



Environmental Scan of Career & Technical Education Advisory Committees in Oregon Report

By

The Oregon Department of Education and
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Oregon Department of Education Contact:

Martha Martinez, Education Specialist
255 Capitol St. NE | Salem, OR 97310
503-947-5778 | martha.martinez@state.or.us

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EXECUTIVE SUMMARY

In the summer of 2012, the Oregon Department of Education (ODE) and Department of Community Colleges and Workforce Development (CCWD) surveyed local partners involved with Career and Technical Education (CTE) programs about CTE advisory committees. In addition to asking questions about the membership and activities of advisory committees, the survey included sections on collaboration and labor market alignment, and asked respondents to share insights about best practices and challenges related to their work with these committees. The survey was not intended to yield a comprehensive account of all CTE advisory committee functions, strengths and challenges either statewide or within each region. Rather, it was designed to provide an overview of CTE advisory committees across Oregon, particularly from the perspective of the secondary and community college faculty and staff who oversee Perkins-funded CTE programs.

A total of 46 individuals completed the entire survey. Another two individuals completed over 85% of the required survey questions. This report summarizes the results of these 48 respondents, which represent CTE leaders from all 17 community colleges and the 17 secondary CTE regions in Oregon that receive Perkins funds. (For a detailed summary of the survey sample, please refer to the section titled “Respondent Information.”)

The survey was divided into five sections: (1) Respondent Information, (2) CTE Regional Overview, (3) Memberships, Communication and Functions, (4) Collaboration, and (5) Labor Market Alignment. To provide insight into regional differences the survey was analyzed by aggregating the results from the CTE regions into the following categories: Central Oregon, Coastal Oregon, Eastern Oregon, Greater Portland, Southern Oregon, and the Willamette Valley. A map of the CTE Regions and a table illustrating how these were clustered into broader regional categories appears on page 6.

Some key findings from the survey were:

- *Business and industry experience is well represented on CTE advisory committees.* Over 70% of the respondents indicated that their advisory committee members reflected the business and industry experience of their respective CTE programs either ‘very well’ or ‘extremely well’. This rate climbed to over 80% for programs in four career areas: Agriculture and Natural Resources, Health, Manufacturing, and STEM (Science, Technology, Engineering and Math).
- *CTE advisory committees serve a critical role in fostering seamless transitions to college and careers, and relevant, in-demand technical skills for students. They do so via their active involvement with CTE programs and the critical roles they play.* Over 70% of those surveyed indicated that their advisory committee members are involved with CTE programs at least quarterly. The majority of respondents indicated their committees are at least somewhat involved with sixteen different activities, and they are very active in four: providing students in CTE programs with work-based experiences, providing guidance on equipment purchase, determining how the programs should use technology, and reviewing curriculum.
- *CTE advisory committees are not typically involved in reviewing data on diverse population access to and performance in CTE programs.* Less than a third of those surveyed indicated their advisory committees were at least ‘somewhat involved’ in reviewing data on diverse population access to CTE programs or their student performance. Advisory committee involvement was also limited in two other areas: determining student support services or encouraging CTE students to pursue National Career Readiness Certificates.

- *Few regions use a single Advisory Board that provides feedback and/or strategic vision for all CTE programs in the region.* Only 10% of the respondents indicated that they used this type of structure. The few respondents (five individuals) who indicated that their regions were using a single Advisory Board were from the Greater Portland area (CTE Regions 2B and 2C), Southern Oregon (CTE Region 6) and the Willamette Valley (CTE Region 4.)
- *Shared advisory committees between high schools and their community college partner(s) are not very common in CTE, but those that exist are working well.* Sixty-five percent (22 respondents) indicated that few or none of the CTE programs in their region have a shared advisory committee. Despite their limited use, responses regarding the effectiveness of these committees were generally positive. Over two-thirds of those with such committees indicated that they were working moderately or very well.
- *CTE partners and programs sometimes extend beyond traditional regional boundaries.* Almost 30% of the respondents indicated having a business/industry partner located outside their respective region; another 13% indicated that they had a high school or community college partner located outside their region.
- *CTE programs appear to be well aligned with local labor market needs, but not as well aligned with the priorities of Local or Regional Workforce Investment Boards (LWIB or RWIB).* Alignment with local labor market needs was highest for CTE programs in Health Science and STEM. However, these results should be cautiously interpreted. Many respondents indicated that they didn't know the answers to the questions about CTE alignment with local labor market needs or LWIB/RWIB priorities.
- *Exemplary CTE advisory committees exist throughout the state.* Almost 80% of the respondents identified at least one exemplary advisory committee in their region. The most frequently mentioned were those affiliated with CTE programs in the following areas: Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics (specifically, Automotive); Health Science; and, Manufacturing. On page 11 is a table summarizing the distinguishing characteristics of the following exemplary CTE advisory committees identified:
 - The Aquarium Science – National Visiting Committee that works with Oregon Coast Community College
 - Portland Public Schools' District Pathways Advisory Council
 - Mt. Hood Community College's Integrated Metals Committee that includes representatives from three area high schools
 - Salem Keizer Public Schools' Building Trades Committee and Health Sciences Committee
 - Umpqua Community College's Engineering/Surveying Committee
 - The Early Childhood Committee and Hospitality and Tourism Committee in Lane County, both of which involve area high schools and Lane Community College.

The full report provides additional information about the purpose and design of the survey as well as a detailed summary of the survey results. The full report is available at:

<http://www.ode.state.or.us/search/page/?id=1623>