



# STEM Investment Council

February 27, 2015  
10:00am – 12:30pm  
Oregon State Library

250 Winter Street Northeast, Conference Room 103  
Salem, OR 97301

*Call-In Information:*  
*Dial (888) 204 5984*  
*Code 992939*

JIM PIRO, Chair

AUBREY CLARK

HERB FRICKE

LISA GRAHAM

DWAYNE JOHNSON

ERIC MESLOW

THOMPSON  
MORRISON

Staff:

MARK LEWIS

## AGENDA

### **1. Introductions**

### **2. Preparing for 2015-17 investments**

Jim Piro, Chair

### **3. History and status of CTE in Oregon**

Laura Roach, Oregon Department of Education

### **4. Proposed Oregon Talent Council (OTC)**

Patricia Scruggs

### **5. Subcommittee Reports:**

- Strategic Planning
- Data and Metrics
- Communications and Advocacy

### **6. Public Comment**

*Members of the public wanting to give public testimony must sign in.*

*There will only be one speaker from each group.*

*Each individual speaker or group spokesman will have three (3) minutes.*

*All meetings of the STEM Investment Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.*



# Jobs Critical for Oregon Industry Competitiveness

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## OTC is focused on JOBS

- *Connect talent to regional and state economic growth opportunities*
- *Target the most critical talent needs of traded sector and high growth industries in a strategic and focused fashion. (Primarily professional/technical jobs)*
- *Foster statewide access to Oregon's diverse population*



**“Oregon Talent...Oregon Jobs!”**

# HB 2728

2

- Establishes the Oregon Talent Council
- Requires the development of a statewide talent plan and industry verified and prioritized data
- Appropriates moneys for specific investments
- Abolishes ETIC (Tech becomes a subcommittee)
- Resides within Oregon Employment Department with coordination agreements and policy alignment with HECC, OWIB, STEM Investment Council and OBDD

# OTC Membership & Governance

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- Majority of council will be industry executives from key sectors.
- Ex-officio members from agencies and boards playing key role in implementing solutions:
  - ✦ Higher Education Coordinating Commission
  - ✦ Oregon Employment Department
  - ✦ Oregon Workforce Investment Board
  - ✦ Oregon Business Development Department
  - ✦ Oregon Education Investment Board/STEM Investment Council
- Sector subcommittees will identify needs and make recommendations for investments; there will be a cross-sector committee for shared needs.

# OTC's Key Duties

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- **Inform:** Provides cohesive and comprehensive industry verified data on immediate and forecasted skill and occupation gaps
  - ✦ *Better Anticipate employment demands*
- **Advise:** Develops a statewide talent plan and makes strategically aligned recommendations to guide workforce, education and STEM investments
  - ✦ *Facilitate discussions with industry, academia and key agencies*
- **Catalyze:** Establishes the Oregon Talent Council Fund to co-invest in targeted efforts that address critical talent gaps for Oregon's traded sector and high growth industries
  - ✦ *Competitive RFP process and seed investment strategy*
- **Coordinate:** Establishes sector subcommittees within the Council to promote coordination with workforce and education partners around identified needs
  - ✦ *Maximize state, local, private and federal dollars*

# OTC Investment Focus

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- ✓ Pinpoint urgent education and training needs of industry
- ✓ Foster new ways to deliver incumbent workforce training and proficiency based education tied to industry needs
- ✓ Develop professional and technical, industry-led badges and certifications to support on-going skill development of existing workers
- ✓ Enhance student work experience and job preparedness

# OTC Investment Criteria

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- Competitive RFP Process
- Expectation of leverage from private and public funds toward sustainability
- Risk Tolerant Growth:
  - Designed for Responsiveness
  - Requires a maximum 3-year cycle
  - Experimental thinking is encouraged
  - Goal to mitigate market skill hiring bubbles





