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

The definition of size, scope, and quality creates the foundation for a CTE Program of Study. The expectations outlined below 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 meets ODE standards for approval. The evidence that each expectation is met ranges from objective measures of available credits to documentation of certain aspects of the CTE Program of Study Quality Rubric or community college accreditation. Newly proposed CTE Programs of Study must meet all expectations outlined below, both prior to approval and throughout the program’s lifespan. These expectations will be maintained at all times, and programs will demonstrate their continued adherence to expectations during the CTE Program of Study renewal process. The expectations of Program Size, Scope, and Quality will be used in conjunction with the [CTE Program of Study Quality Rubric](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/High%20Quality%20Programs%20of%20Study%20Rubric.pdf) and the CTE needs assessment to help create a plan for continuous improvement and a focus on the regional allocation of resources. **Size, scope, and quality** are measures 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 students for their next steps on a complete and robust career pathway.

**Size**

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| **Element** | **Expectation** |
| **Credits** | The secondary component has a minimum of three year-long credits or equivalent and aligns to a community college certificate or degree that is at least 36 quarter credits or equivalent. |

**Scope**

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| **Element** | **Expectation** |
| **Depth of Program** | The program encompasses a sequence of courses that progress from introductory to advanced content, covering the full range of the program’s associated knowledge and skill sets and providing students the opportunity to become secondary and/or postsecondary CTE concentrators[[1]](#footnote-1) and completers.[[2]](#footnote-2) |
| **Breadth of Program** | The program is built on a comprehensive set of industry-validated technical, academic, and employability skills, such as the [Oregon Skill Sets](https://www.oregon.gov/ode/learning-options/cte/resources/pages/cte-oregon-skill-sets.aspx). Programs include a partnership between at least one high school and community college, alongside relevant industry partners. |
| **Current and Relevant Facilities and Equipment** | The program provides the industry-standard facilities, equipment, and technology needed to address the complete skill set. CTE learning environments adhere to industry-appropriate expectations and guidelines concerning safety and cleanliness in the workplace. |
| **Current and Relevant Curriculum** | The program provides curriculum aligned to industry-validated standards and prepares students for postsecondary credentials and careers. |

**Quality**

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| **Element** | **Expectation** |
| **Based on Community Need** | Program goals and professional development are linked to local and regional needs assessments that include labor market information and the voices 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, completion, and work-based learning participation, particularly for special/focal student populations. |
| **Student Engagement** | Programs use a real-world, individualized, project-based approach for instruction, fostering applied learning experiences. Assessments are reflective of the industry knowledge and skills developed through practical projects. Students are provided the opportunity to participate in Career and Technical Student Organizations or locally developed leadership opportunities. |
| **Career Connected Learning** | The program provides a sequence of career connected learning activities that progress from career awareness and exploration to work-based learning, providing students with the activities, information, and advising needed to inform their career development across the career area. Secondary students use their career connected learning to inform their current Education Plan and Profile. Postsecondary students have access to career services and academic advising at their institution relevant to their chosen career path. |
| **CTE Advisory Committee** | Secondary and postsecondary components regularly engage with a CTE advisory committee[[3]](#footnote-3) that provides input, guidance, and assistance in the design, development, implementation, evaluation, and continuous improvement of the program, ensuring it is providing relevant, industry-based instruction and meeting the size, scope, and quality expectations for a CTE Program of Study. |
| **Staff Qualifications** | The full program includes appropriately licensed secondary teachers and postsecondary instructors who meet applicable state and institution requirements. |

1. *A* ***secondary CTE concentrator*** *is a student who earns at least two year-long credits or equivalent in a single CTE Program of Study. At least one of those credits must be earned through a course or courses identified as intermediate or advanced. A* ***postsecondary CTE concentrator*** *is a student who has earned at least 12 quarter credits or equivalent, of which nine program credits are CTE-specific, within a CTE program or Program of Study.* [↑](#footnote-ref-1)
2. **CTE completer:** A Secondary CTE Completer is a student who has earned three secondary credits in a single CTE Program of Study, with at least 0.5 of those credits in an advanced course, and who has a reported CTE WBL experience in that Program. [↑](#footnote-ref-2)
3. A group of individuals whose experiences and abilities represent a cross-section of an occupational area. At least 60% of the members of the committee are from business, industry, and labor organizations. [↑](#footnote-ref-3)