

Impact of High School Success on CTE Programs and Enrollment

Recipients of [High School Success](#) (HSS) funds expand programs related to three main focus areas – Career and Technical Education (CTE), Dropout Prevention, and College Level Opportunities. Recipients receiving more than \$100,000 per year are required to include CTE activities in their plans, while those receiving less (1 in 3 HSS recipients) have the option to invest in CTE programming or in at least one of the other two focus areas. In 2019-21, 88% of recipients planned to spend on at least one CTE activity, totaling \$84.8 million in budgeted spending for the biennium. While it is impossible to entirely separate the impact of this spending from the impact of [CTE Revitalization](#) funding (\$7 million in the same biennium), it is clear that High School Success funding has contributed to substantial growth in CTE programs and increases in equity of access among the students served.

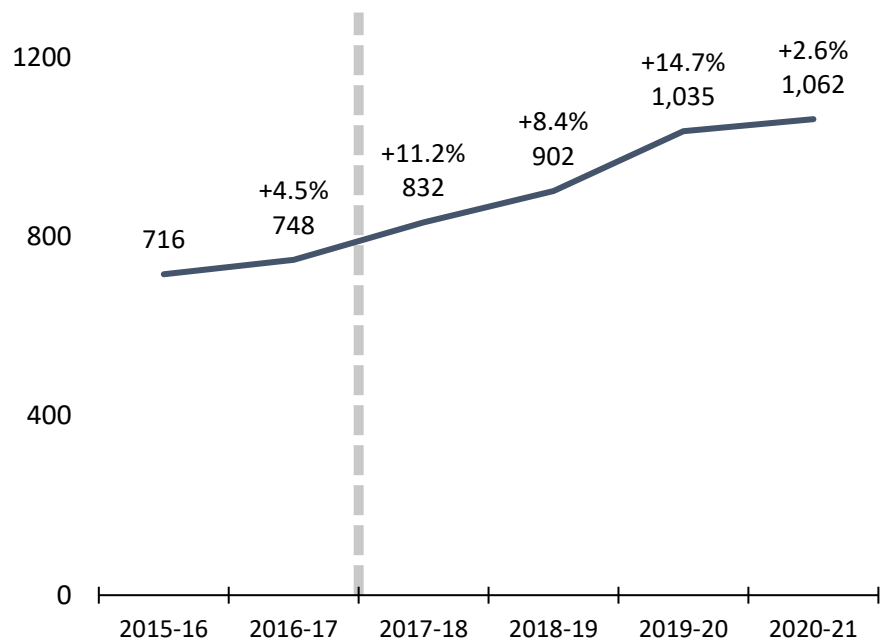
Oregon’s Total Number of CTE Programs Increase with Addition of HSS Funding

Up until 2013-14, the number of CTE programs had been in decline¹ for six years. Small gains, particularly in urban schools, were seen in 2015-16 after the passage of [HB 3072](#), which [invested](#) in STEM (science, technology, engineering, and math) and CTE education. Statewide, Oregon saw much more substantial gains with the implementation of High School Success in 2017-18 and an additional increase with full funding² of High School Success in 2019-20. Since the first year of funding for High School Success, the total number of CTE programs has increased dramatically – a total increase of 42% over the number available before HSS funding was distributed. Relative to the growth rate of CTE programs in the year prior to HSS implementation, this is equivalent to more than 150 additional approved CTE programs by 2020-21.

Although the COVID-19 pandemic in 2020-21 decreased the number of new CTE programs that could be started (as many schools were in comprehensive distance learning for the majority of the year), there was still a more modest increase in total programs that year. Long-term, HSS expects the growth in CTE

42% Increase in CTE Programs Since the First Year of High School Success

Number of Approved CTE Programs and % change from prior year



¹ *Examining the Changing Landscape: Career and Technical Education at Oregon High Schools*. REL Northwest, <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/cte-infographic.pdf>.

