**Program of Study Application, Review and Approval Workgroup Meeting Notes**

July 9, 2019

**Workgroup Objectives**

* Review current state policies that drive program quality, including initial application, approval and review, at the secondary and postsecondary levels, including alignment between these levels.
* 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.

**Oregon Updates**

* Oregon is updating its CTE data system, which will be ready by July 1, 2020
* Oregon is developing a rubric for program quality

**Discussion: What stands out to you from the workgroup briefing document?**

* Need to focus on streamlining processes
	+ Program of study (POS) application processes is overwhelming
		- Concerns about teacher capacity- teachers do not have enough time to focus on the Program of Study application, so a lot of teachers end up copy and pasting from old applications, instead of focusing on how to improve programs.
* Supporting teachers and streamlining processes are connected
* Regional coordinators have limited time
	+ Streamlining processes would not be needed as much if regional coordinators had time to work with the teachers
* Sustainability is not part of the program of study application process
	+ Concerns about limited investments on the postsecondary side

**What we know about the Program of Study Application, Review and Approval Process**

* Embraces programs of study model
* The process helps with secondary/postsecondary alignment but more can be done
* Alignment with other systems
	+ Education – strong
	+ Workforce/adult- more can be done
* Processes are rigorous but heavy lift
* People matter
	+ Collaboration between systems ranges from strong to “check the box”
	+ Regional coordinators overwhelmed

**Needs Assessment Recommendations**

* Shift POS processes towards a focus on quality, (equity) and program improvement
	+ Finalize the program quality rubric and use it in place of the current self-assessment tool
* Consider ways to make postsecondary involvement in POS and renewal more systemic and meaningful
* Provide more support and guidance to regional coordinators on evidence-based practices for POS development (and implementation)
* Provide more professional development for administrators on POS development (and implementation).

**Statewide Programs of Study Discussion**

* Oregon has a statewide POS (agriculture)
	+ Not automatically renewed
* Creating statewide POS would require a significant investment of time in the beginning
* Anticipate that workforce development boards would be interested in statewide POS
* Community college partners were originally some of the biggest opponents of statewide POS, but are now some of the biggest proponents. However, articulation and transfer is still a “one to one” conversation.

**Programs of Study Application, Review and Approval in Oregon: Strengths and Challenges**

Strengths

*Write strengths/what we should keep doing with regard to program application, review and approval in Oregon?*

* Rigor/quality of POS
	+ “Eliminate application paperwork as is, but maintain high standards through electronic application (smartsheets). Fidelity across state.”
* Program of study rubric
* Focus on high wage or high demand
* CTE coordinators help with application process

Challenges

*Write challenges/what should we stop doing with regard to program application, review and approval in Oregon?*

* Application takes a long time and is too complex
* Application due dates not aligned with curriculum due dates
* Inconsistent program application renewal by ODE
* Need electronic application
* Need to support teachers
* *Priority Challenges:*
	+ Fidelity of implementation
	+ Reimagine/ new application (initial and renewal)
	+ Consistency (review by ODE and regional coordinators)
	+ Continuous improvement process
	+ Minimum qualification (start up- full implementation)
	+ Knowledge/understanding of Perkins by administration

Parking Lot

* “Students switching schools- can they get CTE credit? Statewide POS solution?”
* Electronic application

**Addressing the Challenges**

*For the top three priority challenges (based on a vote), participants answered the following questions:*

* What is the compelling interest/reason for this challenge to be addressed?
* Does this (or should this) challenge apply to all learner levels?
* Are there policy changes at the state level that could address this challenge statewide?
* How could additional resources help to address this challenge statewide?
* How could technical assistance or professional development help to address this challenge statewide?
* How could business and industry partners help to address this challenge statewide?

*Continuous Improvement*

* Current process does not show current status, growth, quality, students served, etc.
* Process should apply to all learner levels
	+ Need more postsecondary involvement
	+ Statewide model ideal
* Continuous improvement rubrics completed by all stakeholders so that the burden does not fall on the teachers. Admin/counselors need to be involved
	+ Students, teachers and industry should also complete rubric
* Professional development would be helpful around the characteristics of a high-quality POS
* Focus on one to two POS areas each year (statewide POS)
	+ Next year focus on gaps recognized in POS
		- (1st year renewal, 2nd year POS)
* Create structures for industry involvement
* Need support for teachers to handle CTE requirements

*Fidelity of Implementation*

* Why? Ensure quality and consistency across the state
* Shared Expectations: Ed Specs communicate expectations to regional coordinators
* Provide exemplars and PD to regional coordinators
* Common statewide procedures
* Share best practices and training
* Define roles: Consistent definition of regional coordinator, job description, and who does regional coordinator answer to
* Regional coordinators need more time to support teacher and quality programs
* Need regional coordinator funding
* “Rules of Engagement”/ fee for service from ODE

*Reimagine/new application*

* Move to electronic
* “Lighten the load”
* Oregon working on revising application
	+ Approval process involves getting the info into the database
		- All the data will be electronically handled
	+ Concerns about people at the district level owning the application
		- Suggestion: Would prefer that the application start with the regional coordinator
* Need to attend to:
	+ Process
		- Who fills out what, etc.
	+ Content
		- Should align with desire for continuous improvement
* Short-term priority
	+ Need to get input from those who will use the system to inform how the system should be designed

**Defining Priorities**

*In regards to the program application, review and approval in Oregon, need to focus on:*

* Process
* Content
	+ Rigorous course standards and progressive, sequenced courses
	+ Secondary and postsecondary alignment and early postsecondary offerings
	+ Industry involvement
	+ Labor market demand
	+ High-quality instruction
	+ Experiential learning