Office of Educational Improvement and Innovation
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5600
Fax 503-378-5156
ODE CTE Website

Oregon Department of Community Colleges and Workforce Development
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-378-8648
Fax 503-378-3365
CCWD/HECC Program Approval Site

Career and Technical Education
Program of Study <u>Renewal</u>
2018 Version

Step 1 –ODE specialists will review any Renewal Applications based on course information contained in the Course-to-Standards Matrix, so please be sure those matrices are complete and accurate.) *See last step below.*

Step 2 – Complete this *2018 CTE POS Renewal form* (make sure all items are complete)
   a) Program ID Page (Page 1 of this Form) complete
   b) Provide a link to Career Pathway visual (on Page 1 below
   c) Complete CTE Course-to-Standards Crosswalk Matrix (use one of the ODE Cluster templates, or a similar local form); attach matrix to this *2018 CTE POS Renewal form*
   d) Indicate on the Matrix (above) those courses that trigger the Technical Skill Assessment(s); identify the TSA on Page 1 of this *2017 CTE POS Renewal form*
   e) Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)
   f) Print out Assurances page, secure signatures, and scan as attachment to this *2018 CTE POS Renewal form* (or fax to ODE – 503-378-5156, c/o Kenzie Mozejko)

Step 3 – Submit this *2016 CTE POS Renewal form* and attachments to Regional Coordinator for field approval

Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed *2018 CTE POS Renewal form* and attachments

Step 5 – Forward appropriately completed and <u>field approved</u> *2018 CTE POS Renewal form* and attachments to ODE at this email address: POS.Application@state.or.us . (Use the FTP process for large files.) **DEADLINE: June 29, 2018.**

CTE POS—Title:	**Education**
Career Area:	Human Resources--HR
Cluster Area (and CTE licensure)	HR--Education Training
Focus Area (if applicable):	Early Education
Secondary CIP Code: (Link to CIP website)	13.1210 (6 digit)
Community College CIP Code: (Link to CIP website)	13.1210 (6 digit)

Secondary School Name:	**Tualatin High School**	
Secondary School District:	Tigard Tualatin School District	
Secondary School ID Number: (Link to ID lookup)	**1301**	
Secondary Teacher Name:	**Email**	**Current CTE License**
Mackenzie Hampel	mhampel@ttsd.k12.or.us	HR--Education Related Fields

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG043

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG017

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:	Early Education and Family Studies
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://drive.google.com/file/d/1fcR-3QLWpksGH59lQl6GDPmWPmFdIQpP/view?usp=sharing

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

CTE POS Course Lists—Secondary

Directions:
1) Please list below the *anticipated* CTE Program of Study secondary courses in which the instructor will:
- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
- Assess and record student achievement of those standards

2) 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 **(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
☒	19051 1.1	Child Development 1	.5	19153	Child Development 1 Intro to Child Development 10-12th grade. Child Development is a hands-on class in which students delve more deeply into the care and education of young children as they work as teachers in our on-site preschool. Those interested in a career in the human resources/services area (teaching, medicine, psychology, etc.) will benefit from the real-life experiences they gain in this course. Students will explore human growth, positive guidance, and activity/curriculum planning as they participate in the instruction of our 3-5 year old preschool students. Students have the opportunity to earn 3 college credits for ECE 120 at PCC.	Portland Community Colle	ECE 120	Early Childhood Education Intro To Child Development
☒	19051 1.2	Child Development 1	.5	19153	Child Development 1 Intro to Child Development 10-12th grade	Portland Community Colle	ECE120	Early Childhood Education Intro To Child Development

					Child Development is a hands-on class in which students delve more deeply into the care and education of young children as they work as teachers in our on-site preschool. Those interested in a career in the human resources/services area (teaching, medicine, psychology, etc.) will benefit from the real-life experiences they gain in this course. Students will explore human growth, positive guidance, and activity/curriculum planning as they participate in the instruction of our 3-5 year old preschool students. Students have the opportunity to earn 3 college credits for ECE 120 at PCC.			
☒	08057 CS	Child Development 2	.5	19153	Child Development 2 Observation and Guidance 11-12th grade In the second year of Child Development students have the opportunity to organize and operate our afternoon Tualatin Tiny Timberwolves Preschool business held during third block. Students are responsible for planning and implementing the curriculum. Students will be learning how to take objective Running Record observations-using them to guide their practice.The topics of study will be prenatal development, infancy, toddlers, and significant development theorists as they work towards earning3 college credits for ECE 121 at PCC.	Portland Community Colle	ECE 121	Early Childhood Education Observation and Guidance
☒	19051 EE.1	Child Practicum	.5	19153	This internship experience places students interested in teaching and education at either one of the elementary schools or at the middle schools, where they work as student aides with an elementary teacher. Students will develop educational	Select College	ECE121	Early Childhood Education Observation and Guidance