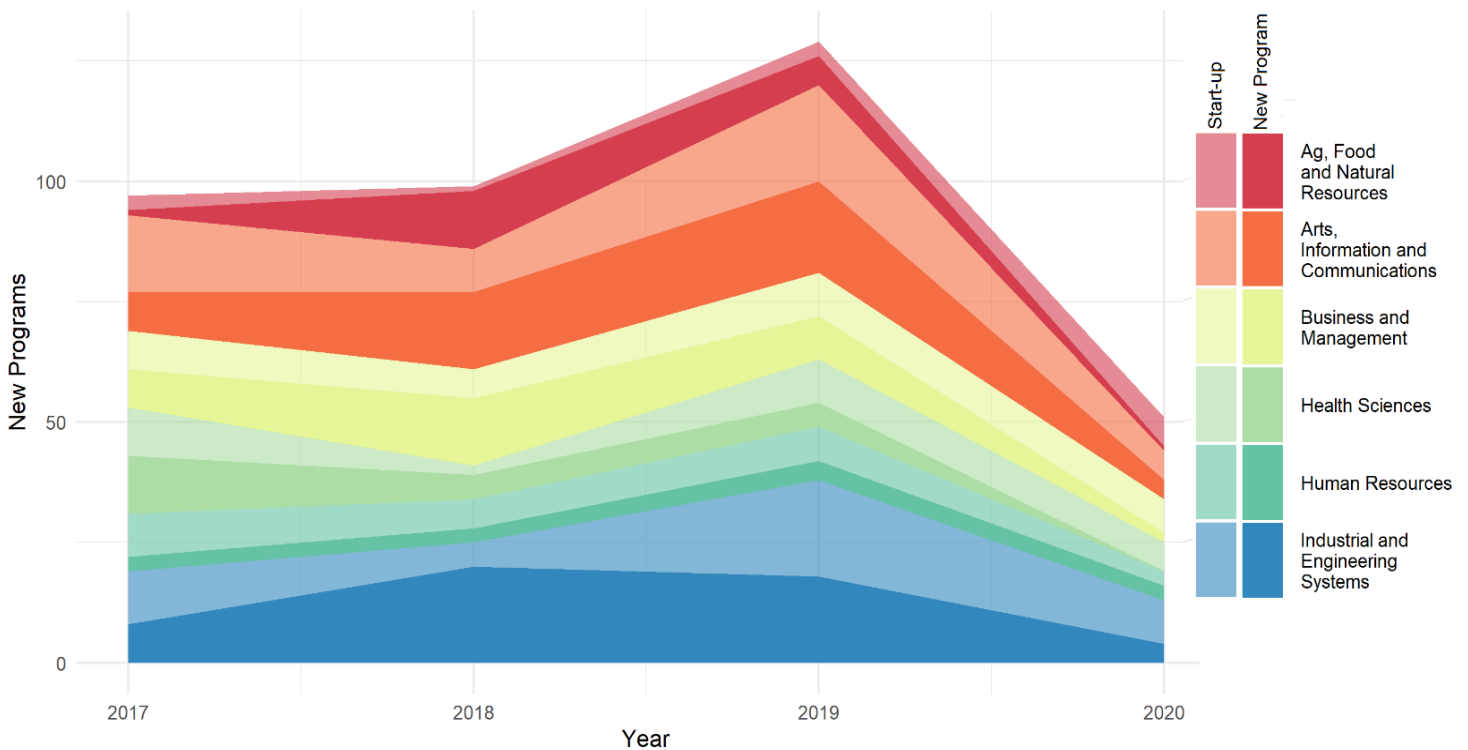
² Measure 98, the initiative that created the High School Graduation and College and Career Readiness Fund from which High School Success funds are disbursed, called for \$800 per high school student per school year to be deposited into the fund. The original legislative allocation was \$170 million for 2017-19, which was increased to \$318 million for 2019-21 with the passage of the Student Success Act.

programs to slow as districts focus HSS resources on maintaining, expanding, and improving programs created with these funds, and on improving equity of access to the programs, rather than on creating additional programs.

Oregon also saw high numbers of start-up CTE programs of study since the beginning of HSS. A startup program of study is in the early stages of implementation and can take a few years to develop as recipients build and expand facilities, hire and train staff, articulate with local community colleges, and as students move through the sequence of courses. Eventually these will become fully-formed new programs.

As shown below, programs and startups were created in a wide range of [career areas](#), with particular focus on STEM areas – Industrial and Engineering; and the Arts, Information, and Communications. These areas include computer science and software design, architecture, construction, automotive technology, welding, manufacturing, and many other [high-demand careers](#).

New CTE Programs Increasing with High School Success Funding



A start-up is an intentional and phased-in development of a sequence of courses, ultimately leading to a full new program of study.

