# Appendix L: CTE Program Size, Scope, and Quality

This Size, Scope, and Quality definition creates the foundation for a CTE Program of Study. The *Evidence for Program Size, Scope, and Quality* document 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 High Quality CTE Program of Study Rubric or community college accreditation. The expectation is that this minimum definition will be maintained at all times and reviewed during the CTE Fall Update and the Program of Study renewal process. The evidence of Program Size, Scope, and Quality will be used in conjunction with the High Quality CTE Program of Study 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 students for their 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 High Quality CTE Program of Study 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 High Quality CTE Program of Study Rubric. Students are provided the opportunity to participate in student leadership (Career and Technical Student Organizations or opportunities of equal depth and breadth). Postsecondary may use the accreditation equivalent as evidence. |
| **Career Development** | Secondary and postsecondary components must meet Level 3 criteria for Career Development in the High Quality CTE Program of Study Rubric. Students are actively encouraged to use career services and academic advising at the postsecondary institution. |