**Program Application, Approval and Review**

October 9, 2019

Icebreaker

What excites you the most about the direction of CTE in Oregon?

* Focus on CTE
* Impact that CTE has on learning and reconnecting students
* Career exploration
* Focus on who has been left out of CTE
* Focus on continuous improvement and quality
* CTE is core, integral part of education for all students
* Organization
* Shift from being compliance oriented to focused on continuous improvement
* Expanding opportunities for students
* Work is focused on vision rather than compliance
* Connect more with workforce and business and industry needs
* More recognition and resources for CTE teachers
* Equity
* Synergy among different stakeholders

Workgroup Objectives

* Develop recommended updates to state policies and processes on program of study approval and review, using the Perkins V state plan.
* Review outputs from other workgroups to determine impact, if any, on program of study approval and review policy updates.
* Develop suggestions for state technical assistance and professional development related to program quality.

Making an Impact

* Gave input into the program of study quality framework
* Affirmed Oregon’s vision for CTE
* Coordinated with other workgroups
* Decisions
  + All Perkins V funds should be dedicated to programs of study, except for those funds that will be used for middle grades CTE/ career awareness/ exploration
  + By Career Cluster, establish a synchronize, statewide program of study application/renewal schedule
* Developed a set of emerging recommendations

Update on Program of Study Quality Rubric

* Equity is included in all components of the quality rubric
* Aligns with the five elements of a programs of study
* Includes elements featured in the definitions for size, scope and quality
* Tool is intended to help identify program quality and is not meant to be used as a punitive or regulatory tool
* Tool has meaning for secondary and postsecondary systems
* Is there going to be a minimum standard to be a program of study?
  + Generally, level 3 on the rubric is where a program of study should be

Update on Size, Scope and Quality

Evidence of Program Size, Scope and Quality

* Sometimes refers to quality rubric or needs assessment
* Biggest changes:
  + Credits- secondary component has a minimum of 3 credits and aligns to a community college certificate or degree that is at least 36 credits
    - Historically was two credits for secondary component
    - Historically was 45 credits for college certificate

Feedback on size, scope and quality

* Review category
  + Feedback on evidence
  + Feedback on benchmark

Size:

* Credits seem appropriate
  + Secondary programs at 3 credits will take rethinking on how to reach 3 credits
  + Current/relevant tech- level 2 may be more appropriate
  + Current/relevant curriculum
    - Secondary and postsecondary covers entry to industry
  + Qualified staff- for sure and professional development to upgrade skills and practices

Group Discussion:

* Credits
  + Concerns about three credits for secondary components
    - Concerns that institutions will have to add a credit to check a box
    - Why can’t 2 credits for the secondary components of programs of study be considered a level 3 and 3 credits be considered a level 4?
      * If it’s not a federal mandate than 2 credits should qualify as a level 3
    - Idea: Waiver for specific programs that are only 2 credits
    - Concerns that postsecondary institution will not find secondary programs that are more than 2 credits
    - Idea: In the four year plan start with 2 credits and state that Oregon will shift to 3 credits in X amount of years
    - There are still options for funding even if programs are not a full program of study
      * Can use drop-out prevention funding
    - Suggestion to look at the data to see which students take 2 credits and their outcomes vs. students who take 3 credits in secondary programs
* Current and relevant technology
  + Level 3 or higher will be easy for postsecondary to achieve, but not high schools to achieve on their own
  + Cannot expect to have high schools have that level of technology
* Current and Relevant Curriculum
  + Approve of the benchmark
* Qualified Staff
  + Add that the teacher receive professional development in the area in which they teach so that they can have current industry standard information

Scope:

* Is more a “phase in for current programs with renewal?”
* Clarify sequential courses at postsecondary 101->201->301
* Reference Oregon skill sets
* Concern that the level of community college and high school engagement is not described

Quality:

* Needs:
  + Is it reasonable? How to make it efficient?
  + Can ODE reach out to industry:
    - For labor market alignment
    - For career ex/ed guidance tools
    - To have an ODE person present at each gathering
* Can we meet it? Yes, through managing workloads, being communicative and finding trends.
* Multi-source the data (reach out to locals to gather information and don’t rely on just workforce identified sectors)
* Needs assessment is also an inventory and asset gathering opportunity
* Data: comfortable with time needed to engage and incorporate into analysis and goal setting
* Student Engagement: What would be the evidence? Who gathers it? Who filters it? Who provides it (i.e. project based approach)? Is it an is or isn’t?
* Career Development: More education and expectation of counselors, teachers, volunteers to engage in career development with all students (not just CTE students only and CTE educators only)
* Quality: Doable process

Group Discussion:

* Student Engagement
  + Are these checkboxes or is this providing evidence for how you are doing things?
    - Don’t want it to be a checkbox
* Career Development
  + Clarify counselor vs. advisor
    - Have different meanings in the secondary and postsecondary space

How does it feel when you hear all three (size, scope and quality) together?

* Does not seem that much different than what we currently do

Collaboration Discussion

* How do you define strong collaboration between secondary and postsecondary CTE?
  + What conditions need to be in place to support strong collaboration?
  + What processes/practices need to be observed?