# Good Job Happy Family

## HOPE



# Vocational Education Professional Technical Education Career & Technical Education

## The Troubled History of Vocational Education

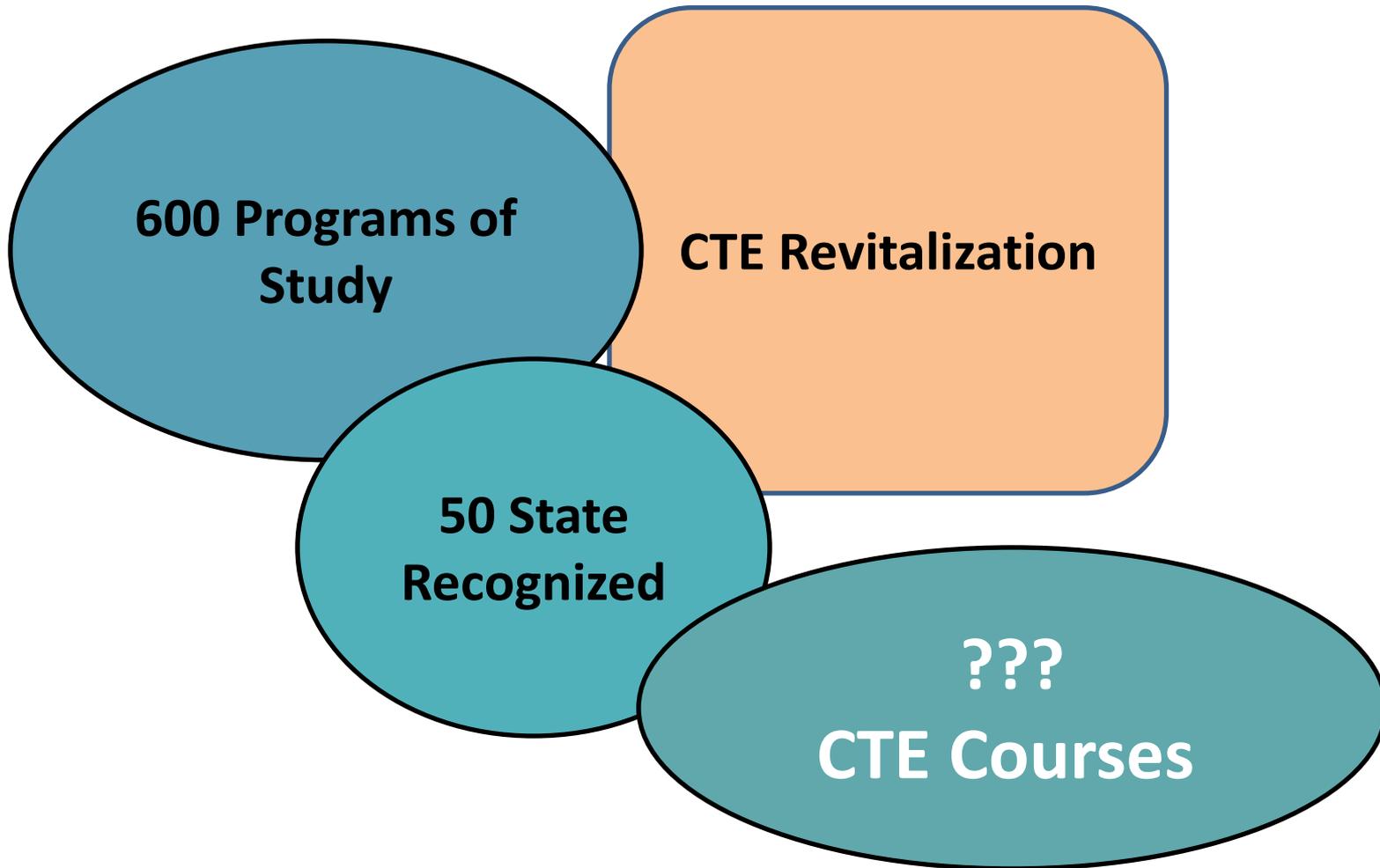
[http://www.americanradioworks.org/segments/  
the-troubled-history-of-vocational-education/](http://www.americanradioworks.org/segments/the-troubled-history-of-vocational-education/)

# Career Areas

- Arts, Information and Communications
- Agriculture, Food and Natural Resource Systems
- Business and Management
- Health Sciences
- Human Resources
- Industrial and Engineering Systems

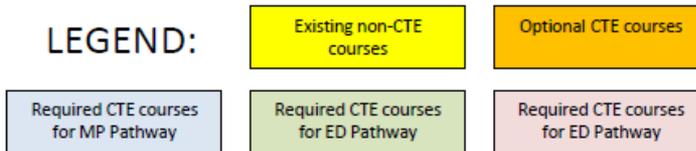
# Educational Strategy Body Of Knowledge





