

# SALEM-KEIZER PUBLIC SCHOOLS CTE PROGRAM DEVELOPMENT

Additional Space Needs





# CAREER TECHNICAL EDUCATION IN SALEM-KEIZER

- A Brief History
- What is CTE?
- Why is CTE Valuable?
- Current Programs & Proposed Additional Structural Spaces



# CTE IN SKPS – A HISTORY OF SUPPORT

- Through many years of school districts across the state (and nation) reducing CTE program, SKPS held fast and maintained Vocational programs in the comprehensive high schools until the impacts of the Great Recession could no longer be staved off
- SKPS reduced from 54 to 29 programs at the end of 2009-10 school year
- Over the past 4 years we have increased to 31 state-approved programs and 9 start-up programs including 4 programs at the innovative Career Technical Education Center (CTEC) and 5 at resident high schools.
- CTE programs are supported by involved and interested local industry partners in numerous ways



# WHAT IS CTE?

- Encompasses 94 percent of high school students and 12 million postsecondary students<sup>1</sup>
- Includes high schools, career centers, community and technical colleges, four-year universities and more
- Educates students for a range of career options through 16 Career Clusters<sup>®</sup> and 79+ pathways
- Integrates with academics in a rigorous and relevant curriculum
- Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees
- Fulfills employer needs in high-skill, high-wage, high-demand areas
- Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills

Source ACTE “CTE Today!” fact sheet  
(<https://www.acteonline.org/CTETodayOct14> )



# WHAT IS CTE?

- CTE Works for High School Students
  - *High school students involved in CTE are more engaged, perform better and graduate at higher rates.*
- CTE Works for College Students and Adults
  - *Postsecondary CTE fosters postsecondary completion and prepares students and adults for in-demand careers.*
- CTE Works for the Economy
  - *Investing in CTE yields big returns for state economies.*
- CTE Works for Business
  - *CTE addresses the needs of high-growth industries and helps close the skills gap.*

Source ACTE “CTE Today!” fact sheet  
(<https://www.acteonline.org/CTETodayOct14> )



# EVOLUTION OF CTE

- 1950s – '70s – vocational programs built and encouraged
- 1980s – budget cuts create beginning of national reduction of vocational programs
- 1990s to Present – focus on “College-bound”
- Industry outsourcing jobs, factories, etc.
- Led to a decline in our skilled workforce
  
- Now – need to move to create workforce to replace Baby Boomers



# IT'S NOT OUR PARENTS' VOC ED!

SOURCE ACTE "CTE FOR A STRONG ECONOMY" FACTSHEET

([HTTPS://WWW.ACTEONLINE.ORG/WORKAREA/DOWNLOADASSET.ASPX?ID=1908](https://www.acteonline.org/workarea/downloadasset.aspx?id=1908))

## Traditional Vocational Education

- For specific students
- Limited program areas offered
- Separate "track" with a focus on technical education
- High school focused
- Students trained with focus on specific occupational skill set

## New Career and Technical Education

- For all students
- 16 Career Clusters and 79 pathways offered
- Integrated with academics in a rigorous and relevant curriculum
- High school and post-secondary partnerships providing pathways to employment and/or associate, bachelor's and advanced degrees
- Progression of foundational, pathway, occupational and 21st century skills

# WHY IS CTE VALUABLE?

Oregon Department of Education – The CTE Achievement Gap

## Summary:

Oregon CTE students are 15.5% more likely to graduate high school in four years than are students statewide<sup>1, 2</sup>. This “CTE Achievement Gap” is the opposite of Oregon’s Achievement Gap and the increase in graduation rates for CTE students is greatest for historically underserved students.

