Career and Technical Education
Program of Study Application
2019 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 ron.dodge@ode.state.or.us.
(For detailed information on how to complete this application consult the Guide to Using the Oregon CTE Program of Study Application 2019.) **DEADLINE for submission: June 28, 2019 (Early Bird: April 30, 2019)**

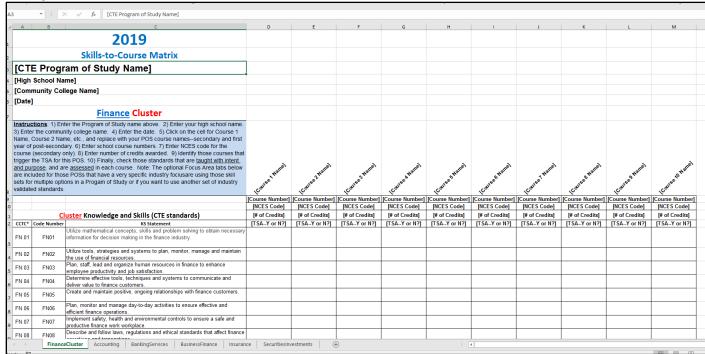| CTE POS—Title:	Graphic Design
Career Area:	Arts, Information Communication--AIC
Cluster Area (& appropriate secondary CTE licensure):	AIC--Arts, A/V, Performing and Comm. Technology
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	50.0401 (6 digit)
Community College CIP Code: (Link to CIP website)	50.0409 (6 digit)

Secondary School Name:	Forest Grove	
Secondary School District:	Forest Grove	
Secondary School ID Number: (Link to ID_lookup)	**1134**	
Secondary Teacher Name	**Email**	**Current CTE License**
Shannon Kirkman (Lead Teacher)	skirkman@fgsd.k12.or.us	AIC--Visual, Performing Media Arts

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	15REG027

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG022

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):	Graphic Design
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/1ssbVNfADbnP5fcrxo4GdYCJ5UyQHX-zb/view?usp=sharing

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

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit completed applications to ODE using the *Submission Process* on the last page of this application.

DEADLINE for submission: June 28, 2019

☐

New: CTE POS Course Matrix—Secondary & Postsecondary

Sample Screen Shot: Finance Cluster

Please Submit Course-to-Skill Sets Matrix (crosswalk) with this application:

- **Follow the instructions on the Skill Set Matrix home page**
- **Complete one matrix for both secondary and postsecondary courses; add columns as necessary**
- **Please enter all information for each course: title, course number, NCES Code (secondary), credits, if required for TSA.**
- **Check only those skills or standards taught with intent and purpose and assessed in each course**
- **Submit the matrix through the SmartSheet process with this Application**

Link to CTE POS Course Matrices—all Clusters

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 do not 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.) A program that does 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 upload those files to the SmartSheet® folder for this POS Application. You may 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 2019* 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 that 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 students demonstrate skill through contextual assessments, as well as 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/industry credential 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—**The box below expands to accommodate your comments. Enter in this box explanation 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 upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the *Guide to Using the Oregon CTE Program of Study Application 2019*, for more details.)

Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified and uploaded 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. All boxes checked

B.Course Catalog: https://4.files.edl.io/1ee6/02/21/19/164118-1d91b7a0-34bf-49df-abcd-624d466dcf29.pdf Students use industry-standard software and techniques to create work that meets requirements for each project. Students are given feedback on their designs and chances to re-submit after making changes based on that feedback.They also work with clients to gain real world experience in working with a variety of people as well as printing processes.Projects are evaluated based on how the designThe principles were applied as well as technical aspects of the design.

C. The members of the Advisory Committee participated in the decision of which skill sets are used in this POS.

D. The Graphic Design Advisory Committee participated in the choosing of skills in the crosswalk and community college instructors and deans created the course outcomes that were used by the Perkins Specialist to determine the skill sets for the college crosswalk.

Element 2: Alignment and Articulation

> *Alignment and Articulation are key to help Program of Study partners work 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 students can acquire post-secondary education credits (e.g. 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 career.

➢ **Directions for using the Comment box—**The box below expands to accommodate your comments. Enter in this box explanation 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 upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2019***, for more details.)

Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified and uploaded 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. The teacher is in communication with PCC in order to develop an articuation agreement with at least one high school course.

B. The secondary Grapich Design Courses are closely aligned with current Graphic Design courses offered at PCC, such as Graphic Design 1 is aligned with PCC's GD 120, and Graphic Design 2 is aligned with PCC's GD 122. The introductry courses are loosely aligned to business, textile and design courses offered at PCC.

C. A meeting will occur with PCC instructions and the Secondary POS teacher to increase alignment of courses and decisions on mode of articulation will be made at that time.

Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' college/career 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, development, and evaluation, 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, industry credential, etc.
    ☒ Adapt their program to meet personal goals based on industry requirements and performance outcomes

> **Directions for using the Comment box—**The box below expands to accommodate your comments. Enter in this box explanation 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 upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2019***, for more details.)

Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified and uploaded 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. All boxes are checked

B. This POS was designed using input fromother Digital arts and Computer Technology teachers in the region. Also, information from PCC's Program of Study has been evaluated and used in the designing of the program. The Oregon Department of Employment high wage and high demand projections were also used in the designing of the program.

C.Several business owners and graphic designers are being recruited to be members of the Business Advisory Committee. These include: Lise Claybaugh, Julie Nix, Hussein Al-Baiaty and Sam Causton.

 D.The POS will be evaluated at the end of every academic year by the instructor(s) and the Advisory Committee to determine if the curriculum contains relevant and current leading opportunities and experiences.
E. The POS will be evaluated on relevance to "real world" graphic design projects and Employment opportunities along with how well the students successfully complete the program.

F. As the tools and programs used in graphic design advance and improve, the POS will be examined to determine how it can be changed to reflect those changes and advancements.

G. Secondary TSA - 2AREG013 Post Secondary TSA - 2AREG022

CTE **P**rogram **O**f **S**tudy …. 2019 **Application** (continued)

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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 and/or Roadmaps, 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, ☐ SkillsUSA, ☐ TSA **—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—**The box below expands to accommodate your comments. Enter in this box explanation 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 upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2019***, for more details.)

Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified and uploaded 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. All boxes checked.

B. Forest Grove's Counseling Department works closely with the Computer Technology and Graphic Arts Departments to assist students in guiding their progress through high school and in choosing a focused Program of Study. Student options are also avaliable through the Course Catalog. Counselors

begin working with students in middle school to guide them and help them choose their courses and explore careers, they continue to do this through freshman and sophmore years.

C. During the junior year, our school to work coordinator and one of the counselors 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. They also help students choose, plan, and reflect on a job shadow experience and possibly an internship experience. Forest Grove's Graphic Arts Program of Study also works with our ESL and Special Ed departments to make sure each class offers appropriate access for all students. The Counseling Department provides all teachers with copies of their student's 504 plans as well as any medical forms necessary for teachers to be aware of; ESL sends a list of all ESL students indicated what level their language ability is, and Special Ed provides a list of students with IEPs and indicate whether that student is on a modified diploma. I make sure to see if any student has a particular accommodation that I should be aware of. If it's a modification that asks for test retakes, notes, or extensions on projects, I don't need to do much since I always offer retakes, and late work as well as revision and resubmission of work. If there are any accommodations that are not typical classroom accommodations, then I review those notes and make a point to accommodate those needs. Communication regarding students with special needs is usually communicated from counselors, teachers, and case managers. Every student with an IEP has a yearly IEP update meeting between the student, his or her parents, a representative from the Special Ed department, and a representative from their list teachers. All teaching staff with that student is notified of the meeting with an invitation and a list of who is required to attend.I attend these meetings whenever possible because it gives me more insight into this particular student and what methods work best for them.

D. I provide support for females and non-traditional students who take my technology classes by actively recruiting them to pursue the second level classes, and including examples of non-traditional professionals in the Design Industry.

E. Students will work with local community clients to gain real world experience in working with a variety of people as well as printing processes.Senior or completer students will be required to submit their work to various local competitions and shows. They will also work with the Business Students that are competing in DECA.

