

Submitter: Gabriel Morgan

On Behalf Of:

Committee: House Committee On Education

Measure, Appointment or Topic: HB4050

I am writing to express my concern regarding the ODE proposed elimination of CTE, Student Leadership, Pathways, and FFA support. These funding streams are not isolated programs — they function together to create meaningful, career-connected learning opportunities that directly impact student engagement, skill development, and long-term success. Removing support for these areas would significantly reduce opportunities for students to explore career pathways, develop leadership abilities, and gain real-world workforce skills that are difficult to replicate in traditional classroom settings alone.

As an educator and assistant advisor for the Eagle Point High School SkillsUSA chapter for the past three to four years, I have witnessed firsthand the powerful impact student leadership organizations have on learning. Through my Graphic Design and Photography classes, I actively engage students in SkillsUSA opportunities that challenge them to apply their technical knowledge in competitive and real-world scenarios. Students are motivated by the competitive nature of SkillsUSA events, which encourages them to push beyond minimum expectations and strive for professional-quality work. Participation also helps students build confidence, time management, collaboration, and communication skills — essential “soft skills” that employers consistently identify as critical for workplace success.

These programs also provide students with purpose and direction. Many students who may not traditionally excel in standard academic environments find motivation and belonging through Career and Technical Student Organizations like SkillsUSA. I have seen students discover career interests, build professional portfolios, and develop pride in their craftsmanship because they were given opportunities through these programs. Without funding support, many students would lose access to experiences that connect classroom learning to viable career opportunities.

CTE, Student Leadership, Pathways, and FFA support systems are interconnected components that collectively strengthen workforce readiness and leadership development. Career pathways give students direction, CTE courses provide technical training, and student leadership organizations reinforce professional and interpersonal skills. When these systems are supported together, students graduate better prepared for college, careers, and community leadership. Eliminating these supports would not only impact educators and programs, but more importantly, it would limit students’ ability to explore their potential and contribute meaningfully to Oregon’s future workforce.

I strongly urge consideration of the long-term impact these programs have on student achievement, engagement, and career readiness. Continued investment in these funding streams is an investment in students, communities, and the future workforce.