

As the Chief Operating Officer of Oregon Aero, an aerospace company located in Scappoose Oregon and as the Chair of the Northwest Oregon Workforce Investment Board I know that:

Education is core to our economy, for education leads to opportunity, gainful employment and improved quality of life.

The ratio of jobs in our economy is 1:2:7.¹

What that means is that for every occupation that requires a master's degree or more, two professional jobs require a university degree - and then there are over half a dozen jobs requiring a 1-year certificate or 2-year degree; and each of these jobs are in very high-skilled areas that are in great demand.²

This ratio is a fundamental to all industries. It was the same in 1950, the same in 1990, and will be the same in 2030.³

Income for the top individuals in a wide variety of skilled jobs that require an industry credential or 2-year degree is far higher than the average income for many occupations that require a 4-year degree.⁴

Since new and emerging occupations in every industry now require a combination of academic knowledge and technical ability, we need to ensure that we're providing Oregon communities with the resources necessary to acquire this knowledge and skill.

Oregon's Community Colleges are in the ideal position to provide over 70% of tomorrow's workforce with an education - combined with applied technical skills, industry driven credentials, and specific preparation for employment.⁵

Being a skilled craftsman or technician is highly valued. Investments in career education programs at our Community Colleges will help all students obtain an education which includes technical training and preparation for the workplace. Ultimately, this is how all Oregon students can be successful and Oregon's economy can grow.

Oregon's community colleges need at least \$634 million as a hold-even budget. Anything less will negatively impact Oregon's students by increasing their tuition rates and by cutting services.

Anything less would be a blow to Oregon industries. Anything less would be harmful to Oregon businesses. Anything less would damage Oregon's economic growth and future.

1

Gray, K. & Herr, E. (2006). *Other Ways to Win: Creating Alternatives for High School Graduates. Third Edition.* Thousand Oaks: Corwin Press.

2

U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook 2012-13.* Office of Occupational Statistics and Employment Projections.

3

Gray, K. & Herr, E. (2006). *Other Ways to Win: Creating Alternatives for High School Graduates. Third Edition.* Thousand Oaks: Corwin Press.

4

Carnevale, A., Jayasundera, T., & Hanson, A. (2012). *Career & Technical Education: Five Ways that Pay along the Way to the B.A.* Center on Education and the Workforce, Georgetown University. And: Carnevale, A., Rose, S., & Hanson, A. (2012). *Certificates: Gateway to Gainful Employment and College Degrees.* Center on Education and the Workforce, Georgetown University. And: Epperson, S. (August 28, 2012). No College Degree Required for these \$100,000 jobs. *USA Today.* And: Adler, L. (2010). *California Career & Technical Education 2010 Longitudinal Study,* University of California, Riverside; School Improvement Research Group. And: The College Board, *Education Pays 2010,* Figure 1.5; U.S. Census Bureau, 2009. And: Mitchell, D. (2006). *California Regional Occupational Centers and Programs 2006 Longitudinal Study.* University of California, Riverside; School Improvement Research Group. And: Jacobson, L., et al. (2009). *Pathways to Boosting the Earnings of Low-Income students by Increasing their Educational Attainment,* Gates Foundation/Hudson Institute. And: The Workforce Alliance. (2009). *California's Forgotten Middle-Skill Jobs: Meeting the Demands of a 21st Century Economy.* Washington DC. And: Deil-Amen & DeLuca. (2010). *The Underserved Third: How our Educational Structures Populate an Educational Underclass.* Routledge.

5

Castellano, M., Stringfield, S., & Stone III, J.R. (2003). Secondary career and technical education and comprehensive school reform: Implications for research and practice. *Review of Educational Research, 73,* 231-272. And: Cohen & Besharov. (2004). The important role of career & technical education: Implications for federal policy. *Welfare Reform Academy Report.* Washington DC: American Enterprise Institute for Public Policy Research. And: Brown, C. H. (2000). "A Comparison of Selected Outcomes of Secondary Tech Prep Participants and Non-Participants in Texas." *Journal of Vocational Education Research, 25,* no. 3, 273-295. And: Cardon, P. L. (Winter-Spring 2000). "At-Risk Students and Technology Education: A Qualitative Study." *Journal of Technology Studies, 26,* no. 1, 49-57. And: Plank, DeLuca & Estacion (2008). High school dropout and the role of CTE: A survival analysis of surviving high school. *Sociology of Education, 81,* 345-370. And: Deil-Amen & DeLuca. (2010). *The Underserved Third: How our Educational Structures Populate an Educational Underclass.* Routledge. And: Harvey, M. W. (Spring 2001). "The Efficacy of Vocational Education for Students with Disabilities Concerning Post-School Employment Outcomes: A Review of the Literature." *Journal of Industrial Teacher Education 38,* no. 3: 25-44

Some comments were based on: *Success in the New Economy: How prospective college students can gain a competitive advantage*
Kevin Fleming, 2012