Career and Technical Education
Program of Study Application
2018 Version
(Full Application)

Directions—please enter information into ALL the fields in this application. If you have technical problems with this application, contact Ron Dodge POS.Application@state.or.us.
*(For detailed information on how to complete this application consult the **Guide to Using the Oregon CTE Program of Study Application 2018**.)* **DEADLINE for submission: June 29, 2018; (Early Bird: April 30, 2018)**

CTE POS—Title:	Construction
Career Area:	Industrial Engineering Systems--IE
Cluster Area (& appropriate secondary CTE licensure):	IE--Architecture Construction
Focus Area (if applicable):	Construction
Secondary CIP Code: (Link to CIP website)	46.0000 (6 digit)
Community College CIP Code: (Link to CIP website)	46.0000 (6 digit)

Secondary School Name:	Glencoe High School	
Secondary School District:	Hillsboro School District 1j	
Secondary School ID Number: (Link to ID lookup)	**1200**	
Secondary Teacher Name	**Email**	**Current CTE License**
Todd Patterson (Lead Teacher)	patterst@hsd.k12.or.us	IES--Construction Technology

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	15REG008

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG044

Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s):	Building Construction Technology
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://docs.google.com/spreadsheets/d/1b8BTzl7IbCuhocdhvD4efbnurRGbIdCl8OSqwQ6WmJo/edit?usp=sharing

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

CTE Teacher: Submit underline complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us) , or follow an alternative process described in Step 8 of the *Submission Process* on the last page of this application*.

DEADLINE for submission: June 29, 2018

☐

CTE POS Course Lists—Secondary

> **Directions:**
> **1)** Please list below the 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
>
> **2)** Mark as "TSA" those courses that are 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 **(Please be complete; 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
☒	.5	Woodworking Technology 1	.5	13054	This course introduces students to the basics of woodworking. Introductory safety, measurement, machine processes, mass production, finishing methods, and furniture and cabinet making will be included. Students will learn about basic mechanical drawing and print reading. Students will be expected to pay for their personal projects. _____	Select College		
☐	.5	Architectural Drafting 1	1.0	21103	Each student will select a building site and create a floor plan for a home to suit that site. The resulting set of plans will meet all zoning and building code requirements. New trends in architecture, real estate, architectural and roof styles, building costs, and financing will be studied. Plot, floor, foundation, cross-section, elevations, cabinets, and fireplace plans are drawn. Credit may be granted for Architectural Drawing at Portland Community College for successfully completing this course. Students will use Chief Architect software.	Select College		
☐	.5	Drafting Technology 1	.5	21102	In this course, students will learn how to make various objects using one or	Select College		

					more of the following methods: geometric constructions, multiview drawings, sectioning, isometric, oblique, perspective and developments. How to dimension a drawing and how to letter properly will be included. Shop processes and occupational information will be included in this class.			
☒		Construction 1	1.0		Construction 1 will use both the classroom setting and job site environment to give students an introduction to the high-demand field of construction and teach them the skills that are necessary to build a house. Over the course of the school year, students will be introduced to all phases of home construction from framing to floor and countertop installation. Students will learn how to safely utilize and operate a variety of tools. Another goal of this course is to embed math instruction into lessons so students understand the importance of the math they learn and the relevance in a real-world work environment. Students will be put in situations where they will have to collaborate and problem solve in order to complete projects. Different aspects of the course will be taught by industry professionals who have agreed to partner with GHS to provide this type of education for students. Students will learn professional skills like customer service, punctuality, bookkeeping, and construction management.	Select College		
☒		Construction 2	1	1.0	Construction 2 will be the capstone course for the construction pathway. Students must apply to be in thsi course. In this course, students will build a home to donate or to sell as a class. Students in this course will be putting to use what they have learned in prerequisite courses. Safety will be a	Select College		

					top priority and students will enhance their understanding of the construction process and industry through constructing a home themselves. Their education will be supplemented by industry professionals who will demonstrate how to frame, insulate, sheetrock, plumb, wire, paint, finish, and landscape a home. They will meet with city and county inspectors, OSHA inspectors, Clean Water Services inspectors, land developers, and real estate agents to enhance their understanding of the many aspects that go into the industry of home construction. Another aspect of this advanced course is that students will gain firsthand knowledge of the skills required to be a construction manager.			
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		

