## Career and Technical Education Program of Study Renewal 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 field approval

**Step 3** – CTE Regional Coordinator: Review and field approve appropriately completed 2019 CTE POS Renewal form and attachments

**Step 5** – Submit appropriately completed and field approved 2019 CTE POS Renewal form using SmartSheet® process described on last page of this application.

**DEADLINE:** June 28, 2019.

### 2019 CTE POS—Title: Information Technology

| Career Area: | Arts, Information Communication—AIC |
| Cluster Area (and CTE licensure): | AIC—Info Communication Tech (ICT) |
| Focus Area (if applicable): | |
| Secondary CIP Code: | 15.1201 (6 digit) |
| Community College CIP Code: | 11.0801 (6 digit) |

### Secondary School Name: Southridge High School

| Secondary School ID Number: | 2783 |

| Secondary Teacher Name: | Daniel Velasquez |
| Email: | daniel.velasquez@beaverton.k12.or.us |
| Current CTE License: | BM—Information Communications Technology |

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2AREG054</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2AREG038</td>
<td></td>
</tr>
</tbody>
</table>

### Primary Oregon Community College Name: Portland Community College

| College Point of Contact: | PCC Sally Earll sally.earll@pcc.edu |
| Community College CTE Program Title: | Computer Information Systems |
| Community College Award: | Associate of Applied Science |

### Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)

<table>
<thead>
<tr>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="https://drive.google.com/file/d/13OrO9MWcTp05oMUAnB1gAbr4T_kfPFs/view?usp=sharing">https://drive.google.com/file/d/13OrO9MWcTp05oMUAnB1gAbr4T_kfPFs/view?usp=sharing</a></td>
</tr>
</tbody>
</table>

### Regional Coordinator/Contact:

<table>
<thead>
<tr>
<th>Description</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2A--Beth Molenkamp <a href="mailto:elizabeth.molenkamp@pcc.edu">elizabeth.molenkamp@pcc.edu</a></td>
</tr>
</tbody>
</table>
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.)

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

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.

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.)

A. Students receive career and college counseling through our counseling and the Southridge College and Career Center Website
https://www.beaverton.k12.or.us/schools/southridge/academics/Pages/College-and-Career.aspx

B. All students complete a 2 month, large-scale software engineering project. Student’s must document the entire Software Development Life Cycle and capture it in a Software Design Specification.
C. Students receive academic planning through the Southridge Academic Program and Planning Guide
https://docs.google.com/document/d/1unaa0_nVlpmj3KUOz1fjm4FrQS9OGF3iBbXw3EvmDU/edit?pli=1

D. On above link note: Capstone class is the Java Programming 2 class on page 30

E. Dual Credit Opportunities
http://www.pcc.edu/pavtecDualCredit/default.cfm?fa=detail&schoolID=65

Career Pathways
Program Planning Guide
https://docs.google.com/document/d/1unaa0_nVlpmj3KUOz1fjm4FrQS9OGF3iBbXw3EvmDU/edit?pli=1
Page 14. Specific info for the Info Tech pathway can be found starting on page 27.

F. To attract non-traditional student's into the POS, we just completed a year-long PIPE (Process to Improve Program Equity) analysis specifically focused on Southridge's Information Technology POS. Non-trad student student focus groups were organized and special outreach was made to incoming Freshmen targeted at non-traditional (female) students specific to this POS.

G. All students are welcome and encouraged to participate in this Program of Study. District Nondiscrimination Policy
https://www.beaverton.k12.or.us/about-us/Pages/Nondiscrimination-Policy.aspx

H. Support for students with special needs
https://www.beaverton.k12.or.us/depts/tchlrm/Pages/SpecialEducation.aspx

I. ELL Support
https://www.beaverton.k12.or.us/schools/southridge/academics/Pages/ELL.aspx
Teacher is also bilingual in Spanish

TSA
Software Engineering Design
2AREG038

1. Relevant 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/computerinformaticsystems/
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 MANAGEMENT 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 the advanced courses that are required to complete for the AAS CIS degree require students to complete extensive projects within 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.

Secondary TSA: 2AREG038
Post Secondary TSA: 2AREG054
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
Certificate of Assurance

<table>
<thead>
<tr>
<th>Name of CTE POS</th>
<th>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary School</td>
<td>Southridge High School</td>
</tr>
<tr>
<td>Name of Community College</td>
<td>Portland Community College</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Secondary School District Administrator Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator’s Name</td>
<td>Lori Krumm</td>
</tr>
</tbody>
</table>

**LOCAL SUPPORT and CERTIFICATE OF ASSURANCE**

The program advisory committee has been involved in the design and development of this program.

<table>
<thead>
<tr>
<th>Advisory Committee Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committee Member’s name</td>
<td>Richard Turnock</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Community College Administrator’s Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Administrator’s Name</td>
<td>Enter CC Administrator’s Name</td>
</tr>
</tbody>
</table>

**For Regional Coordinator Use Only**

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

Regional Coordinator Signature
Select Regional Coordinator Name

**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.)

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