



Statewide Career and Technical Education Program of Study Framework Project

Oregon Department of Education has contracted with Education Northwest to develop a statewide career and technical education (CTE) program of study (POS) framework. The purpose of the framework is to ensure equitable CTE program quality across the state, more consistent connections to college credit, and better alignment with business and industry needs.

BACKGROUND

In 2020 the Oregon Department of Education released *Oregon's State Plan for CTE: 2020-2024*. The plan focuses on integrating academic knowledge and technical employability skills for all students and supporting marginalized populations to be successful in the CTE program of their choice. The goal is that all Oregonians will receive appropriate and equitable access to, and benefits from, CTE courses—which are proven to increase high school graduation rates and create pathways for successful transitions into high-wage, high-skill, in-demand careers.

Throughout Oregon, the CTE POS is the primary vehicle for delivering CTE programs at the secondary and postsecondary levels. A POS is a prescribed sequence of courses, developed in partnership by a secondary school district and a postsecondary institution, that prepares students to transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills. High school students may also have options to earn college credit.

STATEWIDE CTE POS FRAMEWORKS

A centerpiece of the state CTE plan is the development of statewide CTE POS frameworks. Frameworks are used to align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations. Initially, the new model is being designed and launched in four industry clusters including Architecture and Construction, Information Technology, Manufacturing, and Business, Management and Administration. Over time, the new statewide framework model will be extended to all 17 industry clusters that inform Oregon's CTE system.

PROJECT PHASES

The project launched in March 2021, will conclude by August 2022, and includes four main phases

Phase 1 *Identification and industry validation of technical skill standards to be used by educators in CTE POS design*

*April–June
2021*

Labor market demand—Identification of high-wage, high-skill occupations projected to be in high demand in the future

Skill standards—Identification informed by a national review of industry and CTE standards, existing OR CTE standards, and consultations with Oregon employers and professional associations

Skills validation—Online skill-validation process conducted in each cluster, with employers recruited through collaboration with statewide cross-industry associations, statewide professional associations, and CTE industry advisory board members at secondary or community colleges

Phase 2 *Engage community colleges in identifying and validating skills standards and courses that qualify for alignment and might qualify for awarding dual credit as part of college program*

*July–September
2021*

Standards review—Identify standards to be taught to qualify for postsecondary alignment

Course alignment—Ensure alignment with secondary partners through course sequencing

Dual-credit eligibility—Identify courses within the POS that might qualify for dual credit

Teacher accreditation—Establish consistent requirements for secondary teachers to teach courses that qualify for college or dual credit

Phase 3 *Engage secondary CTE regional coordinators and CTE administrators and teachers in redesign of CTE POS approval process. Discussions to include*

*September–December
2021*

Course and standards sequencing—Consider how industry-validated standards can be integrated into CTE programming

Course alignment—Ensure alignment with postsecondary partners through course sequencing

CTE POS template redesign—Refine program approval application materials

Industry recognized credentials—Consider potential credentials that might be integrated into programming

Phase 4 *Facilitate the development and approval of statewide CTE Programs of Study in the four clusters utilizing the new POS template*

*January–July
2022*

POS template pilot—Work with school personnel (secondary teachers, postsecondary instructors, administrators), regional coordinators, and industry partners to design pilot POS using the statewide template

POS approval process—Guide educational partners through the state approval process for pilot POS programs in the four identified clusters

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