Relevant Links: PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
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/careerexploration.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 SERVICEShttp://www.pcc.edu/resources/disability/
OFFICE OF AFFIRMATIVE ACTION AND EQUITYhttp://www.pcc.edu/about/equity-inclusion/
DIVERSITY TRAINING http://www.pcc.edu/about/equity-inclusion/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/transferguides/out-of-state.html

Technical Skill Assessment: https://www.ode.state.or.us/search/page/?=3247

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.

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.*

The planned professional development for this POS will:

☒ 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**—The box below expands to accommodate your comments. Enter in this box explanation 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 upload those documents or files (or links to them) with this application to the SmartSheet® folder. (Consult the *Guide to Using the Oregon CTE Program of Study Application 2019*, for more details.)

Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified and uploaded file/folder)**:**
• Address any unchecked box above
• Briefly describe how PD will be planned and implemented, based on the needs of this POS
• Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

Element 5 Comment Box:
A. All boxes are checked

B. As the instructor, I will continue to seek out and take classes, courses, and other learning opportunities in order to maintain my knowledge of the advancements in the field of Graphic Design. There are some regional trainings offered by fellow instructors, such as Portland Design Week and Adobe training opportunities. These will be evaluated and a determination will be made if there are any relevant classes being offered for professional development. These are attended by high school and community college teacgers in the area or nationally.

C. Teachers and Administrators will be given the opportunity to attend the regional and national CTE Conferences along with the regional symposium and other regional PCC and teacher workshops offered..

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit completed applications to ODE using the *Submission Process* on the last page of this application*.*

DEADLINE for submission: June 28, 2019

Certification of Assurance

Directions: **After filling in all the appropriate fields in this form**, sign electronically, or print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form.

Name of CTE POS	Graphic Design
Name of Secondary School	Forest Grove 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		

For Regional Coordinator Use Only

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

_____   **Date:** _____
Regional Coordinator Signature
Select Regional Coordinator Name

For ODE Use Only

Approval Status:

☐ **FINAL STATE APPROVAL (Perkins Eligible)**   **Expiration Date:** _____
_____   **Date:** _____
Education Specialist Signature
Select Specialist Name

. **Final Submission**

Submission Process

New instructions this year--2019!

Instructions

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

Regional Coordinator: Submit all POS applications to ODE using the SmartSheet® process described below.

Regional Coordinators will submit <u>complete</u> electronic copies of the application materials through uploads to SmartSheets® by following this procedure:

1. **[It is recommended that you create a folder on your computer using the name of the secondary school, the name of the Program of Study, whether it is a full or renewal application, and the year of submission, e.g., "BeavervilleHSAccountingFull2019." This way, you will have an "original" in case you need that for some reason.}**
2. **Place all the teacher's POS application materials in your folder, using consistent names for each file. For example:**
   a. ***1_BeavervilleHSAcctgFullPOSApp2019.doc** *(Please include the Word® version of the application)*
   b. ***2_BeavervilleHSAcctg2019Assurances.pdf**
   c. ***3_BeavervilleHS_LBCCAcctg2019Matrix.xls** *(Please include all courses in the matrix, secondary and postsecondary)*
   d. **BeavertonHSAcctg2019RoadMap**
   e. **BeavertonHSAcctg2019StudSuprtSrvs**
   f. **LBCCAcctg2019StudSuprtSrvs**
   g. **LinnCountyLMI_Data (proof of high wage, high demand)**
   h. **List of advisory members, letters of support, etc., all files identified properly**
   (*The numbering on the titles for the first three documents listed above helps the ODE specialist review the application, and helps ODE staff properly process the completed application.)
3. **Create a SmartSheet® record for the POS application and supporting materials.**
4. **Open the attachments dialogue box and upload all the files from your folder to the attachment box.**
5. **Each application needs to include a completed Assurance page <u>with all signatures included on one form</u>—please, no duplicate pages with partial signatures.**
   - **For Regional Programs of Study, however, each secondary institution will need to have its own application documents, which includes a copy of the Application, the school specific Matrix, and the school specific Assurance page. (Suggestion: for Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures.)**

   - ***DEADLINE for submission: June 28, 2019***

   - ***Early Bird deadline (assures feedback before teachers leave for summer): April 30, 2019***

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