**Program Approval, Application and Review Workgroup Notes**

September 9, 2019

**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.

**Recap from Second Workgroup**

* Streamlining of the program of study process is needed
* Support moving toward statewide programs of study
* Strengthen postsecondary role in design/implementation of programs of study

**Alignment to Vision for CTE**

* Oregon’s Vision for CTE:
	+ Reimagine and transform learner experiences in order to enhance their future prospects, empower their communities, and build equity in an inclusive, sustainable, innovation-based economy
* CTE/STEM develops the fundamental skills and mindsets necessary to:
	+ Experience high-quality education leading to meaningful careers.
	+ Gain the skills they need when they need them.
	+ Transition seamlessly between technical and academic learning in education and workplace.
	+ Empower learners with the information they need to map their pathway.
	+ Learn from a range of knowledgeable experts who conceptualize learning.
* Oregon’s Perkins V state plan will be aligned to the aforementioned fundamental skills and mindsets.
* Discussion:
	+ This vision is for all learners and is broader than programs of study
	+ Poll: Do you support this vision? Unanimous yes vote.

**Program Quality Rubric**

* The development of the rubric began about four years ago with the intention of providing a resource for regional coordinators to support the continuous improvement of CTE programs of study
* This rubric was never intended to be used to score a program or to evaluate a teacher in a program. Rather it’s a tool for continuous improvement
* Discussion:
	+ Should this tool be part of the program of study renewal and development process?
		- Support from participants for the tool to be used in the renewal/approval process
	+ Does the rubric feel like it reflects both secondary and postsecondary?
	+ Comprehensive local needs assessment will examine career guidance and program implementation

**Alignment to Career Development/Middle Grades**

* Career Development/Middle Grades Workgroup
	+ Program quality rubric includes a section on “career development”
	+ Statewide communications campaign focused on quality and equity
	+ Recognize work-based learning as a career development/exploration strategy, as well as a skills-acquisition strategy. (education for employability)
	+ Actively support and expand middle grades
* Discussion:
	+ Support for the aforementioned recommendations
	+ What does a quality middle grade experience look like?
		- Alignment with a purpose
			* Middle school programs should align with the high school programs
			* Pull together high school and middle school teachers to ensure alignment
		- Focus more on exposure and survey course opportunities and less on the technical skills development
		- Continuum
			* Basic awareness and building towards skills so that by the time students are in high school they have the awareness of an industry

**Alignment to Work-based Learning**

* Work-based learning will be the secondary CTE program quality indictor for Perkins V
* The work-based learning group spent time on defining work-based learning, considering whether work-based learning should be a part of a program of study for the program to be approved, and how to address equity/access issues such as transportation
* Discussion:
	+ If Oregon takes a statewide program of study approach, then work-based learning should be integrated into programs of study
	+ Work-based learning can be virtual depending on the content of the experience

**Emerging Recommendations**

* Ensure that the processes and resources that are created are streamlined and non-duplicative
* 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
	+ Poll: Is there support for this recommendation? 4 yeses
	+ Discussion:
		- Is there going to be a specific amount or percentage of funds that are recommended to use towards the middle grades?
			* Funds will come from Perkins V reserve or basic leadership funds to support pilots
* Promote the expansion and scaling statewide programs of study
	+ By Career Cluster, establish a synchronized, statewide program of study application/renewal schedule
	+ Consider using Perkins state leadership funds or reserve funds to support development, implementation of statewide programs of study
	+ Discussion:
		- Poll: Is there support for these recommendations? 4 yeses
		- It seems like strict guidelines might be helpful
		- General support for statewide programs of study
			* Base model and vision would be helpful
			* Industry-based competencies must be included
		- Concerns about CTE programs that do not have student leadership groups as part of the program. Participant has observed some schools calling their programs CTE even though they do not have an approved program.
		- Rural areas sometimes do not have the same resources as other areas.
* Strengthen the role of postsecondary education in program of study design, application
	+ Consider program of study approval as a single unit – both secondary and postsecondary at the same time or more coordinated
	+ Discussion:
		- Concern: This current recommendation reads as if postsecondary has not been involved. It’s hard to have strong programs with all the changes happening at the secondary level, such as the churn of people
			* Changes at the secondary level can trigger changes at the postsecondary level that may take a while to get into place
		- Because of the way that the program of study design process occurs at the secondary level, what happens at the postsecondary level may not be reflected initially.
		- Structure can be an issue, as colleges are independent of each other. Some areas have more cooperation than others.
		- For the most part, postsecondary partners are willing to work with K-12
* Professional development
	+ 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).
* Supports

**What Next?**

* Final in-person meeting
	+ Afternoon of October 9