# Pre-Engineering Program of Study -- CVHS

## LEGEND:



### Recommended Non-CTE Courses

9<sup>th</sup> Grade

Algebra 1  
Or  
Geometry

Biology

10<sup>th</sup> Grade

Geometry  
Or  
Algebra 2

Chemistry

11<sup>th</sup> Grade

Algebra 2  
Or  
PreCalculus

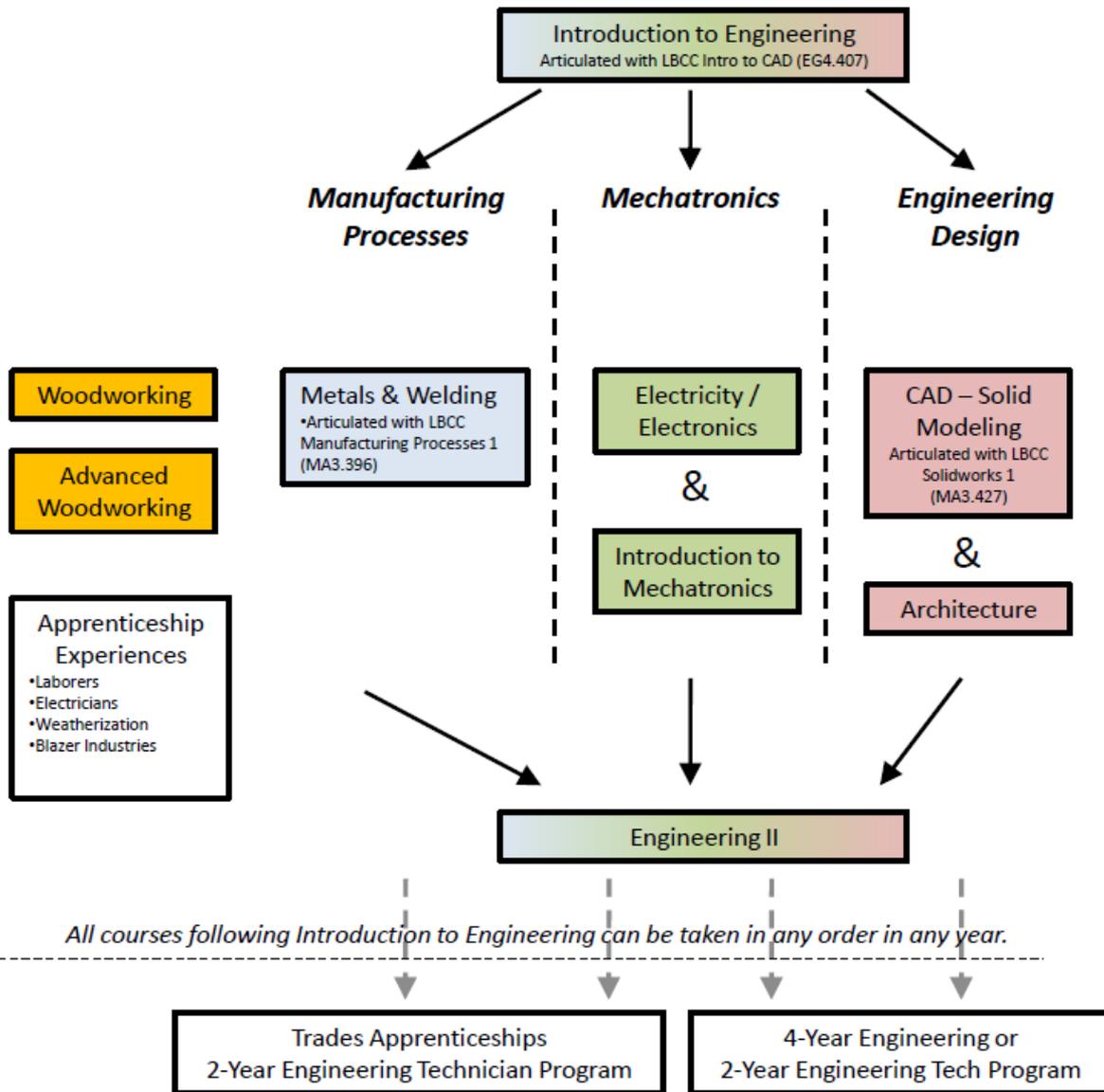
Physics  
Articulated with  
LBCC Physics 201  
and GS 104