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

Post-secondary Core CTE Courses:
- **Enter the name of the college program that is the postsecondary component of this POS**
- **Select the highest level of this component offered by the college**
- **List only the courses included in the Course/Skill Set crosswalk matrix**

Name of Certificate or Degree Program	Building Construction		
Highest award available in Program:	AAS		

College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
BCT 102	Residential Printreading	3	☒
BCT 103	Residential Materials and Methods	3	☒
BCT 104	Construction Math	3	☒
BCT 106	Hand Tool/Power Tool Safety	3	☒
ARCH 110	Intruction to Architectural Drawing	2	☒
BCT 127	Residential Concrete	6	☒
BCT 135	Residential Building Codes	2	☒
BCT 120	Floor Framing	3	☒
BCT 121	Wall Framing	3	☒
BCT 122	Roof Framing I	3	☒
CCT 123	Roof Framing II	x	☒
			☐
			☐
			☐
			☐

Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at (Skill Set Matrices Page) (**or** use one you've created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.
- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the Oregon Skill Sets website, please identify its origin and how it was industry validated.

☒ Secondary: *(check this box to indicate secondary course-to-skills crosswalk is complete and attached)*
☒ Post-secondary: *(check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)*

CTE POS Design Elements

There are five Elements necessary for a robust Career and Technical Education Program of Study—all are critical to being State approved in Oregon

---

GENERAL DIRECTIONS FOR COMPLETING THE _ELEMENTS_ SECTIONS:

➢ **In the first part of each Element section, click on each checkbox for criteria that applies to your Program of Study**
➢ **For those criteria that don't apply at this time, explain in the Comments box at the end of the section why those criteria are not met and how you will address them before the program is up for revision (POSs are usually approved for four years) Programs that do not meet all elements at the time of application may be temporarily approved as a "State Recognized Program" (SRP) until missing elements are completed; SRP's can convert to POS anytime and be immediately eligible for Perkins funds, per local grant administrator's budget.**
➢ **In the second part of each Element section, there is the expandable space provided for Comments, as mentioned above. Use this box to explain missing check marks in the criteria statements above, point out strengths of your program, or identify special circumstances you need to have considered during ODE review of this application**
➢ **If you already have documents or files that help demonstrate the strength or potential of each Element, simply attach those documents or files in the appropriate Addendum folder, or provide links to online documents, when submitting this application, rather than write lengthy responses in the Comment box. (Consult the _Guide to Using the Oregon CTE Program of Study Application 2018_ for details about how to use Addenda if submitting supporting documents or files.)**

Element 1: Standards & Content

Standards and Content are the foundational elements for designing and improving Perkins-eligible Programs of Study

This POS design includes:

☒ A. Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards
☒ B. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input
☒ C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand fields
☒ D. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards
☒ E. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:
    ☒ Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements
    ☒ Demonstrate mastery of academic and technical content that is aligned with industry standards
    ☒ Apply learning through authentic experiences
    ☒ Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

➢ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the _Guide to Using the Oregon CTE Program of Study Application 2018_, for more details.)

Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified file/folder):
• Address any unchecked box above
• Explain how this POS is aligned with challenging academic standards at the HS and CC levels
• Identify those who participated in the decision of which skill set to use for this POS
• Who participated in the crosswalk of the skill sets to HS and CC courses

---

Element 1 Comment Box:
A. No unchecked boxes
B. For this program of study we will be using the Oregon Skill Sets for Construction.

