OREGON Department of

Office of Educational Improvement and Innovation
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CTE page on ODE Website

CTE™
Learning that works
for Oregon

Start-Up CTE Program of Study Application
(BM 98 Eligibility/Perkins (30%) Eligibility)
2018 Version

This application is required for all Start-Up CTE Programs of Study. There are two parts to this application.

Part 1 – Must be completed for all Start-Up CTE Programs of Study, even if they are being developed exclusively with local funds. This application will place the program in our list of pending CTE Programs of Study. If the program is not completed within the identified time, it will be removed from that list and a new application must be submitted.

Part 2 – Must be completed for all new CTE Programs of Study where Perkins funds are being requested to develop either the secondary or postsecondary component of the program. If the program is not completed within the identified time, it will be removed from the list of pending CTE Programs of Study and ODE may request return of funds used to develop the program.

PART 1 – Must be completed by secondary and postsecondary partners

CTE Program of Study—General Information	
Proposed Title of Program of Study	Education and Training
Secondary CIP Code: (Link to CIP website)	131206 (6 digit)
Community College CIP Code: (Link to CIP website)	13.0101 (6 digit)
Career Cluster	HR--Education Training
Focus Area (if applicable)	

Secondary School Name:	Forest Grove High School
Secondary School ID Number: (Link to ID lookup)	1134
Secondary Teacher Name	Danielle Thompson
Secondary Teacher Licensure	CTE: HR: Education and Related Fields

Oregon Community College Name:	Portland Community College Click to select College Point of Contact
Community College Award:	Associate of Applied Science
Program Contact Name:	Doree Dennis
Department, division, etc.:	Early Education and Family Studies
Phone: 971-722-4707	Email : doree.dennis@pcc.edu

Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

CTE POS Course Lists—Secondary

Directions:
- Please list below the *anticipated* CTE Program of Study <u>secondary courses</u> in which the instructor will:
  - Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, <u>and</u>
  - Assess and record student achievement of those standards
- Mark as "TSA" those courses that *will be* necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as "TSA" Required"

Secondary Core CTE Courses **(This information will be entered into the CTE Program Update database and all fields are required)**

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
☒	19152	Intro to Education	.5	19152	Introduction to Education explores the roles of a variety of personnel in schools. Includes personal responses to school situations, students, other personnel and the roles of schools in American Society. Examines ethical, legal, and administrative implications for educators Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning and schooling. Students will also examine current and historical roles, expectations, stereotypes and characterizations that define teaching as a profession	Portland Community Col	ED 100	Introduction to Education
☒	190511	Child Development	.5	19052	This entry-level course is intended to provide students with an overview of the field of Early Childhood Education with particular attention to developmental concepts relating to	Select College		

					infants and children. Careers working with young children will be covered with necessary entry-level skills needed. Activities d signed for young children will be analyzed, discussed, and evaluated for their developmental appropriateness for specific ages. Areas of study will include: brain development birth to 3 year-old, ages & stages of development of young children, pre-literacy skills, toy safety & development appropriateness, environmental safety, criteria for choosing quality child care, criteria for choosing quality preschool, careers, Baby Think It Over simulation experience and common childhood birth defects and disorders.			
☒	22254	Elementary Peer Tutor	.5	22054	Elementary Peer Tutoring is designed to provide the high school student with elementary classroom experience under the direction of an elementary classroom teacher. This course will prepare the student to provide one on one and small group instruction in the elementary classroom setting. The student will focus on: teaching skills, effective use of time, planning, teaching methods appropriate to age level, adapting curriculum to the student's ability, task analysis of each learning activity, providing for maximum participation for the individual student, and basic teaching strategies for the high needs students and basic communication skills.	Select College		
☐						Select College		
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*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student

CTE POS Course Lists—Post-Secondary (optional for Start-ups)

Post-secondary Core CTE Courses:
- ***Enter the <u>name of the anticipated college program</u> that will be the postsecondary component of this POS***
- ***Select the <u>highest level</u> of this component offered by the college***
- ***List the courses anticipated to be <u>included in the Course/Skill Set crosswalk matrix (entry level courses)</u>***

College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
Name of Certificate or Degree Program	Enter name of college program		
Highest award available in Program:	Select certificate or degree		
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PART 2 – This documentation must be submitted by the secondary and postsecondary components if Perkins funds will be requested for the development of the CTE POS.

