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:	Computer Science
Career Area:	Arts, Information Communication--AIC
Cluster Area (& appropriate secondary CTE licensure):	AIC--Info Communication Tech (ICT)
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	11.0701 (6 digit)
Community College CIP Code: (Link to CIP website)	11.0801 (6 digit)

Secondary School Name:		Mountainside High School	
Secondary School District:		Beaverton	
Secondary School ID Number: (Link to ID_lookup)		**5381**	
Secondary Teacher Name	**Email**		**Current CTE License**
Rick Denker (Lead Teacher)	Richard_Denker@beaverton.k12.or.us		AIC--Information Communications Technology

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG038

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG054 or 2AREG041

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):	Computer Information Systems
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/17GOsXOrxk44b6bccKS7mSNwjg7pSpdKs/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. No unchecked boxes

B. The POS is aligned with challenging academic standards and academic content through the assignments and activities throughout the program curriculum. This includes reading, writing, and math content. Also embedded are communication and teamwork skills through project-based learning opportunities.

C. The skill set that was used was modeled on what was used by Sunset HS and discussed with building administration Fellow Computer Science teachers, the district CTE coordinator, and PCC instructors were used to create that POS and ours.

D. The computer science teachers of the Beaverton School district meet approximately monthly to discuss curriculum, We use a common TSA between Southridge, Sunset and Century(Hillsboro) high schools.

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 care**e**r.

➢ **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. In discussions with PCC on articulation, but no agreement has been created yet.
B. The curriculum of the CTE Program of Study combined with the school's diploma requirements provide a unified, cohesive sequence of content between the high school POS and the related PCC CTE programs. The teacher is working with PCC to insure that alignment exists and articulatin is possible.
C. The teacher is meeting with PCC Computer Science teachers and dean to begin the articulation process. Regardless of the post-secondary credits, the high school component is aligned with the related PCC CTE programs to provide efficiency in transition to PCC.

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. The data collected and provided by ODE related to Perkins-required performance measures for this POS in comparison to state targets and school/program performance will be analyzed annually as it becomes available. Also, the data from the Oregon State Department of Employment regarding high/high in demand careers was consulted and used in desiging this POS.

C. Chief Scientist, Mentor Graphics Corporation, Member of engineering staff, Tektronix,(recent Southridge HS graduate) and IT Project Manager, Johanson Transportation Service (Mountainside Parent).

D. The POS will be evaluated by the advisory board yearly and adjusted accordingly.

E. The TSA and number of students completing courses and how well it is aligned with industry needs.

F. Consult with advisory board, VP in charge of POS, Community College partners and make necessary improvements to the POS

G. Secondary TSA# : 2AREG038 Post Secondary TSA#: 2AREG054 or 2AREG041

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.*

<u>In this POS design:</u>

☒ 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; <u>therefore, this POS provides</u>:
  ☒ 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. ELL & SPED services link:
https://www.beaverton.k12.or.us/schools/mountainside/academics/Pages/Counseling.aspx
C. Career Counselors, ELL & SPED services link: http://mountainsidecounseling.weebly.com/

D. Job shadows, internships, Oregon Game Project Challenge, career fairs, curriculum night, counselors 8th grade visits, guest speakers, classroom field trips to postsecondary institutions that offer certificates and degrees with the POS are effort to recruit all types of student into the POS.
E. Oregon Game Project Challenge, community service and work study are examples of leadership opportunities available.

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
COMPUTER INFORMATION SYSTEMS WEBSITE http://www.pcc.edu/programs/computer-info/
COMPUTER INFORMATION SYSTEMS CATALOG
http://catalog.pcc.edu/programsanddisciplines/computerinformationsystems/
PROGRAM SPECIALIST WEBSITE http://www.pcc.edu/staff/index.cfm/984,html
COOPERATIVE EDUCATION COURSE http://spot.pcc.edu/comptech/
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/equity-inclusion/
DIVERSITY TRAINING http://www.pcc.edu/about/equity-inclusion/training.html
TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/
SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION
http://www.sou.edu/assets/admissions/docs/articulation/BAS-AAS-PCC%202010.pdf
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 Computer Information Systems program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. In addition PCC offers services on how to get started, a career center, advising and career counseling. The Computer Information Systems program has their own website, which details how students can get started and get support. The CIS Perkins Advisors offer a variety of advising methods to reach both prospective and current student including: traditional advising appointments, on-line information sessions for new or prospective CIS students via Blackboard Collaborate, on-campus information sessions for new or

prospective CIS students; advising appointments by Skype; an active and up-to-date advising website (spot.pcc.edu/computers); drop-in advising times; in class presentations to CIS courses, and a Quarterly ezine to all registered CAS and CIS students.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence:Students must complete the required 4 credits of CIS 280D Coop: Application Development and/or OS 280F for the AAS degree CIS. There is an employment specialist who works with students to help find placement and earn college credit for them.

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: Many of th advanced courses that are required to complete for the AAS CIS degree require students to complete extensive projects whitin the programming language or in a focused area of study.

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: The advising specialist who works with these students organizes and announces group meetings, one-on-one advising, job postings and announcements, foundation scholarships, requirements for the co-op and employer visits. PCC has extensive and detailed information available on the 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 and Oregon Institute of Technology, BAS Technology and Management that AAS students can transfer directly into.

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. The program advising specialist does presentations that include information on the computer information system degree to different high school groups throughout the year.

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 offered ongoing support to students and staff through the Office of Affirmative Action and Equity.The CIS student advising specialists provide outreach to high school and underserved populations through participation in PCC Preview days, Portland Youth Builders' classes, and high school visits to Rosemary Anders Highschool.

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. <u>If you already have documents or files that do this more quickly</u>, 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. Professional development includes regular attendance at Oregon Computer Science Teachers Association (OCSTA) workshops and conferences. The OCSTA has included 70 hours of PDU credits from 2017 through 2019. This included classes in teaching robotics, AP computer science, building and growing a computer science POS. It has included attendance at the ACTE national conference in 2017.

Professional development at Mountainside includes monthly topics that cover general teaching topics that have been determined to be important for Mountainside teachers.

C. Teachers will attend the yearly PCC and high school symposium and other joint workshops or meeting as they arise.

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

<u>Regional Coordinator:</u> 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. <u>All signatures must be on one form</u>.

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	Enter Local Administrator's Name	

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

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

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