Career and Technical Education
Program of Study <u>Renewal</u>
2019 Version

Step 1 –ODE specialists will review POS Renewal Applications based on course information contained in the **Course-to-Standards Matrix**,
   so please be sure those matrices are complete and accurate.)
Step 2 – Complete this *2019 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 *2019 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 *2019 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 *2019 CTE POS Renewal form*
      Step 3 – Submit this *2019 CTE POS Renewal form* and attachments to your Regional Coordinator for <u>field approval</u>
Step 3 – CTE Regional Coordinator: Review and field approve appropriately completed *2019 CTE POS Renewal form* and attachments
Step 5 – Submit appropriately completed and <u>field approved</u> *2019 CTE POS Renewal form* using SmartSheet® process described on last page of this application.
   DEADLINE: June 28, 2019.

CTE POS—Title:	**Engineering/Drafting Technology**
Career Area:	Industrial Engineering Systems--IE
Cluster Area (and CTE licensure)	IE--Architecture Construction
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	15.1303 (6 digit)
Community College CIP Code: (Link to CIP website)	15.1301 (6 digit)

Secondary School Name:	**Glencoe High School**	
Secondary School District:	Hillsboro	
Secondary School ID Number: (Link to ID lookup)	**1200**	
Secondary Teacher Name:	**Email**	**Current CTE License**
Michael O'Connor	oconnorm@hsd.k12.or.us	IES--Engineering Technology

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG058

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG047 2AREG48

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:	Engineering
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/1l5oBXzzi6Ja1MS6eY0euULfjp8OIdpKC/view?usp=sharing

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

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 - and/or -
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**)

Expectations

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.

Evidence

*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 **2019 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 **2019 CTE POS Renewal form**

Comments:

*(In the box below, please: 1) include links to any online documentation; 2) please include identification of the **Technical Skill Assessment(s) (TSA)** 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
1. Relevent Links:
HSD Website: https://www.hsd.k12.or.us/
Glencoe Website: https://www.hsd.k12.or.us/glencoe
Glencoe Counseling Website: http://glencoecounseling.weebly.com/

HSD Course Catalog:
https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf
Glencoe Forecasting Guide: http://glencoecounseling.weebly.com/uploads/1/0/8/2/10823209/junior_forecasting__3_.pdf
State of Oregon Employment Department: https://www.qualityinfo.org/

2. Technical Skill Assessment: 2AREG047   2AREG48

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 throughout the year during back-to-school night and academic planning night presentations, Career & College Pathway fairs at lunch at Glencoe and Evergreen Middle School, sophomore classroom visits by counselors, and student presentations in classes during forecasting. Students are also guided by the career counselor, as well as individual conversations with teachers. There are multiple online resources (See links above) Evidence:
Glencoe Counseling Website: http://glencoecounseling.weebly.com/
Glencoe Calendar: https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month
* Class Files: https://drive.google.com/drive/folders/1RMs8Hjn92DIUU-IoSECY8eCQR3xIu3ce*

B.All students are required to complete 15 hour internships
Evidence: Internship application through Hillsboro Chamber of Commerce School to Career:
https://hillsborochamberor.com/stc/
HSD Course Catalog with CTE POS internship requirments:
https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf

C.. Students also create an education plan with counselors through Naviance.
Evidence: Glencoe Counseling Website: http://glencoecounseling.weebly.com/

D. Glencoe Counseling Website: http://glencoecounseling.weebly.com/
Senior portfolio template: https://sites.google.com/a/hsd.k12.or.us/glencoe-health-sciences/

E.Students are informed of dual credit opportunities in the syllabus and course catalog. The career and counseling centers have scholarship informaiton posted on their websites.
HSD Course Catalog:
https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/2018-19%20HS%20Course%20Catalog_web.pdf
Glencoe Counseling Website: http://glencoecounseling.weebly.com/
Scholarships: http://glencoecounseling.weebly.com/scholarships.html

