



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)
- Program ID Page (Page 1 of this Form) complete
 - Provide a link to Career Pathway visual (on Page 1 below)
 - 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**
 - 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**
 - Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)
 - 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.**

CTE POS—Title:	Mechanical Technology
Career Area:	Industrial Engineering Systems--IE
Cluster Area (and CTE licensure)	IE--Automotive Heavy Equipment
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	47.0604 (6 digit)
Community College CIP Code: (Link to CIP website)	15.0803 (6 digit)

Secondary School Name:	Tigard High School	
Secondary School District:	Tigard-Tualatin	
Secondary School ID Number: (Link to ID lookup)	1146	
Secondary Teacher Name:	Email	Current CTE License
James MacDonald	jmacdonald@ttsd.k12.or.us	IES--Transportation Technology

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	ASE002
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Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	SKILLS007
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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:	Automotive Repair Technology
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	
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Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students participate in CTE POS specific career related learning experiences or related work experience.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students' education planning is developed around information specific to this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Accommodations are made to assure students with special needs can participate in this CTE POS.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Links to documentation are included in Comments box below
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Description of where documentation can be found is included in Comments box below
<input type="checkbox"/>	<input type="checkbox"/>	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.)

EVIDENCE OF ITEMS BELOW CAN BE FOUND AT:

Curriculum Guide- http://ths.ttsdschools.org/files/_aRBvC_/0f54aa40b7e272aa3745a49013852ec4/2017-2018_Curriculum_Guide.pdf

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Counseling Center: <http://ths.ttsdschools.org/pages/TigardHS/Academics/Counseling> College and Career Center: http://ths.ttsdschools.org/pages/TigardHS/Academics/Counseling/College_and_Career_Center A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including

A. We provide information from Oregon Employment Department Career information to students on career trends: <https://www.qualityinfo.org/home> We have students take career interest surveys to find careers that match their interests and then research a career:

B. Students do repair work and participate in work and "real-world" experiences throughout the program. See Curriculum Guide.

C. 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. Scholarship information is given every week on our daily announcements.

D. In the final course in the program students work in a "real world" situation and internships.

E. The career center has a database of all available scholarships available that is updated weekly.

http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center/Scholarship Websites for college planning, college websites, Hispanic sites, and other college information is on our career website.

http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center/Scholarship/Helpful_Websites Students research a college or post secondary school of choice for their career interest, getting information on the school, tuition, majors, housing options. Etc.

F. Non-traditional students are encouraged to participate in this POS and are sought out by the instructor during Curriculum Night and other parent and student presentations.

G.- H. We follow all accommodations for students on IEP's, ESI and with 504 needs. Student Services provide assistance as needed. <http://ths.ttsdschools.org/pages/TigardHS/Academics/2128238942709473970>

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Preparing for College Guide and Workbook is ordered in Spanish. <http://www.ecmc.org/details/opportunities.html> I have taken SIOP training and use their strategies in the classroom. Students are provided access to ESL Center and instructor as needed for classroom assignments and tests.

1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>

AUTOMOTIVE SERVICE TECHNOLOGY PROGRAM <http://www.pcc.edu/programs/auto-service/>

AUTOMOTIVE SERVICE TECHNOLOGY COOPERATIVE EDUCATION

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=AM&course=280A>

AUTOMOTIVE SERVICE TECHNOLOGY CATALOG

<http://catalog.pcc.edu/programsanddisciplines/automotiveservicetechnology/>

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/>

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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 Automotive Services Tech 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 AM 201-203 4 credits each 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. . 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.

Secondary TSA: SKILLS007
Postsecondary TSA: ASE002

New: CTE POS Course Matrix—Secondary & Postsecondary

Sample Screen Shot: **Finance Cluster**

[CTE Program of Study Name]			[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]										
[High School Name]													
[Community College Name]													
[Date]													
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. 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.													
Cluster Knowledge and Skills (CTE standards)			[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
CCSC*	Code Number	KS Statement	[NCES Code]	[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]	[# 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?]	[TSA-Y or N?]
	FN 01	Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision making in the finance industry.											
	FN 02	Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.											
	FN 03	Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.											
	FN 04	Determine effective tools, techniques and systems to communicate and deliver value to finance customers.											
	FN 05	Create and maintain positive, ongoing relationships with finance customers.											
	FN 06	Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.											
	FN 07	Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.											
	FN 08	Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.											

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

□

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

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/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_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**

Checklist before submitting:

<input type="checkbox"/>	All items on Page 1 of this form have been completed
<input type="checkbox"/>	The Career Pathway Map/Visual link has been included on Page 1, (showing both secondary and postsecondary partners)
<input type="checkbox"/>	The course-to-standards matrix for this CTE POS has been completed and attached
<input type="checkbox"/>	All courses that trigger the Technical Skill Assessment have been identified in the course-to-standards matrix
<input type="checkbox"/>	All student support services expectations (Page 2) have been addressed and any documentation has been linked or attached
<input type="checkbox"/>	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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