(1 CTE data from Oregon 2014-2015 Perkins Consolidated Annual Report. 2 Statewide data from Oregon 2014-2015 Statewide Report Card. )

| Student Subpopulation                     | CTE<br>4Yr Grad <sup>1</sup> | Statewide<br>4Yr Grad <sup>2</sup> | %<br>Difference | CTE n <sup>1</sup> |
|---|------------------------------|------------------------------------|-----------------|--------------------|
| Black/African American Students           | 84.0%                        | 60.2%                              | 23.8%           | 231                |
| American Indian/Alaska Native Students    | 76.6%                        | 53.5%                              | 23.1%           | 226                |
| Hispanic/Latino Students                  | 85.9%                        | 64.9%                              | 21.0%           | 2495               |
| Economically Disadvantaged Students       | 83.1%                        | 64.2%                              | 18.9%           | 5698               |
| Students with Disabilities                | 69.4%                        | 51.1%                              | 18.3%           | 2086               |
| Multi-Racial Students                     | 87.6%                        | 69.8%                              | 17.8%           | 639                |
| Native Hawaiian/Pacific Islander Students | 83.6%                        | 68.8%                              | 14.8%           | 73                 |
| White Students                            | 87.8%                        | 74.2%                              | 13.6%           | 10030              |
| English Learner Students                  | 65.0%                        | 51.7%                              | 13.3%           | 143                |
| Asian Students                            | 94.6%                        | 85.9%                              | 8.7%            | 647                |
| All Students                              | 87.5%                        | 72.0%                              | 15.5%           | 14341              |





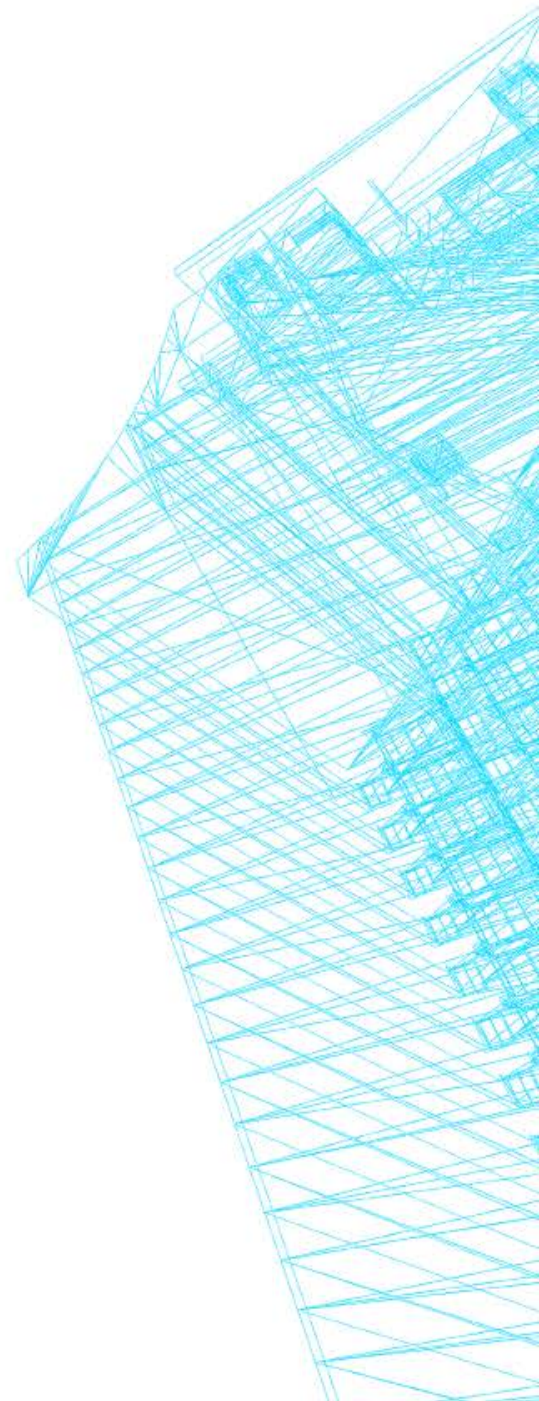
# WHY IS CTE VALUABLE?