					objectives and work with the host teacher to create classroom activities and assist in instruction to earn elective credit. Contact your counselor or the School to Careers Coordinator for more information.			
☒	19051 EE.2	Child Practicum	.5	19153	This internship experience places students interested in teaching and education at either one of the elementary schools or at the middle schools, where they work as student aides with an elementary teacher. Students will develop educational objectives and work with the host teacher to create classroom activities and assist in instruction to earn elective credit. Contact your counselor or the School to Careers Coordinator for more information.	Select College		
☐	19051 IS.1	Independent Study Child Services	.5	19153	Child Development Independent Study 0.5-1.0 Credits 11-12th grade After the completion of at least Child Development 1, students have the option of taking an independent study course of .5 letter grade per semester, ONLY during 8th period. Students will communicate and conference with parents, handling tuition and finances, keeping records, and are responsible for closing down the afternoon preschool during 8th period on B days.	Select College		
☐	19051 IS.2	Independent Study Child Services	.5	19153	Child Development Independent Study 0.5-1.0 Credits 11-12th grade After the completion of at least Child Development 1, students have the option of taking an independent study course of .5 letter grade per semester, ONLY during 8th period. Students will communicate and conference with parents, handling tuition and finances, keeping records, and are responsible	Select College		

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

					for closing down the afternoon preschool during 8th period on B days.			
☐						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 (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>***

Name of Certificate or Degree Program	Early Childhood Education		
Highest award available in Program:	AAS		
College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
ECE 120	Introduction to Early Education and Family Studies	3	☒
ECE 121	Observation and Guidance I	3	☒
ECE 122I	Environments and Curriculum for Infants and Toddlers	4	☒
ECE 124	Multicultural Practices: Exploring Our Views	3	☒
ECE 130A	Practicum Seminar 1	2	☒
ECE 133	Practicum 1 Early Childhood Education	3	☒
HE 112	Standard First Aid and Emergency Care	1	☒
HE 262	Children's Health, Nutrition & Safety	3	☒
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Student Support Services

Directions:
1) Complete the Expectations section below as evidence of the secondary (**Sec**) and postsecondary (**Psec**) Student Support Services that you provide specifically for students studying in this CTE Program of Study - <u>and/or</u> -
2) Enclose (as links in the Comments box below or as attachments) documents that demonstrate Student Support Services that you provide specifically for students studying in this CTE Program of Study (both **Sec** and **Psec**)

<u>**Expectations**</u>
Check the applicable boxes below that indicate the Student Support Services you provide for students studying in this CTE Program of Study. (Boxes not checked should be explained in the Comments box below.)

Sec	Psec	Student Service Provided
☒	☒	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
☒	☒	Students participate in CTE POS specific career related learning experiences or related work experience.
☒	☒	Students' education planning is developed around information specific to this CTE Program of Study.
☒	☒	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
☒	☒	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.
☒	☒	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.
☒	☒	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.
☒	☒	Accommodations are made to assure students with special needs can participate in this CTE POS.
☒	☒	Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.