12<sup>th</sup> Grade

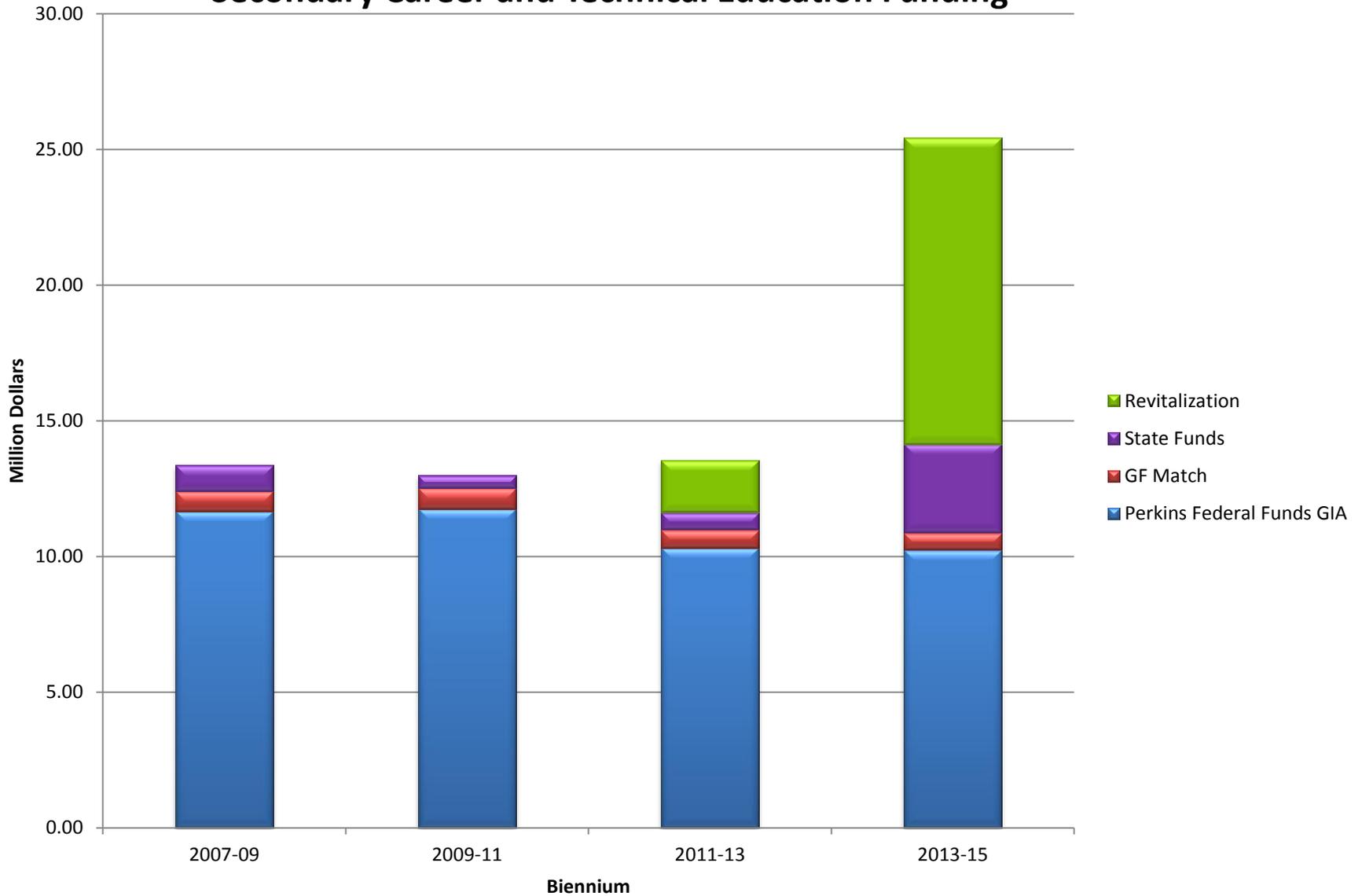
PreCalculus  
Or  
Calculus

4<sup>th</sup> Year of  
Science  
(Preferably an  
advanced science)