- About ½ of SKPS high school students took a CTE course during 2015-16 (almost 6,000)
- 88% graduation rate for SKPS CTE completers (statewide graduation rate 72%) for 2014-15
- SKPS students earned 3,867 college credits in CTE courses during 2015-16
- Provides students with the opportunities to apply academic, technical , and professional skills in career-focused environment – it makes sense to students

# CURRENT PROGRAMS

## MCKAY HS

- Agricultural Science
- Architectural/Interior Design
- Automotive Technology
- Construction Technology
- Culinary Arts
- Basic Nursing Assistant
- Marketing



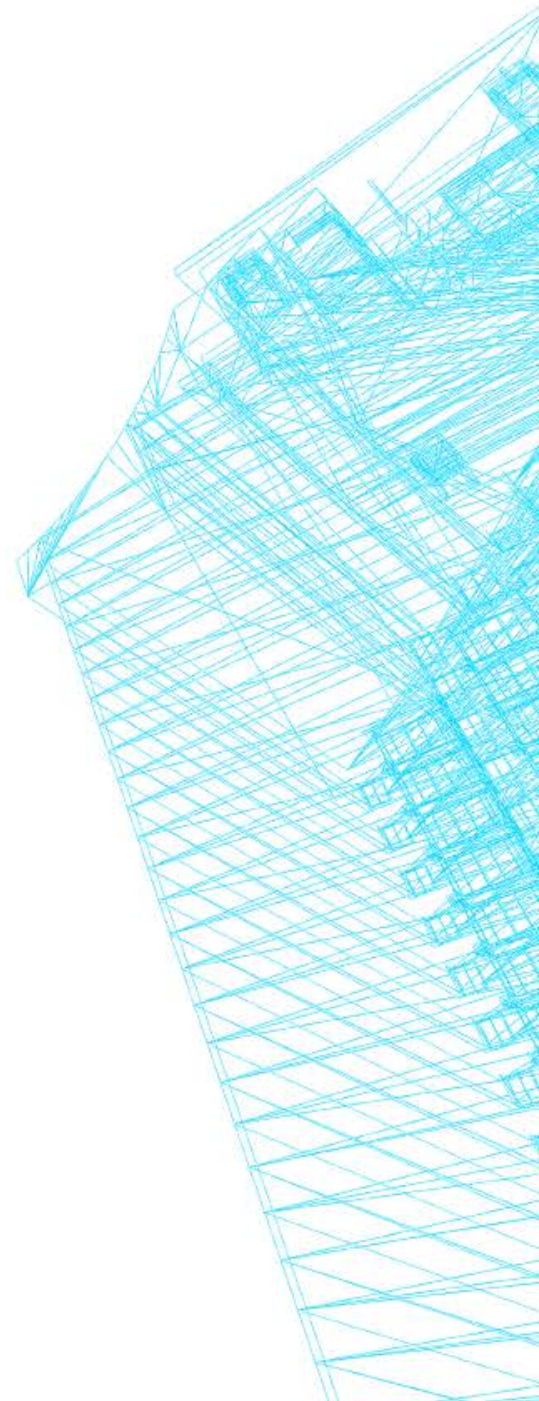
# PROPOSED ADDITIONAL STRUCTURAL SPACES

| McKay High School                 | Proposed  |
|-----------------------------------|---|
| Agriculture                       | Classroom, work space to include mechanics, science lab near greenhouse, restore greenhouse, remodel barn to house animals and include "Vet Office" |
| Automotive                        | Add second shop space (possibly for diesel tech)  |
| Basic Nursing Assistant           | Additional "regular" classroom space  |
| Computer Aided Design (CAD)       | Computer lab WITH lab work area for building and testing projects   |
| Culinary                          | Match standard created at McNary & North including classroom space  |
| Construction                      | Double shop space, add instructional classroom, add project/raw material storage space  |
| Family & Community Services (new) | Regular classroom with 2-3 adjoining meeting rooms  |