F. Yes, efforts are made during recruiting and forecasting activities to inform non-traditional students of program opportunites. When students present at Studentssademic planning night, back-to-school night, CCP fairs, and in sophomore classes, a concerted effort is made to include male students and students of color. Evidence: Glencoe Calendar: https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month

G. CTE teachers work closely with counselors and case managers to ensure all students, included those of protected classes are included in the forecasting and recruiting process.
Evidence: Glencoe Counseling Website: http://glencoecounseling.weebly.com/
Glencoe Calendar: https://www.hsd.k12.or.us/Page/70#calendar38/20180316/month

H. CTE teachers work with counselors to make sure students with special needs and accomodations are being supported. A monthly list of students and services are shared with teachers.
Evidence: HSD Student Services: https://www.hsd.k12.or.us/domain/90

I. CTE teachers work with ELL aides and case workers to help recruit and support ELL students. ELL students are paired up with other ELL students for support when needed.
Evidence: https://www.hsd.k12.or.us/Page/432

Comments:

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
ARCHITECTURAL DESIGN AND DRAFTING WEB PAGE http://www.pcc.edu/programs/architectural-design/
ARCHITECTURAL DESIGN AND DRAFTING COOPERATIVE EDUCATION
http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf
ARCHITECTURAL DESIGN AND DRAFTING CATALOG
http://catalog.pcc.edu/programsanddisciplines/architecturaldesignanddrafting/#degreestext
ARCHITECTURAL DESIGN AND DRAFTING ADVISING GUIDE http://www.pcc.edu/programs/drafting-design/documents/advising-guide.pdf
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/
SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/transfer-guides/SOUBAS.html
OIT BAS TECHNOLOGY AND MANAGMENT TRANSFER INFORMATION http://www.oit.edu/distance-education/programs/technology-management
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 Architectural Design and Drafting 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. The Civil Engineering Technology degree program has their own website and advising guides which details how students can get started and get support.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are required to take ARCH280 CE: Architectural Design and Drafting (minimum of 4 cr.) 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. Currently there is a direct transfer program with Southern Oregon University for a BAS Business Management, Oregon Institute of Technology, BAS Business and Technology or a BS Operations Management that AAS students can transfer directly into. The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra0curricular 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. In addition, the program participates biennially in the NW Career Youth expo and participates in the event "Girls in Technology," which is aimed solely at high school girls and CTE/technology programs.

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.
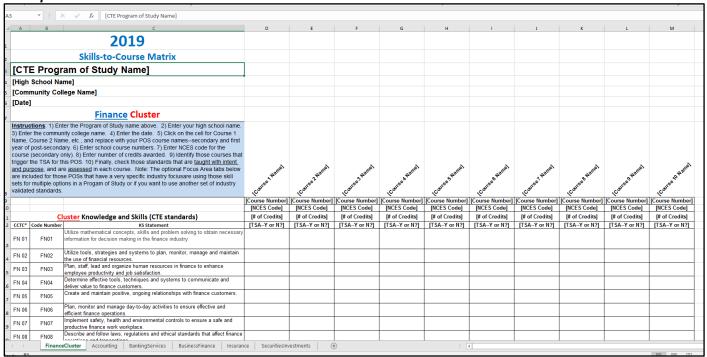
I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English 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.

Secondary TSA: 2AREG047   2AREG48

Postsecondary TSA: 2AREG058

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, 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**

Links to CTE POS Course Matrices—*all Clusters*

☐

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. <u>All signatures must be on one form</u>. Submit signed Assurance form through SmartSheet® process described below**.**

Name of CTE POS	Engineering/Drafting Technology
Name of Secondary School	Glencoe High School
Name of Community College	Portland Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
Secondary School District Administrator Signature		Date: 4-26-2019
Administrator's Name	Joe Painter	

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: 4-26-2019
Advisory Committee Member's name	Patrick Kraft	

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: <u>4-26-2019</u>

_____
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
Select Specialist Name

Final Submission

Submission Process

New instructions this year--2019!

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_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 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*

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.)