# **Appendix F:**

High Quality Program of Study Action Team Summary | 2021-2022

The five goals of the High Quality Program of Study Action Team are:

1. Continue to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students in programs leading to high-wage, high-skill, and in-demand careers.
2. Create voluntary statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in a very tangible manner in the development of CTE programs across the state, and allow for resources to be more efficiently shared.
3. Focus on a continuous improvement usage and ensure they are of sufficient size, scope, and quality.
4. Strengthen meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation.
5. Create a multiple-measures indicator of career and college readiness that looks at college credit while in high school, industry recognized credentials, and work-based learning to support well-rounded, equitable approaches to preparing learners for life after secondary education.

**2021-2022 State Level Accomplishments**

* Embarked on the development of the first eight Statewide Programs of Study Frameworks by convening industry partners to create knowledge and skill statements. Brought together educators to map standards to community college and secondary programs. (Strategy 2.1a, Strategy 2.1b, Strategy 4.1).
* The Secondary CTE Information System went online for the 2021-2022 school year. This completely new system streamlined the CTE Program of Study application, renewal, and approval process into one single system. Professional development webinars were provided to data entry personnel as well as to CTE Leaders; additionally, technical assistance was provided through monthly CTE Leader meetings and coffee talks. (Strategy 2.2a, Strategy 2.2b, Strategy 2.2c)
* The [HQPOS Rubric](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/High%20Quality%20Programs%20of%20Study%20Rubric.pdf) was reviewed and updated for use in 2021-22 school year. This rubric is a tool to be used by educators and administrators to assess existing CTE Programs of Study in order to create goals for continuous program improvement. The tool should be used to inform the local/regional needs assessment, strategic plan, and application for Perkins and other funds. (Strategy 3.1)

**2021-2022 Local Level Accomplishments**

* Establishing the **cohort PLCs:** While this was initially created for the four Programs of Study under renewal, this was extended for every program in our region. While there are a few singletons in the region (i.e., Agriculture, Culinary Arts, and Cosmetology), we have tried to connect them with other programs. As Agriculture is leagues ahead with the statewide PLC, we are using our Ag instructor as a guide.
* Installing expectations for functioning advisory committeesfor all Programs of Study: Some schools have done this with much better fidelity than others. This will take some time to complete and will require constant monitoring.
* Continued partnership between secondary and post-secondary partners to strengthen pathways.
* Regional conversations about CTE in Douglas County to better align programs to community needs—especially about manufacturing.
* Developing/updating a document of assurances for secondary/postsecondary alignmentwas long overdue. The Dean and Associate Dean of Technology, Applied Science, and Public Service worked with the RC on this document.

**Next Steps**

* Finish reprioritizing initiatives/goals to update Perkins HQPOS Action Plan to reflect need.
* The High Quality Program of Study Rubric will be used to assess program quality in the new integrated needs assessment and application. Technical assistance will need to be developed to aid in usage of the tool.

**Current Action Plan**

**Goal 1 — Continue to focus on building and improving strong CTE Programs of Study by strengthening our commitment to increase the enrollment of students in programs leading to high-wage, high-skill, and in-demand careers.**

* Strategy 1.1 — Support CTE Programs of Study and career awareness in middle schools to increase the number and diversity of students engaged in CTE beyond middle school.
* Strategy 1.2 — Provide secondary and postsecondary institutions professional development and technical assistance related to potential barriers for reaching underserved populations in CTE Programs of Study.

**Goal 2 — Create voluntary statewide Program of Study Frameworks that will promote greater consistency in quality across the state, ensure more geographical equity, intentionally engage business and industry in a very tangible manner in the development of CTE programs across the state, and allow for resources to be more efficiently shared.**

* Strategy 2.1 — Develop voluntary statewide CTE Programs of Study frameworks for all Career Clusters to provide consistency and quality in implementation and support aligned to the workforce development’s sector strategies.
* Strategy 2.2 — Develop an online system to streamline the CTE Program of Study application and renewal process.

**Goal 3 — Focus on a continuous improvement usage and ensure they are of sufficient size, scope, and quality.**

* Strategy 3.1 — Support use of a Quality Rubric that provides guidance for developing continuous improvement goals.
* Strategy 3.2 — Use a definition for program size, scope, and quality that promotes a focus on identified need, collaboration between education partners, and involvement of community partners.
* Strategy 3.3 — Provide technical assistance and other support so that the high school portion of each Program of Study includes at least three credits of CTE by 2024.

**Goal 4 — Strengthen meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation**

* Strategy 4.1 — Support increasingly meaningful collaboration between secondary and postsecondary education and employers in Program of Study application, design, and implementation through joint needs assessment and improved communication and transparency.

**Goal 5 — Create a multiple-measures indicator of career and college readiness that looks at college credit while in high school, industry recognized credentials, and work-based learning to support well-rounded, equitable approaches to preparing learners for life after secondary education.**