# CURRENT PROGRAMS

## MCNARY HS

- Automotive Technology
- Business Technology
- Computer Science
- Culinary Arts
- Engineering
- Graphic Design
- Media Production



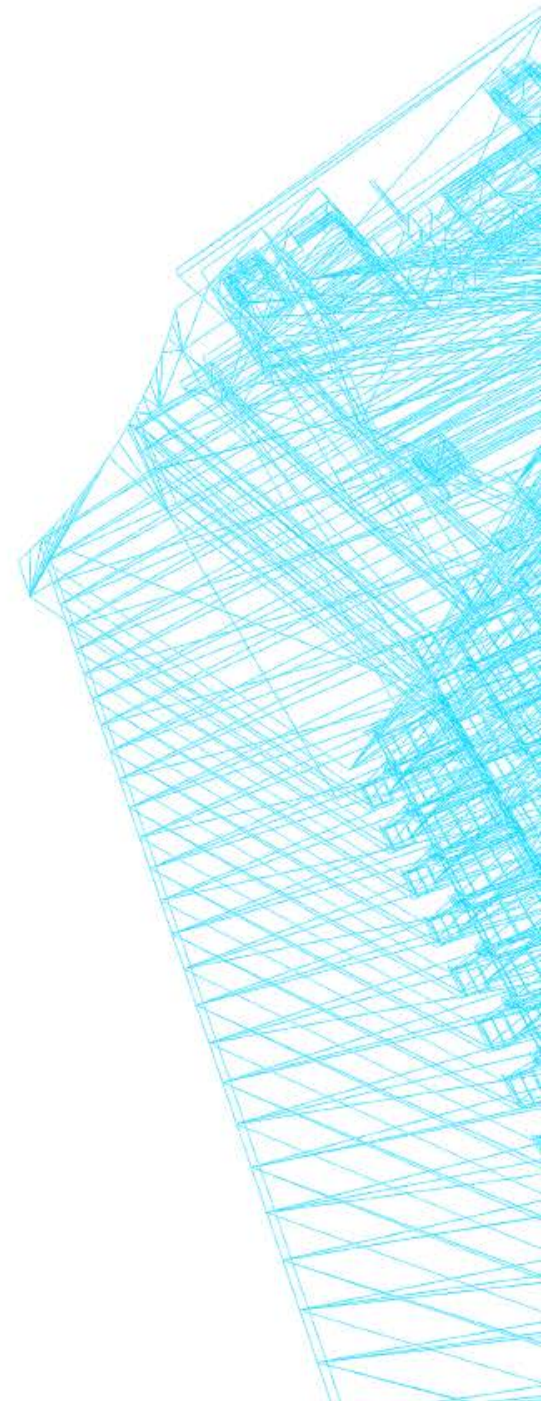
# PROPOSED ADDITIONAL STRUCTURAL SPACES

| McNary High School   | Proposed  |
|--|---|
| Automotive   | Add second shop space (possibly for diesel tech)  |
| Culinary   | Remodel adjacent room for deli/catering purposes (need to replace “displaced classroom”)  |
| Health Services – Sports Medicine  | Regular classroom with adjacent lab preferably near athletic facilities (gym or fields)   |
| Business Management, Information Technology, Graphic Design, Media Productions | 2 computer labs, 1 regular classroom with 2-3 small conference rooms, graphic arts computer lab, media production computer lab with TV studio and audio booth – could relocate current main office area and remodel |



# CURRENT PROGRAMS NORTH SALEM HS

- Cabinetmaking
- Culinary Arts
- Early Childhood Education
- Pre-Engineering
- Health Services
- Marketing
- Broadcast Journalism