C/D. Kelly Purdy , the career and college pathway TOSA, along with various regional high school contstruction educators, helped decide on which skill sets to use for this program of study. PACTEC Specialist Rebecca Hufford, along with Portland Community College (PCC) staff, created the Community College Crosswalk.

See attached crosswalk.

https://drive.google.com/file/d/1vpVgZY5N0dn0j_OEDdFKCWr8xqtq0aAZ/view?usp=sharing.

Through the school district Career Learning Advisory teams (CLAs), high wage high demand data was examined when creating this pathway.   Please see the attached Roadmap. [LINK HERE}.

. For this program of study we will be using the Canby Construction Program TSA # 15REG008.

 An advisory committee for this program will meet biannually to ensure the program design and instructional delievery is continuously improving and meeting industry standards. This committee will also help build internship opportunities.

Element 2: Alignment and Articulation

Alignment and Articulation are key to getting Program of Study partners working together to build career pathways for CTE students

The alignment of this POS includes:

☒ A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.

☒ B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).

☐ C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

☒ D. Based on the program design and instructional plan, each student will:

   ☒ Continually progress in knowledge and skills when ready;
   ☒ Earn high school or college credit based on performance; and
   ☒ Make the connection between educational preparation and entry into a care**e**r.

➢ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2018***, for more details.)

Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified file/folder)**:**

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

---

Element 2 Comment Box:

A. Box C was left unchecked as the high school instructor is working on getting classes articulated woth PCC.

B. This program of study was created to align with industry and post secondary requirements; when creating the program of study it was aligned with PCC's Contruction Technology program.
http://catalog.pcc.edu/programsanddisciplines/buildingconstructiontechnology/
Currently this program of study is only aligned and not articulated with PCC. We are in the process of pursuing dual credit options.

C.To ensure alignment, I have worked with our Career and College Pathway TOSA, various industry partners, and community college/trade school instructors. I plan to take students on field trips to trade schools, community college construction programs and active construction sites.

Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future plans

In this POS design:

☒ A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan (re: Data Collection)
☒ B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
　☒ Assistance in evaluating program vision, goals and priorities
　☒ Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
　☒ Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
☒ C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions
☒ D. Students have the opportunity to learn in a contextual career related environment that allows them to:
　☒ Monitor their own progress through their demonstration of attaining technical and academic skill standards
　☒ Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
　☒ Adapt their program to meet personal goals based on industry requirements and performance outcomes

➢ **Directions for using the Comment box—**Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2018***, for more details.)

Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified file/folder)**:**
- Address any unchecked box above
- Identify the data used in designing this POS, and the effect that the data had on the design
- Identify the members of the Business Advisory Committee
- How will the POS be evaluated, and by whom?
- How will you know if the POS is successful?
- What process will you use to decide any changes that need to occur because of the POS evaluation?
- Required: List the TSA(s) code used for this POS on Page 1 (ODE approved list)

Element 3 Comment Box:
A. No unchecked boxes
B. As a school district we use the Performance Measurement data collection from ODE to help us evaluate our CTE programs of study. This data assists us in developing Professiona Development opportunites for our teachers as well as helps us make decisions regarding what our focus needs to be for the programming. The Performance Measurement data in addition to our local data around high wage high demand careers, student enrollment data, forecasting numbers, and student interest along with feedback guides the advisory teams and the district level decision making around programs of study and pathway work/development. School and advisory teams meet to discuss the data, identify trends and to problem solve. Sagebuilt Homes
C. The Construction Program of study the Advisory Committee members include: PARR Lumber, Sagebuilt Homes, Brix Paving and John Neibergall from the NWRESD.Brix Paving
D. This POS will be evaluated by the Advisory Committee, high school and post secondary instructors, and the school and district adminstration.
E. We will use number of participating students, student success in the program and on the TSA, and post high school plans of the participating students as criteria for success.