Post K-12



## Secondary Career and Technical Education Funding



## 2013-2015 CTE Revitalization

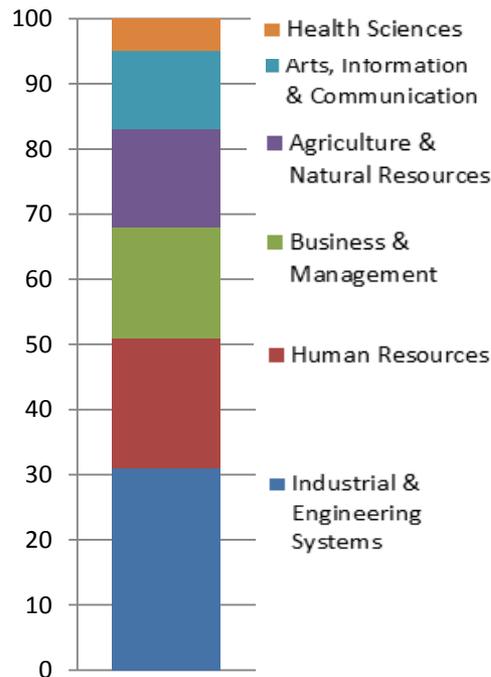
**\$11.1 Million** awarded for

**32 projects** involving

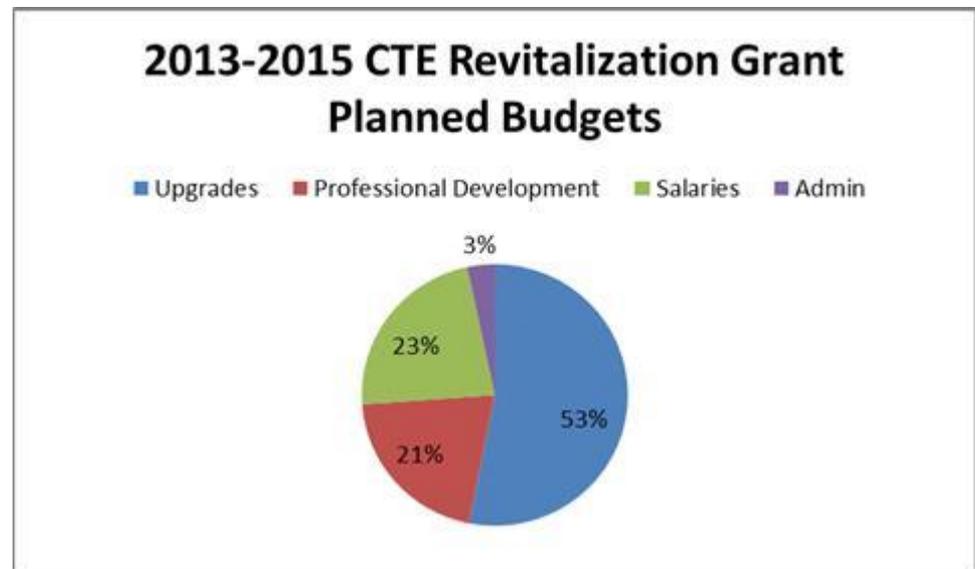
**60 high schools** across the state and some participation of

**94 middle and elementary schools** and

**338 business, industry, and labor partners.**



% of Revitalization Grant Projects



## Benefits of CTE

**CTE (Career and Technical Education)** prepares students for further education and the workforce needs of the 21st century, including STEM. Engaging programs focused on careers keep students in school.

### Graduation Rates (4-Year Cohort)

Population	CTE Concentrators (One or more CTE credits)	All Students (Including CTE Concentrators)
<b>All Students</b>	<b>85.7%</b>	<b>68.7%</b>
American Indian	82%	51.7%
African American	86%	57.1%
Hispanic	84.7%	60.8%
Economically Disadvantaged	80.8%	60.4%
Limited English Proficiency	64.4%	49.1%