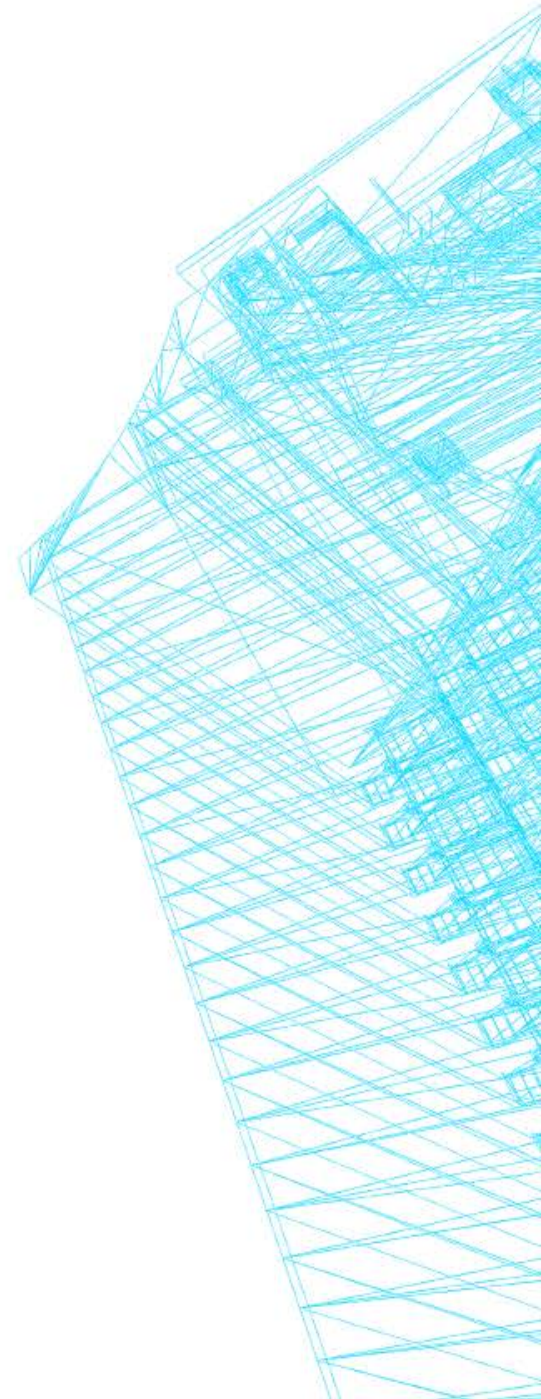
# PROPOSED ADDITIONAL STRUCTURAL SPACES

| North Salem High School   | Proposed  |
|---------------------------|---|
| Cabinetmaking             | Add additional shop space, computer lab, add project/raw material storage space                               |
| Culinary Arts             | Expand into adjacent classroom with industry equipment including exhaust/ventilation, plumbing and electrical |
| Early Childhood Education | Add classroom including teaching demonstration area   |
| Pre-Engineering           | Add classroom space large enough for computer lab and work area for robotics                                  |
| Health Services           | Add space with "Pharmacy Shop"  |
| Marketing                 | Additional classroom space to replace displaced classes   |
| Broadcast Journalism      | Television production space with editing computers and an additional classroom                                |

