



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:	Education
Career Area:	Human Resources--HR
Cluster Area (& appropriate secondary CTE licensure):	HR--Education Training
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	13.1206 (6 digit)
Community College CIP Code: (Link to CIP website)	13.0101 (6 digit)

Secondary School Name:	Gaston High School	
Secondary School District:	Gaston	
Secondary School ID Number: (Link to ID lookup)	1195	
Secondary Teacher Name	Email	Current CTE License
Laura Christensen (Lead Teacher)		HR--Education Related Fields

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG016
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CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	NOCTI0405
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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):	Para Education
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/1NNU1o71Ycusr_eIT0aKmRXDrml5jbqGv/view?usp=sharing
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Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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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

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New: CTE POS Course Matrix—Secondary & Postsecondary

Sample Screen Shot: Finance Cluster

A3 [CTE Program of Study Name]

2019

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]

[Community College Name]

[Date]

Finance Cluster

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names—secondary and first year of post-secondary course numbers. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent, and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry focus using those skill sets for multiple options in a Program of Study or if you want to use another set of industry validated standards.

		[Course 1 Name]	[Course 2 Name]	[Course 3 Name]	[Course 4 Name]	[Course 5 Name]	[Course 6 Name]	[Course 7 Name]	[Course 8 Name]	[Course 9 Name]	[Course 10 Name]
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
		[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
		[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]	[TSA-Y or N?]
CCCT*	Code Number	KS Statement									
FN 01	FN01	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.									
FN 02	FN02	Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.									
FN 03	FN03	Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.									
FN 04	FN04	Determine effective tools, techniques and systems to communicate and deliver value to finance customers.									
FN 05	FN05	Create and maintain positive, ongoing relationships with finance customers.									
FN 06	FN06	Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.									
FN 07	FN07	Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.									
FN 08	FN08	Describe and follow laws, regulations and ethical standards that affect finance.									

FinanceCluster | Accounting | BankingServices | BusinessFinance | Insurance | SecuritiesInvestments

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.

CTE Program Of Study 2019 Application (continued)

B - The education program will contain high academic and career technical standards that will align with the community college and state standards. Students will need to know these standards as they instruct younger students and have to adhere and emphasize said standards.

C - Region 2 A Perkins specialist, Summer Catino, Laura Christensen

D - As above, along with instructors and department chair of education department at PCC.

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 - Education teacher is in communication with regional coordinator and will be reaching out to the dual credit specialists at PCC in order to begin the articulation process.

B - After reviewing PCC's curriculum, our classes will be aligned with educational and early educational courses at PCC and articulation is in the beginning process.

C - In communication with the regional coordinator, we will review the curriculum and courses at PCC and align accordingly. The community college's dual credit specialist has been contacted to begin the articulation process.

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 - No unchecked boxes

B - Teacher looked at the Oregon Department of Education hiring data and found that teachers are in high demand and is a high paying job. Emphasis will be put on rural teachers as there is a shortage of these in our school district and others.

C - Susy McKenzie (district superintendent), Chrissy Jarvis (district business manager), Linda Bouchaine (preschool teacher)

D - The POS will be evaluated by the lead instructor and the advisory committee.

E - The POS will be found successful based on student completion of program, program growth, and the professional choices by students who have completed the program.

F - Meeting with advisory committee and post-secondary educators and decide what changed need to be made.

G - Secondary TSA: 2AREG016

Post-Secondary TSA: NOCTI0405

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 - No unchecked boxes

B - The Career counseling center offers services as students move through the program. Instructor will meet students where they are at, and will continue to develop their academic and technical skills. Students also are provided an opportunity to discover possible professional trajectories through OIS.

C - Students will use the career counseling center, literature available to students throughout the program, and well-established educators who will present and answer career related questions.

CTE Program Of Study 2019 Application (continued)

D - At the open house, instructor will recruit students to take this POS. Instructor will arrange opportunities for students to display completed work to encourage others to join. Instructor will encourage word of mouth because of our small district size.

E - Through Skills USA, and the instructor will provide the opportunity for student leaders to guide and mentor students who are new to the POS.

1. Relevant 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 ECE270 and/or ECE271 Practicum I and Practicum 2 to meet their required degree elective requirements and is needed for the portfolio TSA. 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

CTE Program Of Study 2019 Application (continued)

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.

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 - No unchecked boxes

B - Instructor will be attending the regional dual credit/CTE symposium held at the beginning of each school year. Instructor can also attend the state-wide/national CTE conferences.

C - As above, the instructor will attend the regional dual credit/CTE symposium and conferences. She will also attend any regional ECE/educational meetings.

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	Enter Title of CTE POS (same as on Page 1)
Name of Secondary School	Enter Name of Secondary School
Name of Community College	Select 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	Summer Catino	

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	Susy McKenzie	

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)**

Regional Coordinator Signature

2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

Date: _____

For ODE Use Only

Approval Status:

- ☐ **FINAL STATE APPROVAL (Perkins Eligible)**

Education Specialist Signature

Select Specialist Name

Expiration Date: _____

Date: _____

Final Submission

Submission Process

New instructions this year--2019!

Instructions

CTE Teacher: Submit complete 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 complete 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_LBCCAacctg2019Matrix.xls (*Please include all courses in the matrix, secondary and postsecondary*)
 - d. BeavertonHSAcctg2019RoadMap
 - e. BeavertonHSAcctg2019StudSuprtSrvs
 - f. LBCCAacctg2019StudSuprtSrvs
 - 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 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 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.)