Important: To be eligible for Perkins POS development funds, a program component:
1. Must not have existed in the school or college within the last three years
2. Must be designed to meet local demand for High Demand/High Wage careers
3. Must have at least 70% resource support from the local district or community college

Attachments:

1. **Short-term Budget** – Attach a detailed proposed budget for development of the CTE Program of Study during the first year. Include all resources that will be used. **

2. **Long-term Budget** – Identify the estimated total funds that will be used to support the continued development of the program during years two and three. **

3. **Plan** – Provide brief bulleted list of planned activities that will move the development of the program to a CTE Program of study over a period of no more than three years. This list should address all core elements of a CTE Program of Study: 1) content and standards, 2) alignment and articulation, 3) assessment and evaluation, 4) student support services, and 5) professional development.

4. **Sustainability** – Briefly describe how this program will be sustained once it has been approved. Please include a description of the planned use of Perkins funds for enhancement of student learning opportunities.

** As a rule, Perkins grant funds can be used for only 30% of the development costs. Perkins funds may only be used for allowable costs. See FAQ for more information.

CTE Start-Up Program of Study Application

<table>
<tr><td colspan="3" align="center">**Assurances**</td></tr>
<tr><td colspan="3">*(Proposed Joint Submission Date must be within 3 years of application)*</td></tr>
<tr><td>**Name of School**</td><td colspan="2">Forest Grove High School</td></tr>
<tr><td>**Name of Program**</td><td colspan="2">Education and Training</td></tr>
<tr><td>**Proposed Joint Submission Date:** deadline for secondary and postsecondary components</td><td colspan="2">6/30/2018</td></tr>
<tr><td colspan="3">**Signatures:** By signing below, the appropriate representatives agree to work collaboratively to create the above CTE Program of Study within the timeline identified by the Proposed Joint Submission Date above.

ODE must approve the use of Perkins funds to develop new Programs of Study that are not on our current list of approved CTE programs. ODE will only consider doing so if 1) the new program has not been offered in the secondary school or community college over the past 3 years, 2) it meets a high wage, high demand economic/workforce need (as identified by the Oregon Department of Labor), and 3) it has financial support from the district or community college.

If this request to start up a new CTE POS is approved, the program must become a CTE Program of Study within no more than three years, and Perkins funds can be used to support no more than 30% of program development costs.

If the program does not become a CTE Program of Study in the approved time, all Perkins funds used to support that development may be required to be returned.</td></tr>
<tr><td>Secondary Administrator</td><td></td><td>Date:</td></tr>
<tr><td>Postsecondary Administrator</td><td></td><td>Date:</td></tr>
<tr><td>Regional Coordinator</td><td></td><td>Date:</td></tr>
</table>

<table>
<tr><td colspan="4" align="center">**FOR ODE USE ONLY**</td></tr>
<tr><td>Approval Status:</td><td colspan="3">☐ Approved   ☐ Not Approved</td></tr>
<tr><td>ODE Specialist</td><td>_____
Printed Name</td><td>_____
Signature</td><td>_____
Date:</td></tr>
</table>

Attachments:

Attach documentation of labor market need for each new component of the CTE Program of Study:

- Post-secondary component: Attach a copy of recent LMI (within last 3 years). If information is older than 3 years, submit new data which can be found at Quality Info: Labor Market Information website .

- Secondary component: Attach a letter of support written and signed by members of a local industry advisory committee, or signed by a shared secondary-postsecondary advisory committee.

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