# CURRENT PROGRAMS

## ROBERTS & EARLY COLLEGE HS

- none



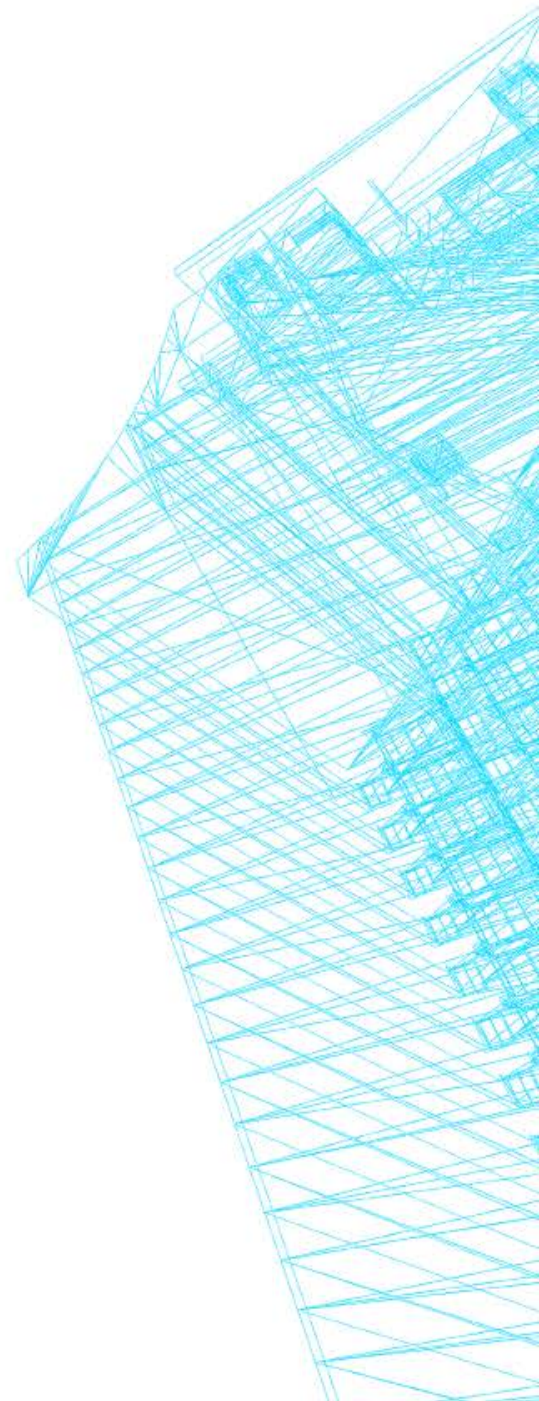


# PROPOSED ADDITIONAL STRUCTURAL SPACES

| Roberts & EC High School                    | Proposed   |
|---|--|
| Business Entrepreneurship                   | Add classroom with computers, office production work space, and 1-2 conference/meeting rooms   |
| Human Resources – Barbering                 | Add classroom with space to include industry standard equipment                                |
| Human Resources – Early Childhood Education | Add classroom and teaching demonstration area, indoor/outdoor play areas with observation room |
| Automotive & Mechanical Systems             | Add classroom and “Tinkers Shop” with bays   |
| Natural Resources                           | Add plant science classroom  |

# CURRENT PROGRAMS SOUTH SALEM HS

- Computer Science
- Culinary Arts
- Manufacturing
- Marketing
- Broadcast Journalism



