

**Statewide Advisory Council**

**Date:** July 19, 2023

**Time:** 9:00 AM - 11:00 AM

**[List of Attendees](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/SAC%20Meeting%20Attendance_7-19-23.docx)**

[**Group Norms**](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/CTE%20Shared%20Community%20Agreements%2001.19.22.pdf)

# **Meeting Minutes**

***Please note: Meetings will be recorded for those that are unable to attend***

| **Time** | **Topic** | **Notes** |
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| 9:00 | Public Comment | One Guest Observer  No Public Comment Requested |
| 9:05 | First Welcome  **(Carla Arcinienga Co-Chair)** | Please introduce yourself in the chat!  Where are you from?  Your name?  Membership Update   * 15 New members have been invited to join   + 4x the applications than in the past * 3 New Ex Officio Members * 4 additional students for Youth Advisory Council (First meeting in the Fall) * Updating Ex Officio membership in August * New members will be on-boarded in August   + [Intro Slides](https://docs.google.com/presentation/d/1EuS_N8jhfdn86psOP1zjnsxkWf4runM2zbmu4_GFo6M/edit?usp=sharing)     - Returning Members - Update     - New Members - Create   ***Welcome to the new members that were able to join us today!!***  *We will do more formal instructions during the October meeting when the membership roster is finalized and everyone has had a chance to be onboarded and create/update their Intro Slides.* |
| 9:10 | Second Welcome and State Director Updates  **(Jennell Ives and Celia Nuñez)** | Jennell:  ODE is recipient of Perkins funds  ODE has a new Director, Dr. [Charlene Williams](https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=166757)   * Started about a week ago * Wealth of experience * Worked in High schools/PPS * Hoping for great advocate for CTE   CTE Summer Meeting: COSA/CTE first time joint time   * Help school administrators understand what CTE is * Pre-conference for administrators * Big annual event   Participations and Presentations: Local Workforce Board Directors meeting, Governor’s Construction Production Workgroup, Future Ready Industry Consortia, Workforce Talent Development Board, Dept Education.   * Technology, manufacturing, and * Essential employability skills * This COSA really focused on partnerships   Shalee Hodgson:  Future Ready Oregon   * Several projects are wrapping up * Reviewing applications   Workforce Innovation and Opportunity Act State Plan   * Part of CTE state plan team   Credit for Prior Learning Advisory Committee   * Ongoing work revising the standards in December or early next year   Community College Support Fund Revisions   * Support student success * Ensuring success of underserved populations   Community Colleges can now offer Bachelor of Science, Nursing   * New change!   Student Financial Aid   * Aspire program   Corrections Education   * Taking it to the next level |
| 9:20 | Legislative Report Recommendations  **(Jennell Ives and Brandie Clark)** | [Overview of CTE Funding](https://docs.google.com/presentation/d/1K78qjHMr77UWcKYnz3mHNLtXqeTsr9njDYIZg3AtsSw/edit?usp=sharing) and Input on recommendations:  *General Question (CR): I am familiar with how secondary pathway funds are determined but how are post secondary funds determined and awarded? - Community College Career Pathway funding is distributed to all 17 community colleges in a formula. Each college submits a plan and budget for the biennium (for more details reach out to SH).*  **Group Discussion:**   * How can we better braid STEM and CTE? * How do we develop a roadmap that connects secondary, postsecondary, and business & industry? * Look at the funding models for more regional equity to help more rural schools to develop their programs * Fund the CCLS Navigators! * Cross agency sector- focused work to break down (Workforce Dev Boards, CTE Regional, STEM Hubs, etc) boundaries to braid funding and initiatives * JH - Professional development around how to build relationships with industry (for educators) and training for industry on how to work with educators * Regional teams are important to support. That includes RCs, CCLSN, CC leaders, etc. Whether that be funding or systems of support and collaboration. * Funding for stipends/pay incentives for secondary and post-secondary CTE teachers in fields where it is challenging to recruit. * Can Adult Basic Ed (GED, English Language Learners, etc) be prioritized in connectivity between CTE and K-12? These pipelines are chronically underfunded in OR * SJ - Industry to step forward and create a clear roadmap   + Educate on the workforce system; as defined by the government and the system as defined by industry   + Bring education and industry together earlier in the process   + Build your future [byf.org](https://byf.org/)   + Make education relevant to career. * CR - Gathering industry partners in advisory committee is intimidating * Critical to have more contextual relevant learning. * JH - Not sure where it fits, but we may want to position CTE as a mechanism to breakdown subject matter silos. For the projects I have worked on, students have struggled blending math, communication skills, and business sense, but blending is required in the real world. CTE can help student see the benefits in being well-rounded. * Can any portion of funds for CTE enrollment be tied to GED programs? These are populated by youth and adults on alternative pathways. As a LWDB we serve this pop. significantly |