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# GRANT ELEMENTS

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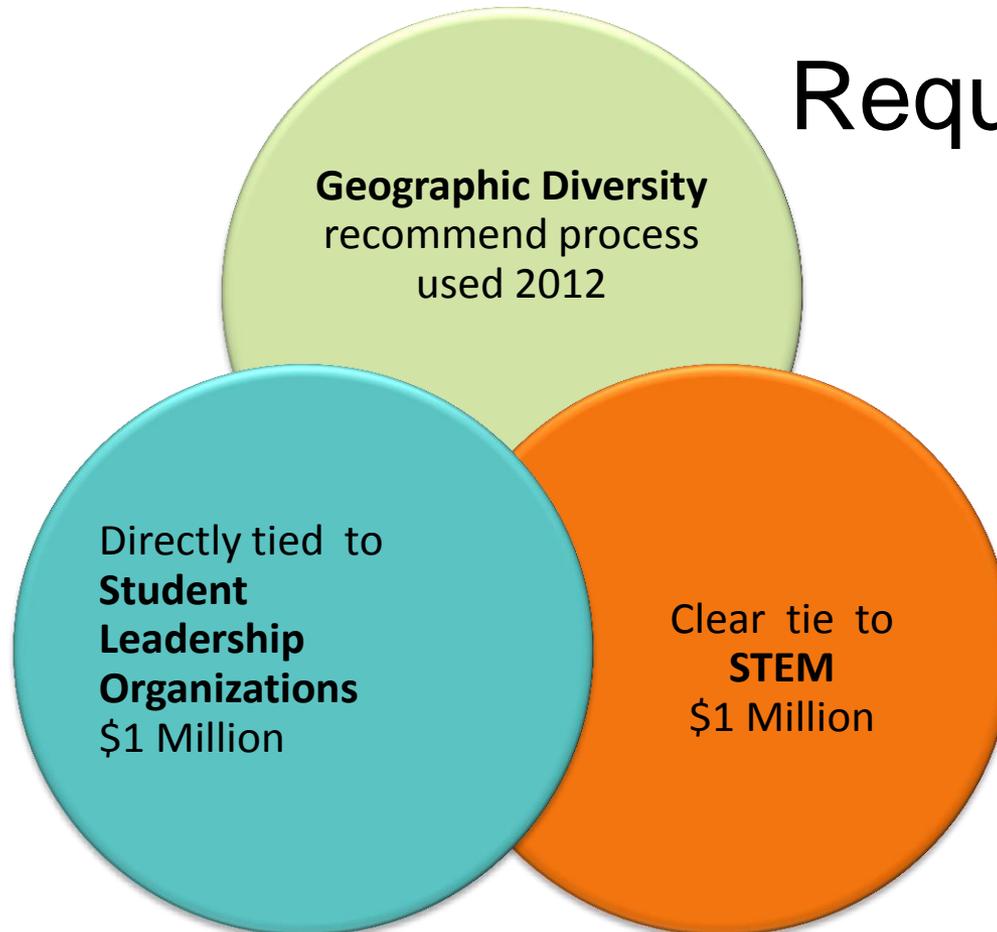
Innovation  
Programs of Study  
Integration  
Expansion & Growth  
Experiential Learning  
Partnerships  
Sustainability  
Programs of Study  
Graduation

GLOBAL  
COMPETITIVENESS  
SUCCESS  
LEADING CHANGE  
CAREER  
READINESS  
COLLEGE & CAREER  
TECHNICAL SKILLS  
ECONOMIC VITALITY  
LEADERSHIP  
TRANSFORMING EXPECTATIONS  
HIGH-DEMAND  
LEARNING  
SKILLS  
SUSTAINABLE  
WORKFORCE  
READY  
OPPORTUNITY  
LEADING  
COLLEGE & CAREER  
WORLD CLASS  
HIGHER  
GRADUATION  
RATES  
STUDENT  
SUCCESS  
OPPORTUNITY  
CAREER  
LEADERSHIP  
ECONOMIC  
WORLD CLASS  
ENTREPRENEURSHIP  
LEADING  
MAKING  
DIFFERENT  
COLLEGE & CAREER  
READINESS  
HIGH-DEMAND  
OPPORTUNITY  
STUDENT  
SUCCESS  
ENTREPRENEURSHIP  
ECONOMIC  
TRANSFORMING  
EXPERIENCE

# Grants

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## Requirements



# CTE REVITALIZATION CHALLENGES

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- Compressed timelines
- True partnerships
- Dealing with antiquated facilities
- Managing complex projects
- Meeting needs of underserved students
- Sustainability

GLOBAL  
COMPETITIVENESS  
SUCCESS  
LEADING CHANGE  
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“There are two bequests we can leave  
our children. One is roots the other is  
wings.”

William Hodding Carter

# THANK YOU

