

Testimony in favor of HB3391

April 3, 2019

Chair Representative Doherty and members of the committee

I am a product of a Career technical education. Career Technical Student Organizations (CTSO's), specifically DECA, "changed my life". In fact, that quote was imprinted on 100's of sweatshirts and t-shirts worn by member of my own DECA chapter at Beaverton High School where I served as the DECA Advisor and ultimately Board Chair for Oregon DECA. While business and marketing spoke to me, I truly understood the value of each CTSO. As a CTSO Advisor, I shared an unfortunate theme with my peers though – we were not funded while many other activities were. I recall returning from a trip to New York City with my students, being greeted by "how was your vacation?" from the cross-country coach. While one may laugh this off, it was deeper than a joke. It resonated with me that taking students to NYC following countless hours of fundraising in order to do so was not equitable. We competed. We advanced from Regionals, to State to Nationals. We participated in trainings (NYC example). Why was one teacher supported financially for their extra-curricular activities when my peers and I were not funded for our co-curricular activities? I lasted nearly 8 years as a teacher prior to moving into business and industry. The teacher salary coupled with the extra (unpaid) time managing a CTSO just wasn't penciling out. Had I been compensated for my CTSO work I would have likely been able to afford to continue in my role.

CTSO's are integral to the success of a CTE/STEM program. I have personally experienced this as student, advisor, mentor, judge and parent. Here are some statistics to consider:

- The average graduation rate for CTSO students is 94% (Oregon CTSO)
- Over 70% of students in CTSO's pursue postsecondary education shortly after high school. Moreover, students in CTSO's typically enroll in more vigorous academics than their non CTSO counterpart. (Oregon CTSO)
- 4 out of 5 students who enrolled in CTE graduates and pursued postsecondary education earned a credential or were still enrolled 2 years later. (Oregon CTSO)
- 80% of students in college prep and CTE met college and career readiness goals compared to only 63% of students only taking college prep. (Oregon CTSO)
- Taking CTE courses more than doubles the rate of college entrance for minority students. (Oregon CTSO)
- The average national high school graduation rate for students concentrating in CTE programs is 93%, compared to an average national rate of 80 percent for students not involved in CTE or CTSO's. (ACTE)
- 91% of high school earned 2-3 CTE credits enrolled in college. (ACTE)
- Oregon's graduation rate is 77% (Oregon Live)
- Oregon students involved in CTE and CTSO's graduate in the 90% range (ODE)

These statistics may sound familiar to you. Measure 98 led with Career and Technical education funding as a theme as they campaigned across Oregon. It resonated with voters. However, the current statistics provided by ODE only show 34% of Measure 98 dollars going to CTE for the 2017-18 school year. I

believe there is still room for improvement. The Interim Committee on Student Success stated in their findings for Problem 1: *Students throughout Oregon do not have access to sufficient opportunities for career learning.* One of the solutions listed was to support CTSO's, *"incentivizing districts to create and continue chapters of these organizations and to have stipends for the advisors."*

I am not asking for more money. In fact, I believe the money already exists via Measure 98. ODE's High School Success Guidance currently answers the following question: "Could a school district, utilize High School Success funding to develop mentoring, CTSOs, clubs, summer, programs, internships, apprenticeships, after school programs, and other co-curricular activities? ODE – "Yes, co-curricular student organizations are evidence-based and many are integral to CTE instruction."

Could the High School Graduation and College and Career Readiness Act of 2016 (Measure 98), further define the use of stipends, specifically related to CTSOs? Is the solution to supporting CTSOs attainable without seeking additional funding? The voters were led to believe that M98 was CTE focused – this certainly supports that notion a bit more than only 34% of the \$170 million from M98 going to CTE. Is there a possibility to consider how the High School Graduation and College and Career Readiness Act is written to better align with stipends for CTSOs (i.e. make it less vague on this topic?)

Sincerely,

Jason Resch

Former CTE Teacher