| ~10:11 | ***BREAK*** |  |
| 10:16 | Students with Disabilities & CTE  **(Whitnie Trost)** | *Introduction: Malinda Shell*  [FACT Oregon](https://factoregon.org/)  (Slide Deck to be added)  Discussion:   * From Rosa Itzel Lopez: Often people who experience disabilities are required or expected to take additional support classes which decreases the flexibility in their schedule. * From Caitlin Russell: What I hear from teachers: safety is a concern, 1:1 staffing resources are not available * From Carla Arciniega Henrici: Stigma and the idea that there are limited opportunities for individuals with different abilities * From Charlie Hopewell: no reach out by institutions that invite them into CTE * From Karin Moscon: Accessible facilities; course prerequisites and admission policies * From Amy Lukens: Mindset of counselors/advisors: they may not think to refer students with disabilities to CTE classes. * From Hollie Rathbun: Safety issues depending on what the setting of the classroom is, tools being utilized, and amount of support they will have. * From Deron Fort: Not promoted as much to that group; perceived ability to complete certain tasks and related safety concerns (think dangerous equipment). * From Logan Garner: A lack of staff or resources, especially in rural areas * From Tammy Ahalt Klamath: Schools should be including all students, but support for students when they are in CTE courses may be prohibitive. The support so students are safe can be a barrier * From Amy Lukens: Developing jobs for these students when they complete. * From Kim Freeze: Often faculty are not prepared or educated on how to work with individuals with disabilities to ensure their success * From Charlie Hopewell: we are biased that a disability "doesn't fit" a broad job definition... but don't look past this as an opportunity to redefine * From Caitlin Russell:My observation and experience: lack of training on how to support SWD and how to prepare them for a career (this could look very different then gen ed students) * From Charlie Hopewell: the elephant in the room... people being "uncomfortable" dealing with disabilities so block out access * From Karen Paez: Career specialists project concerns that students will not get the necessary support/resources when they enter the job field. * From Kim Freeze: Lack of dedicated support systems on campus, tutoring or resource center for students with IDD. Lack of accessible course materials and technology to ensure that all course materials are accessible and adapted for various learning styles * From Luis Juarez,: limited technologies   staff/faculty training to work with students with disabilities   * CH - being "intentional" in defining what work looks like and skills needed by businesses and factoring in what jobs "may" look like if an individual has a disability * DF- Conflicting scheduling at school with regard to when CTE courses are offered (this applies to many identified groups...) * SJ - Disabilities is broad term, need more granular understanding of the size of population the unique groups and their unique needs * CR - Late add: CTE teachers are often not trained educators. The idea of an IEP is so foreign.   Further Discussion:   * DF - Does FACT OR provide support for postsecondary students as well? YES. It looks different * CH - how do families learn about FACT OR? Educators. Word of mouth. * HR - How do we not make them feel like an outsider? Educating people around some of the behaviors and how to address the triggers. Putting support in place.   + Sub question: educating the students in the class as well * Behaviors as a barrier is what FACT OR can help with |
| 10:55 | Announcements/Good of the Order  **(ALL)** | CTE State Plan Engagements in the Fall   * Will need help with recruiting participants to:   + Attend in-person & virtual sessions   + Complete Feedback Survey   + *More information to come* * factoregon.org. support@factoregon.org 503-786-6082   ======================================  ====================================== |
|  | ***Next Meeting*** | * October 18   + We will determine the 2024 meeting schedule at that time |