F.The Business Advisory Committee, the Career and College Pathway TOSA, administrators, high school and community college instructors will work together to determine what changes need to be made to this POS.

G.TheTSA that will be used for this program of study is 15REG008.   This TSA is a locally developed assessment from Canby High School. We have decided to use this TSA as it fits with the structure and programming of the Glencoe Construction Program of Study. The post secondary TSA is 2AREG044

Element 4: Student Support Services

Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.

In this POS design:

☒ A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).

☒ B. Each student will be able to:
    ☒ Identify the career path options he/she can follow to a chosen career;
    ☒ Receive consistent and informed messages about career and possible financial options for post-secondary education;
    ☒ Take ownership of their education through maintaining a current education plan;

☒ C. Compliance is evident with Federal regulations, including Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
    ☒ Appropriate access for all students, including non-traditional and special populations.
    ☒ A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
    ☒ Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
    ☒ Responsiveness to the needs of students for whom English is a second language.

☒ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
    ☒ 1) One of the state chartered CTSO's: ☐ DECA, ☐ FBLA, ☐ FCCLA, ☐ FFA, ☐ FNRL, ☐ HOSA, or ☒ SkillsUSA **or**
    ☐ 2) Another local or national organization that meets the criteria listed in the ODE Student Leadership criteria document.
        • The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
            ☐ Context related instruction, career development , and practical assessment
            ☐ Community-based learning experiences
            ☐ Organizational management and administrative experiences

➢ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2018***, for more details.)

Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified file/folder)**:**
    • Address any unchecked box above
    • Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
    • How will those student support services help inform and prepare HS and CC students for their next educational and career steps?
    • Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
    • Briefly describe any student leadership opportunities that will be available for both HS and CC

Element 4 Comment Box:
A. No unchecked boxes
B. Adaptations for Students with Special Needs & English Language Learners
Students with special needs as well as English Language Learners (ELL) will be given equal opportunities to succeed in this class. Adaptations will vary lesson to lesson due to content and students' individual needs, interests and abilities. Regular and authentic assessments will provide a meaningful measure of the level of learning and growth of each student. The authentic assessments will also provide information in regards to how well the students' needs are being met.

Students on Individual Education Plans (IEPs) will have the opportunity to work in cooperative groups with diverse learners. This will encourage and allow every student to be an active member of the classroom. We will use audio, visual, and tactile methods in the classroom to insure that all students have an opportunity to learn in the method that best suits their learning abilities. I will not hesitate to make inflight changes to modify assignments to match students' individual needs and strengths.

Taking part in learning experiences that match their cognitive level will challenge Talented and Gifted Students. This does not mean tacked-on work or additional assignments, but instead they will use their higher level thinking skills in cooperative and individual work.
All students have opportunities to participate in all programs of study no matter learning or physical disability. Teachers work with case managers to accommodate special needs as per board and state policy.

www.hsd.k12.or.us/Portals/0/District/board/hsd%20policies/I%20Instruction/IGBAF-AR.pdf

ELL students are provided support through many different methods in classes; for example, interpreters, differentiation and sentence frames, ect. In addition, students receive support from case managers and after school tutoring. In addition, we have instructional coaches at our schools who are able to support implementation of SIOP, Constructing Meaning, and other sheltered instructional practices.

C. All students create a 4 year plan in Naviance with their guidance counselor. This includes guidance in picking program of study courses. https://www.hsd.k12.or.us/Page/220 Students begin their career and college guidance beginning in kindergarten, please refer to the CCP roadmap linked here
https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/Domain/95/Documents/CCP%20Roadmap_0516.pdf
https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/Domain/95/Documents/CCP_Timeline_enl.pdf
In addition, recruitment posters designed for girls were created to encourage their involvedment in this traditionally male-dominated career path.
 "It is the policy of the Board that equal educational opportunity and treatment be provided to all students. No student legally enrolled in the District shall, on the basis of race, color, religion, sex, sexual orientation, parental status, national origin, marital status, disability, or age be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity administered or authorized by the Board."
www.hsd.k12.or.us/Portals/0/District/board/hsd%20policies/J%20Students/JB%2004-09.pdf
 D. Recruitment for all types of students will be done through participation in the 8th grade parent curriculum night, the 8th grade student visitation, posters and displays of projects in the school and at Senior Project Night.
E. In order to provide students with extended learning opportunities that give practical application of knowledge, we are affiliating with SkillsUSA Oregon. http://www.skillsusaoregon.org/
There will leadership opportunities for advanced students to take the lead on projects, meet directly with contractors, use estimation skills to budget projects, etc.