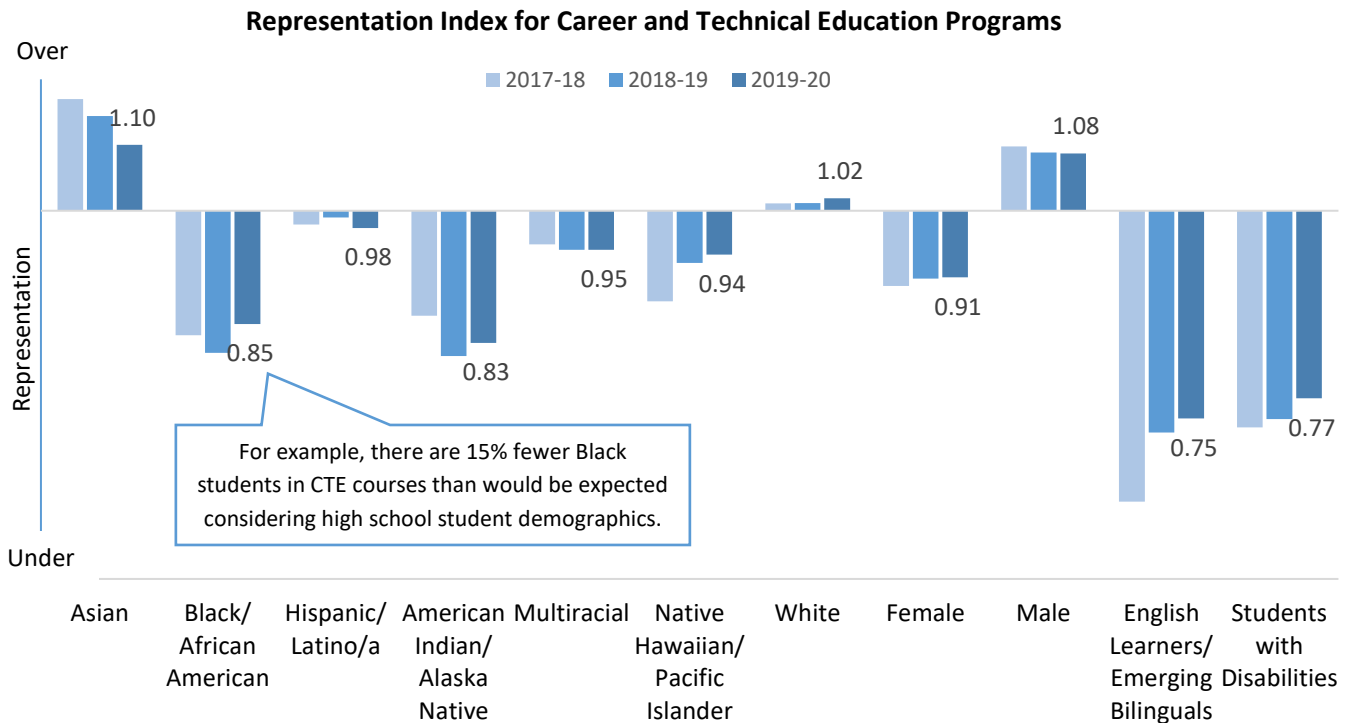
Student Enrollment & Access

Enrollment in CTE programs has increased alongside the number of programs available. Between 2017-18 and 2019-20, CTE enrollment increased by about 8% each year among HSS recipients who spent on CTE activities. By 2019-20, these recipients enrolled nearly 85,000 students³ across the state in CTE programs.

In addition to increasing student access to CTE programs, one of the goals of High School Success is to remove barriers and promote [equity](#) in access to these programs. Since the program’s inception in 2017-18, equity of access to and enrollment in CTE education has improved substantially for current English Learners/Emerging Bilinguals, students with disabilities, and Native Hawaiian/Pacific Islander students, and to a lesser degree for Black/African American and female students.

³ Including students taking dual-credit courses offered by community colleges, but not including students in programs that offer only postsecondary credit.

The graphic below shows the *representation index* for students in CTE programs⁴, relative to rates for these groups in high school grades overall. An index of one would be perfectly proportionate representation – i.e. the proportion of the group in CTE classes is the same as the population proportion. An index above one indicates that the group is overrepresented in CTE classes, while an index below one indicates under-representation. For example, a representation index of 1.10 indicates that the group is represented in CTE classes about 10% more than would be expected based on the proportion of the student body as a whole that belongs to that student group.



While equity of access is improving overall, more [work](#) remains to be done to remove barriers. Some examples of promising practices include:

- Evaluate prerequisites and scheduling for CTE courses to determine which are necessary and which are functioning as barriers to access. Consider and reduce scheduling conflicts with other requirements, such as English language development classes.
- Offer books on tape or similar accommodations for students with disabilities or those who are still developing proficiency with written English.
- Ensure that the equipment being used is accessible to all students and fits [all body types](#). Consider alternatives such as simulators for students who are initially intimidated by equipment or who may not be physically able to use it.
- Evaluate fees associated with CTE courses or certifications, and whether the district may be able to assist with payment of some or all of the costs.
- Create a welcoming environment for all students and provide targeted and early recruitment and support to students from underrepresented groups. Hire staff reflective of focal student group demographics.

Recipients should consider equity [within specific programs of study](#), in addition to overall access to CTE courses. High School Success supports the development, continuation, and improvement of CTE programs and partnerships with higher education and community resources, in order to ensure that relevant, high-quality CTE education is available to all students.

⁴ All enrolled students in the year, from the Perkins CTE 90% reports, compared to high school students in Fall Membership for the given year.