<u>**Evidence**</u>
*During an ODE/CCWD audit, you may be asked for documentation or evidence of meeting the expectations listed above. Indicate where documentation may be found by providing links in the Comments box below, or by describing where documentation is kept, or by attaching documents to this **2017 CTE POS Renewal form**.*

Sec	Psec	Evidence/documentation location (check those that apply)
☒	☒	Links to documentation are included in Comments box below
☒	☒	Description of where documentation can be found is included in Comments box below
☐	☐	Actual Student Support Services documents are attached to this **2017 CTE POS Renewal form**

<u>**Comments**</u>:
*(In the box below, please: 1) include links to any online documentation; 2) please include identification of the **<u>Technical Skill Assessment(s) (TSA)</u>** identified for this CTE POS—secondary and postsecondary; 3) finally, use this comment box to explain missing checkboxes from the **Expectations** matrix above.)*

Enter comments here

A. We have a School to Career Center, as well as our cuidance counselors https://www.ttsdschools.org/domain/3262 , https://www.ttsdschools.org/domain/890 , tuhschilddevelopment.weebl.com

B.On the class website for Child Development There is a page devoted to learning experiences, work and potential work related experience. tuhschilddevelopment.weebl.com

C. All counselors are knowledgeable about the Early Childhood Education program, requirements, and employment opportunities. https://www.ttsdschools.org/domain/3262 , https://www.ttsdschools.org/domain/890

D. The TSA Capstone project is based off the 2AREG017- TuHS-TSAecerubric.doc http://tuhschilddevelopment.weebly.com/tsa--capstone-project-info.html

E. We have 2 classes that are articulated through PCC, It is ECE 120 - Intro to Child Development, and ECE 121- Observation and Guidance http://tuhschilddevelopment.weebly.com/pcc-college-dual-college-credit.html , http://tuhschilddevelopment.weebly.com/career-possibilities.html
Course Academic Planning guide
https://www.ttsdschools.org/site/handlers/filedownload.ashx?moduleinstanceid=12467&dataid=16368&FileName=2018-19%20Academic%20Planning%20Guide.pdf

F. During our Welcome to the Pack 8th Grade night, We have flyers, and student spokesmen to reqruit students, We activly go into our ELL classes, we are also utilizing the males in our program as student spokesmen to help recruit more males to the profession of education

G. All Students are welcome to take this course. We do not discriminate against any age, sexual orientation, gender, religion, socio-economic stattus, race or ethnicity. https://www.ttsdschools.org/Page/199

H. All students have access to information for this class, and are welcomed to participate in the programhttps://www.ttsdschools.org/domain/38 , https://www.ttsdschools.org/Page/189 https://www.ttsdschools.org/Page/6030

I. We activly go into our ELL classes. https://www.ttsdschools.org/domain/891

Comments:

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
EARLY EDUCATION WEBSITE http://www.pcc.edu/programs/early-ed/
EARLY EDUCATION COOPERATIVE EDUCATION http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf
EARLY EDUCATION AND FAMILY STUDIES CATALOG
http://catalog.pcc.edu/programsanddisciplines/earlyeducationandfamilystudies/
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 Business Administration-Marketing

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 are required to take ECE133 - ECE135 Practicum 1 through Practicum 3 (9 cr total) 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. .

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.

Postsecondary TSA: 2AREG043
Secondary TSA: 2AREG017

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. Submit signed Assurance form to Kenzie Mozejko at: POS.Application@state.or.us.

Name of CTE POS	Child Development
Name of Secondary School	Tualatin 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		

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		

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/OCCWD Use Only

Approval Status:

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

_____   **Date:**   _____
Education Specialist Signature
Marnie Jewell

Submission Process

Instructions

Submit <u>complete</u> 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 <u>ODE's website</u>.**
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. **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. <u>(Please name documents and folders so that they are clearly identified</u>.)**
6. **Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate 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.)
7. **Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.**
8. **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 (<u>Link to ODE FTP Site</u>) and follow the online directions for sending your POS folder to <u>POS.Application@state.or.us</u>. For technical help with this procedure, call Ron Dodge— 503-947-5653, or 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.**

DEADLINE for submission: June 29, 2018

Checklist before submitting:

☒	All items on Page 1 of this form have been completed
☒	The Career Pathway Map/Visual link has been included on Page 1, (showing both secondary and postsecondary partners)
☒	The course-to-standards matrix for this CTE POS has been completed and attached
☒	All courses that trigger the Technical Skill Assessment have been identified in the course-to-standards matrix
☒	All student support services expectations (Page 2) have been addressed and any documentation has been linked or attached
☐	Assurances document has been properly completed, signed, and attached and/or faxed

(You may delete this page before submitting this application. To do so, you need to unlock the form, highlight everything on this page, delete, then re-lock the form and save.**)**

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