

Appendix J: CTE Program Size, Scope, and Quality

The size, scope, and, quality definition creates the foundation for a CTE Program of Study. The Evidence for Program Size, Scope, and Quality will be used jointly by secondary and postsecondary institutions to demonstrate that a newly proposed CTE Program of Study has the fundamental pieces in place. The evidence ranges from objective measures of available credits to documentation of certain aspects of the CTE Program of Study Quality Rubric or community college accreditation. The expectation is that this minimum definition will be maintained at all times and reviewed during the CTE Program of Study renewal process. The evidence of Program Size, Scope, and Quality will be used in conjunction with the [CTE Program of Study Quality Rubric](#) and the CTE needs assessment to help create a plan for continuous improvement and a focus for allocation of resources. **Size, scope, and quality** is the measure of the overall ability of the CTE Program of Study to address all the standards of its identified skill set and to intentionally prepare the student for his/her next step on a complete and robust career pathway, whatever that next step may be.

Size

Evidence	Benchmark
Credits	Secondary component has a minimum of two credits and aligns to a community college certificate or degree that is at least 36 credits. (NOTE: By 2024, the number of required credits for the secondary component will increase to three.)
Current and Relevant Technology	The full program of study is a Level 3 or higher on Facilities and Equipment in the CTE Program of Study Quality Rubric.
Current and Relevant Curriculum	Secondary and postsecondary components are at Level 3 or higher on Coherent Curriculum in the CTE Program Quality Rubric. Postsecondary may use the accreditation equivalent as evidence.
Qualified Staff	The full program includes an appropriately licensed secondary teacher and a postsecondary instructor who meets institution requirements.

Scope

Evidence	Benchmark
Depth of Program	The program includes a sequence of courses that progress from introductory to advanced content, providing students with the opportunity to become secondary and/or postsecondary concentrators.
Breadth of Program	The program is built on industry-based technical, academic, and workplace skills, such as the Oregon Skill Sets. The program is a partnership between secondary and postsecondary that includes at least one community college and one high school.

Quality

Evidence	Benchmark
Based on Community Need	Program goals and professional development are linked to local and regional needs assessments that include labor market information and the voice of historically and currently underserved populations within the community.
Informed by Data	The program uses disaggregated data to inform continuous improvement, including a focus on student retention and completion, particularly for special populations.
Student Engagement	Secondary and postsecondary components are at Level 3 or higher on Engaged Learning in the CTE Program of Study Quality Rubric. Students are provided the opportunity to participate in Career Technical Student Organizations. Postsecondary may use the accreditation equivalent as evidence.
Career Development	Level 3 for Career Development in the CTE Program of Study Quality Rubric. Students are actively encouraged to use career services and academic advising at the postsecondary institution.