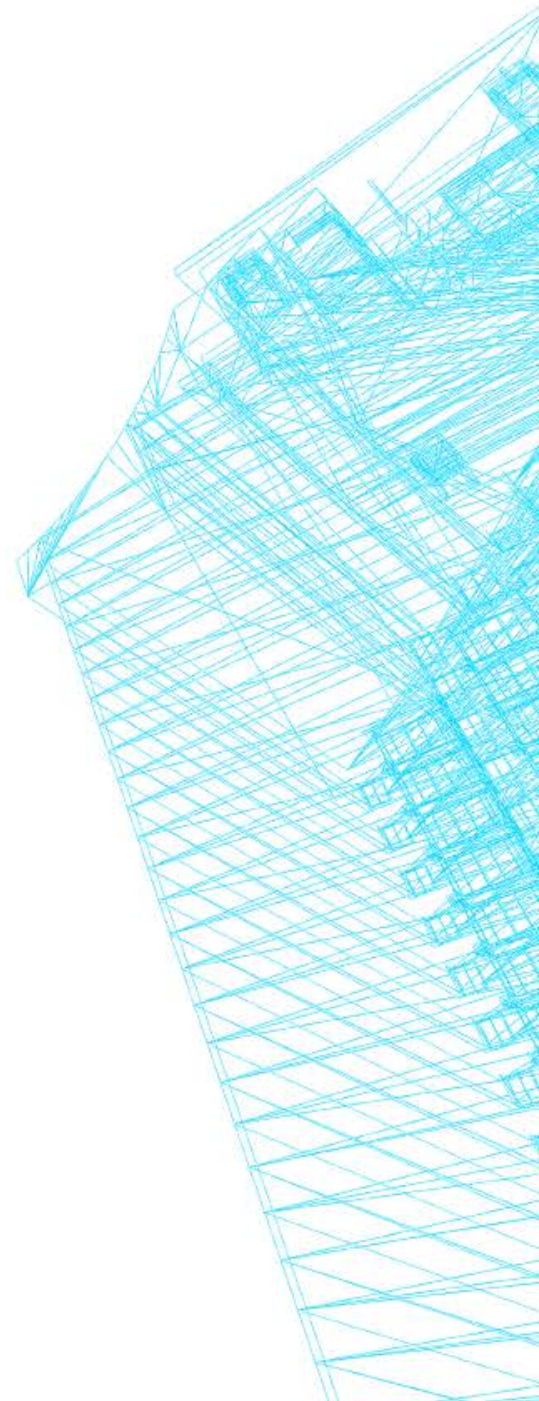
# PROPOSED ADDITIONAL STRUCTURAL SPACES

| South Salem High School         | Proposed   |
|---------------------------------|--|
| Computer Science                | Classroom space with computer lab and work area for Robotics   |
| Culinary Arts                   | Match standard created at McNary & North (not considered new space)                                  |
| Broadcast Journalism            | Add Television production, audio recording, and radio broadcast space including additional classroom |
| Forestry/Environmental Sciences | Add classroom with science lab   |
| Health Services                 | Lab space and classroom (near athletic facilities gym/field)   |

# CURRENT PROGRAMS

## SPRAGUE HS

- Automotive Technology
- Civil Technology
- Education and Teaching
- Physical Therapy
- Marketing

