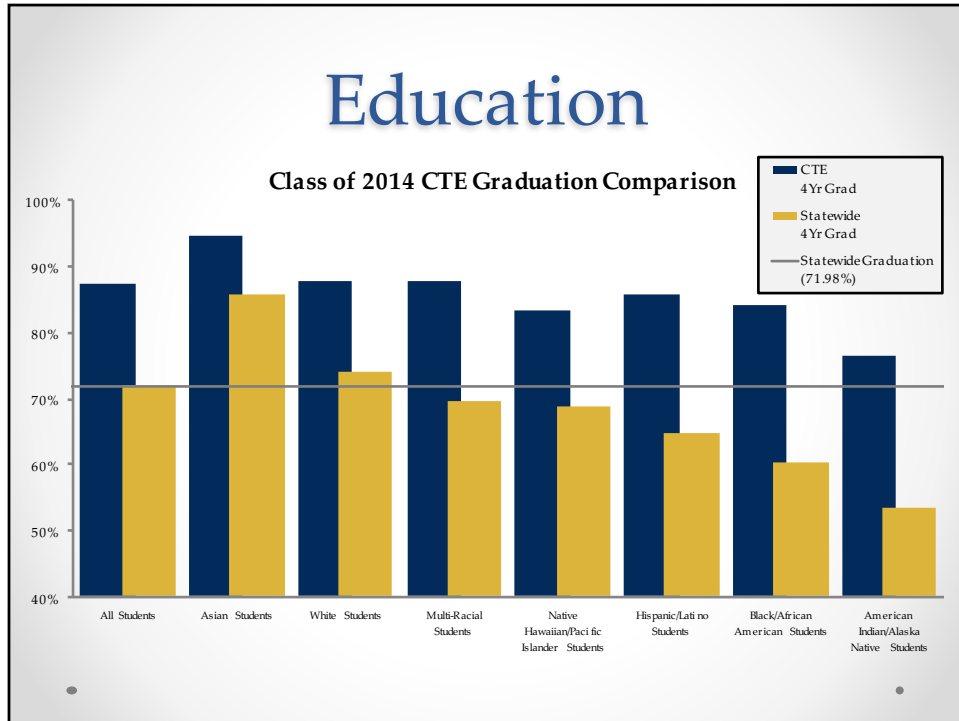
Exploration



Preparation

## Programs of Study

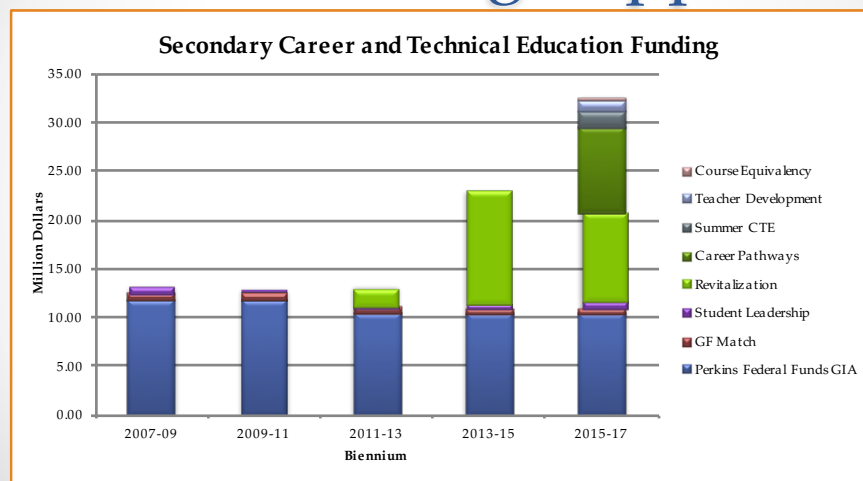
- Sequence of courses
- Industry-based standards
- Integrated academic content
- Connections to post-secondary
- Data-driven improvement
- Student support
- Ongoing professional development

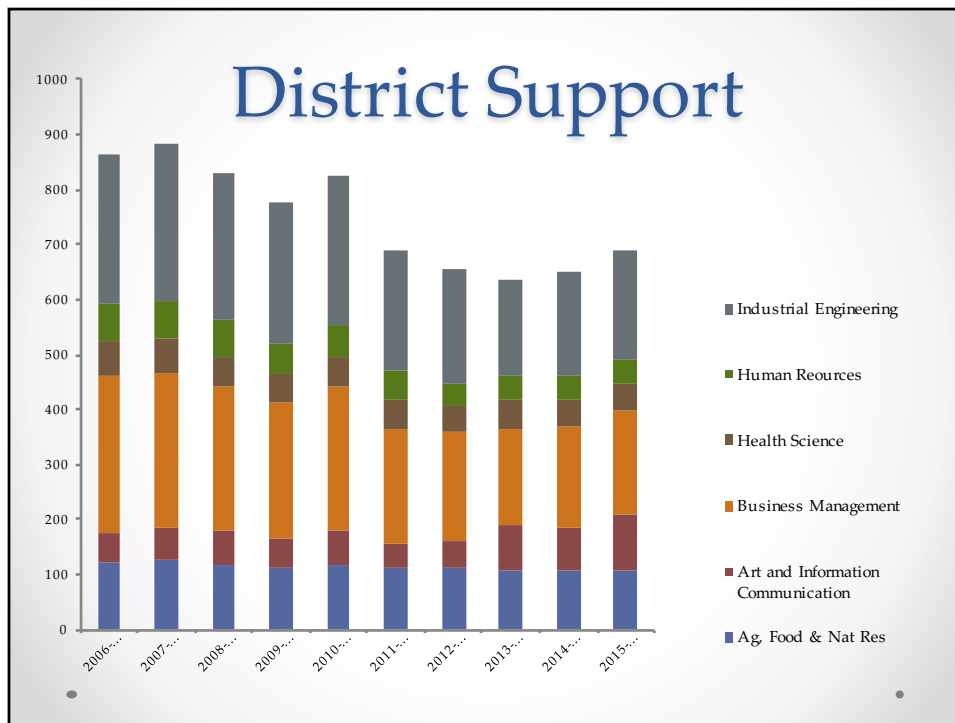


# Economy



# State Funding Support





- ### District Support
- 58 + CTE programs in development
    - 5 in Computer Science
    - 5 in Engineering
    - Largest number in Industrial and Engineering Systems
  - Investment in CTE facilities
    - Remodeling
    - District tech centers
    - Regional shared facilities and programs
  - Investment of general fund resources
  - Long-range planning

## Voter Support

- IP 28
  - Projected to raise \$3.0 billion per year
  - Governor Brown – “Endow a new “career pathway fund” to expand career and technical education.”
- IP 65
  - \$800.00 per student per year to improve graduation through
    - CTE
    - Dual Credit
    - Early intervention



## Future Directions

- Program focus
  - Programs of Study
  - High wage and high demand
  - Stronger emphasis on student completion
  - Quality programs
  - Links to regional economic strategies
  - Growth in middle school programs
- Funding focus
  - Increased base funding
  - Refocus of federal funding
  - Competitive funding to ramp up
- Engagement with employers
  - More employer input on state initiatives
  - Stronger connections with regional workforce
- Connecting with STEM
  - Shared outcomes
  - Shared practices
  - Shared economic development
- Equity



## Potential Potholes

- Weakening economic focus
  - Not linked to employer needs
  - Low economic expectations
  - No growth in labor supply
- Reduced educational rigor
  - Electives rather than programs
  - Less-than option
- Teacher shortage
- Inequity