Discussion: Program of Study

* Climate
  + Advisory board is shared between secondary and postsecondary
  + Meetings are substantial-agendas, topics of interest/necessity
  + Visits between secondary and postsecondary
* At minimum:
  + Secondary and postsecondary get together for writing of program (needs assessment spectrum of program offerings/industry paths)
  + Can Oregon earmark funding that has to spent supporting advisory boards?
  + Funding for subs and stipends to attend
* Conditions
  + Local and regional advisory boards that meet one to two times a year
  + Processes/practices to be observed
    - Consistent communication between secondary and postsecondary

Update on Recommendations

Program of Study Rubric Recommendation

* Ensure the program quality rubric implementation process:
  + Is streamlined;
  + Supports both the secondary and postsecondary elements of a program of study;
  + Is led by CTE regional coordinators; and
  + Is focused on continuous improvement.

Statewide Programs of Study Recommendation

* Promote the expansion and scaling of statewide programs of study

Collaboration Recommendation

* Support systemic, meaningful collaboration between secondary and postsecondary education in program of study application, design and implementation

Feedback

* How does this recommendation help to accelerate the accomplishment of Oregon’s vision for CTE?
* After four years, what does successful implementation of this recommendation look like?
* What are the biggest barriers realizing the intended goal of this recommendation?
* What is needed to be successful at implementing the recommendations?

Collaboration Recommendation Feedback

* Conditions and structures
  + Consistent high school staff (turnover and transitions are disruptive)
    - Stability leads to greater success
  + Willingness to engage and collaborate (a culture)
    - What motivators affect positive or negative relationships and culture?
    - Dual credit is a primer for collaborative processes and provides structure
* Policies and practices
  + Onboarding into current/evolving systems
  + Advisories (leadership, attendance, equipment, connectivity, business/industry information, consistency, curriculum, certifications)
  + Personal approach/connectivity most effective
  + Respect schedules/expectations of workloads of partners
    - Not easy to quantify/qualify who leads
  + All programs/updates align with calendar (PD, renew, gather globally, start-up, eval)
* Barrier: The time that needs to be devoted to observe collaboration
* Regional advisory boards that “own” programs of study, so one can’t end without input from the other
* What about workforce boards?
  + Secondary and postsecondary workforce boards would facilitate collaboration

Statewide Program of Study Recommendation Feedback

* Accelerate the accomplishment of Oregon’s vision:
  + Less duplicative work across stakeholders who engage in programs- broader impact
  + Statewide programs have network and resources to support work and equity
* Successful implementation:
  + Half the clusters would have a state-wide option so that students moving between regions can continue clear pathways and planning, more innovation and consistency in programs across the state
  + Share resources travel for professional development
* Biggest barriers:
  + Quality leader
  + No existing structure
  + Postsecondary collaborative and consistency
  + Communication
  + Participation in meetings
* Needed for success:
  + Business/industry engagement
  + Facilitator
  + Framework
  + Strong programs
  + Common standards/skills

Program of Study Rubric Recommendation Feedback:

* Vision
  + Keeps attention on program and what it is and leads to vision
  + Creates consistency (framework)
* Future
  + Every program of study is looking at rubric continuously
  + People successfully moving through levels
  + Helps identify gaps in progression
    - High school to community college to work
* Barriers
  + Connection between broad high school programs and multiple community college programs
  + Communication: Everyone onboard (secondary and postsecondary)
  + Some schools don’t allow assessment of soft skills
* Needed
  + Professional development
    - Professional development around what areas mean, ways to provide evidence, and collaborative review processes
  + Commitment to on-track and fidelity create “living document to use locally
  + Summary of rubric (one-page look) at where Oregon is to inform regional work

Developing an equity-focused recommendation

* How can the state’s focus on equity be supported/reinforced through this workgroup’s recommendations?
  + Lean on research that’s not from Oregon- there’s a lot available but Oregon tends to default to Oregon or local/regional research.
  + Equity and access can be reinforced as a priority in the needs assessment, quality program rubric and statewide model.
  + Stakeholder involvement in the needs assessment must be carefully cultivated and culturally responsive.
  + Determine what data is needed to support equity efforts.
  + Ensure the performance measures address access and equity.
  + Timely data informed programs will allow greater flexibility in programs to adjust to student needs.
  + Equity is not just gender.
  + Equity for DOC- involved, incarcerated and previously incarcerated individuals.
  + Equity for older, educationally disadvantaged students.
  + Smoother path for foster/former foster students- fewer local barriers
  + Access to programs of stud and dual credit/industry experts need to be consistent across schools.
  + Statewide model creates equitable opportunity for remote/rural regions, mobile/transitory students and underrepresented populations.
    - Creating multi-regional supports
    - Transferrable skills and experiences
    - Expand offerings
  + Statewide programs of study is a good way to provide equity across the state
  + Broader engagement vis state-wide program of study and more postsecondary ties equates to greater equity and access for all programs of study and more consistency across the state.
  + A regional approach would allow students to access the subject areas that work for them.
  + Data and reporting- which performance measures and how you feed the data back can be an equity tool
  + Nontraditional populations (not just gender)
  + Statewide program of study- consistency across the state will help to drive equity
  + Needs assessment for Perkins
  + Programs of study, dual credit and running start- advancement opportunities for students

Strategies for Staying Engaged

* Do you want to stay engaged?
  + Industry engagement:
    - Chamber programs- have connection to those on a statewide basis
* If yes, how?