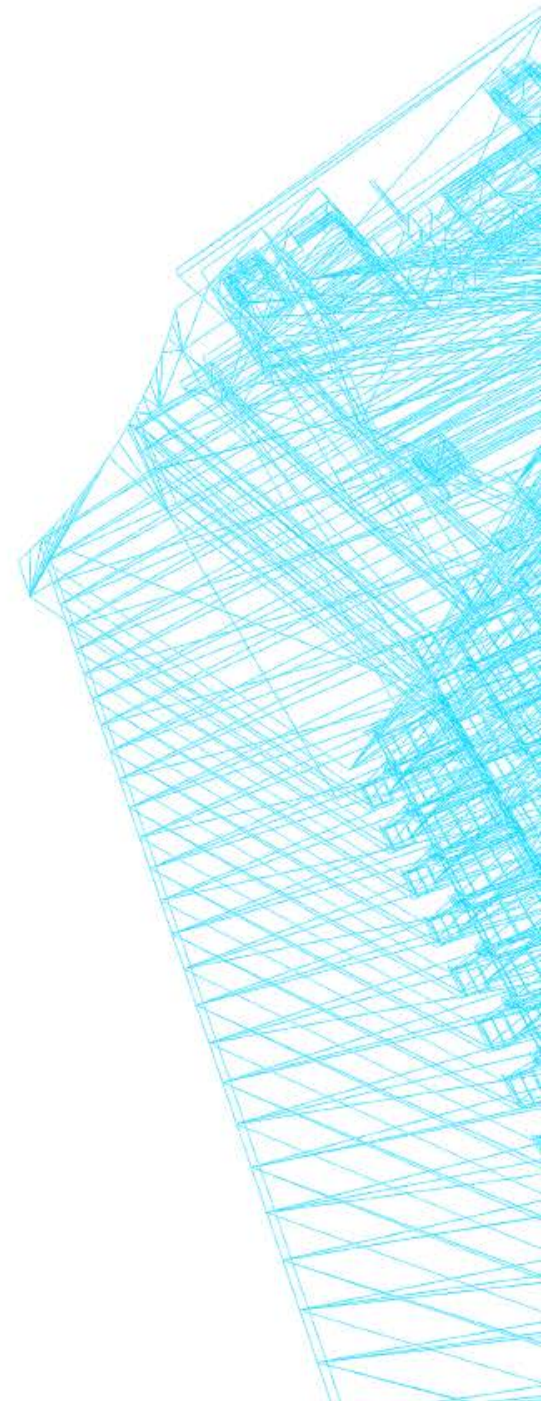


# PROPOSED ADDITIONAL STRUCTURAL SPACES

| Sprague High School                    | Proposed  |
|--|---|
| Civil Engineering                      | Classroom with workspace for projects adjacent to Environmental Science program   |
| Education and Teaching                 | Add classroom including teaching demonstration area                               |
| Physical Therapy                       | 3 classrooms and adjacent lab preferably near athletic facilities (gym or fields) |
| Marketing (Digital & Sports Marketing) | Add small studio for recording near marketing classroom                           |
| Environmental Science                  | Classroom near park/Croisan Creek.  |

# CURRENT PROGRAMS WEST SALEM HS

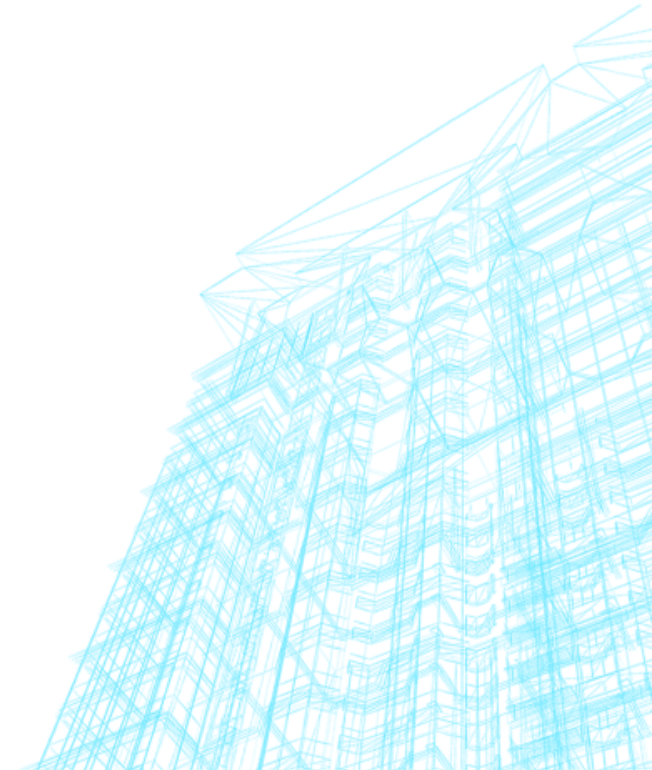
- Banking and Finance
- Computer Science
- Early Childhood Education
- Emergency Medical Technician (EMT)
- Fire Science



# PROPOSED ADDITIONAL STRUCTURAL SPACES

| West Salem High School           | Proposed  |
|----------------------------------|---|
| Computer Science                 | Add computer lab and lab space for robotics.                                      |
| Fire Science & EMT               | New facility near existing Fire Drill Tower to include classroom and garage space |
| Horticulture (Viticulture focus) | Add classroom with greenhouse and land lab.                                       |

# QUESTIONS & COMMENTS





# FINAL PRODUCT

Transition from 40 programs to 58 programs, 45 FTE to 85 FTE, and have CTE programs available at 8 sites available to over 12,000 students.