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
BUILDING CONSTRUCTION TECHNOLOGY http://www.pcc.edu/programs/bldg-construction/

BUILDING CONSTRUCTION TECHNOLOGY COOPERATIVE EDUCATION
http://www.pcc.edu/programs/bldg-construction/co-op.html
BUILDING CONSTRUCTION TECHNOLOGY CATALOG
http://catalog.pcc.edu/programsanddisciplines/buildingconstructiontechnology/#text
GRAD PLAN http://www.pcc.edu/resources/advising/grad-plan/
ADVISING SERVICES http://www.pcc.edu/resources/advising/
COUNSELING SERVICES http://www.pcc.edu/resources/counseling/
CAREER COUNSELING http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html
CAREER CENTER http://www.pcc.edu/resources/careers/resource-centers/
START LAB https://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf
ESOL PROGRAM ADVISORS http://www.pcc.edu/prepare/esol/sylvania/
ESOL PROGRAM http://www.pcc.edu/prepare/esol/
INTERNATIONAL ADVISORS http://www.pcc.edu/about/international/
DISABILITY SERVICES http://www.pcc.edu/resources/disability/
OFFICE OF AFFIRMATIVE ACTION AND EQUITY http://www.pcc.edu/about/affirmative-action/
DIVERSITY TRAINING http://www.pcc.edu/about/affirmative-action/training.html
TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/
OREGON TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/
OUT OF STATE TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html

2. Technical Skill Assessment: http://www.ode.state.or.us/search/page/?id=3230

3. All expectations have been met.The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Building Construction Technology program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students in the Building Construction Technology program are required/encouraged to take BCT 280A and BCT 280C (3-6 credits each) to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.

C.Students' education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students' level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.

D.Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.

E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. . The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra-curricular opportunities, and available college resources.Graduates who earn the AAS degree in Construction Management may transfer to Oregon Institute of Technology to pursue a Bachelor of Science in Operations Management. Also, a Bachelor's of Applied Science in Technology and Management is offered to AAS CM degree holders by both OIT and Southern Oregon University (SOU). The SOU program is online. OIT offers courses at OIT's Portland Metro area campus in Wilsonville .

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

G. Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes. Evidence: PCC is firmly committed to creating a diverse student body through continued and regular education of staff and faculty as well as by offering ongoing support to students and staff through the Office of Affirmative Action and Equity.

H. Accommodations are made to assure students with special needs can participate in this CTE POS. Evidence: The Disability Services office at PCC is able to help accommodate students with documented disabilities receive services they may qualify for.

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English language proficiency prior to entering into their CTE program of choice. For students who are studying on an international visa, international advisors that specialize in helping non-native speakers enter into the ESOL program are available.

Element 5: Professional Development

> *Professional Development for POS teachers should be designed on the needs identified by data, and should focus on continuous improvement of student opportunities within this POS.*

<u>The planned professional development for this POS will</u>:

☒ A. Connect to teacher effectiveness evaluations.

☒ B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.

☒ C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards

☒ D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student

☒ E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.

☒ F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.

☒ G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments

> ➢ **Directions for using the Comment box—**Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. <u>If you already have documents or files that do this more quickly</u>, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2018***, for more details.)

Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified file/folder)**:**

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of the POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

---

Element 5 Comment Box:

A. No unchecked boxes.

B. or the 2018-19 school year teachers will be involved in National Conferences such as ACTE, CTE and Math integration, PLC work around data driven decision making, language scaffolds, dual credit work shops and equity trainings to name a few. In addtion I intend to attend 3-day NCCER Instructor Certification course in Portland, OR as well as the Paxton Patterson Building Skills lab training in Los Angeles, CA.

C. The teacher will attend not only the national and state conferences mentioned above, but will also participate in the yearly sympoism conducted at PCC and other workshop/meeting presented by the PCC Construction Department.

As we work on our Perkins Plan for each year, the district works to align the Perkins Plan SMART goals to what the teachers are being evaluated on and the 5 Dimensions of Teaching and Learning, which is our Instructional Framework. In addition we use the Performance Measurement Data to help us see which areas teachers are in most need of professional development in order to help their students better succeed. Teahers also identify what professional development opportnities they are desiring especially around keeping up to date with industry and community college standards and practices. F

<u>CTE Teacher</u>: Submit <u>complete</u> electronic application materials to your CTE Regional Coordinator.

CTE Program Of Study …. 2018 **Application** (continued)

Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us), or follow an alternative process described in Step 8 of the *Submission Process* on the last page of this application*. **DEADLINE for submission: June 29, 2018**

Certification of Assurance

Directions: **After filling in all the appropriate fields in this form**, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form. Email completed COA with ALL signatures to **POS.Application@ode.state.or.us**.

Name of CTE POS	Construction
Name of Secondary School	Glencoe High School
Name of Community College	Portland Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
Secondary School District Administrator Signature		Date:
Administrator's Name	Enter Local Administrator's Name	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature		Date:
Advisory Committee Member's name	Enter Advisory Committee Member's Name	

POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.	
Community College Administrator's Signature		Date:
CC Administrator's Name	Kendra Cawley	

For Regional Coordinator Use Only

Recommended Status:
- ☐ **RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)**
- ☐ **DISAPPROVED (and returned for revision)**

_____   **Date:** _____

Regional Coordinator Signature
2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

For ODE Use Only

Approval Status:

☐ **FINAL STATE APPROVAL (Perkins Eligible)**   **Expiration Date:** _____
_____   **Date:** _____

Education Specialist Signature
Tom Thompson

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc.

Submission Process

Instructions

Submit complete electronic copies of the application materials by following this procedure:

1. **Do not send PDF applications. Please send in original Word format.**
2. **Be sure you are using the correct year's application from ODE's website.**
3. **Create a file (main folder) for storing all documents to be submitted**
4. **Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "OregonTownHSAccounting2018."**
5. **Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2018Addendum1, "OregonTownHSAccounting2018Element1,"" or "OregonTownHSAccounting20181StandardsContent."**
6. **If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element's Addendum folder, e.g., "OregonTownHSAddendum1."**
7. **Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. (Please name documents and folders so that they are clearly identified.)**
8. **Each application needs to include a completed Assurance page with all signatures included on one page—please, no duplicate Assurance pages with partial signatures.**
   (For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. **Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.**
10. **Prepare files for submission:**
    a. **Submit each POS application main folder with its subfolders one POS at a time.**
    b. **Use the electronic download process using ODE's FTP portal. Go to the ODE Secure File Transfer site (ODE FTP Site) and follow the online directions for sending your POS folder to** POS.Application@state.or.us**. For technical help with this procedure, call Kenzie Mozejko—503-947-5636.**
    c. **Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.**

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit application and addenda using the FTP process described in 10 above, to this mailbox: POS.Application@state.or.us). (Alternatively, using Step 10(c) above, a jump drive or CD ROM can be used to send files to ODE.)

DEADLINE for submission: June 29, 2018
Early Bird deadline (assures feedback before teachers leave for summer): April 30, 2018

(You may delete this page before submitting this application.)