

Career and Technical Education Program of Study Application 2016 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—503-947-5653, 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 2016](#).) **DEADLINE for submission: June 30, 2016**

CTE POS—Title:	PLTW Biomedical Science
Career Area:	Health Sciences--HS
Cluster Area (& appropriate secondary CTE licensure):	HS--Health Sciences (Health Sciences)
Focus Area (if applicable):	Health, Wellness, Injury Prevention
Secondary CIP Code: (Link to CIP website)	51.0001 (6 digit)
Community College CIP Code: (Link to CIP website)	26.0102 (6 digit)

Secondary School Name:		Health & Science High School
Secondary School District:		Beaverton School District
Secondary School ID Number:		380104
Secondary Teacher Name	Email	Current CTE License
Jeffrey Crapper (Lead Teacher)	jeffrey_crapper@beaverton.k12.or.us	HS--Health Sciences
Carlie Harris	carlie_harris@beaverton.k12.or.us	HS --Engineering
Doug Smith	doug_smith@beaverton.k12.or.us	

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	3REG002
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Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	NREMT002
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Primary Oregon Community College Name: (Contact Nakeia Daniels or Ron Dodge to add multiple colleges)	Chemeketa Community College
College Point of Contact:	Chem Celeste Holman celeste.holman@chemeketa.edu
Community College CTE Program Title(s):	Emergency Medical Technology
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	Attached in folders
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Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us , or follow an alternative process described in Step 8 of the **Submission Process** on the last page of this application.

DEADLINE for submission: June 30, 2016

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CTE POS Course Lists—Secondary

Directions:

1) Please list below the CTE Program of Study Secondary Courses in which the instructor will:

- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
- Assess and record student achievement of those standards

2) Mark as “TSA” those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required”

Secondary Core CTE Courses (Please be complete; this information will be entered into the CTE Program Update database and all fields are required)

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
☒	C4241	Human Body Systems	1	03054	Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.	Select College	Bio103	Introduction to Human Anatomy
☒	C4241	Human Body Systems	1	03054	tudents examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.	Select College	Bio200	Medical Terminology
☒	C8801	Medical Intervention	1	03054	Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease.	Select College	Bio109	Introduction to Medical Sciences

CTE Program Of Study 2016 Application (continued)

					Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.			
☒	C8801	Medical Intervention	1	03054	Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.	Select College	CLS100	Introduction to Clinical Laboratory Science
☒	C8811	Biomedical Innovations	1	503212	In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.	Select College	HED240	Emergency Care and CPR
☒	C8811	Biomedical Innovations	1	503212	In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and	Select College	BIO 209	Current Topics in Medical Science

CTE Program Of Study 2016 Application (continued)

					biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.			
☒	C8811	Biomedical Innovations	1	503212	In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.	Select College	HED 175	Sports Medicine
☐						Select College		
☐						Select College		
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**TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student*

CTE POS Course Lists—Post-Secondary

Post-secondary Core CTE Courses:

- Enter the name of the college program that is the postsecondary component of this POS
- Select the highest level of this component offered by the college
- List only the courses included in the Course/Skill Set crosswalk matrix

Name of Certificate or Degree Program		Chemeketa Community College - Emergency Medical Technology/Paramedic Program	
Highest award available in Program:		AAS	
College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
EMT175	Introduction to Emergency Services	3	☒
BI231	Human Anatomy& Physiology	4	☒
HM120	Medical Terminology	4	☒
HPE295	Health and Fitness for Life	3	☒
			☐
			☐
			☐
			☐
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			☐

Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at (<http://www.ode.state.or.us/search/page/?=3584>) (or use one you've created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.

- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the [Oregon Skill Sets](#) website, please identify its origin and how it was industry validated.

☒ **Secondary:** (check this box to indicate secondary course-to-skills crosswalk is complete and attached)

☒ **Post-secondary:** (check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)

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 don't 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) Programs that do 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 attach those documents or files in the appropriate Addendum folder, or 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 2016](#) 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 which 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 student performance is demonstrated through 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 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**—Expandable space is provided for comments. This Box is intended for explanations 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 attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2016](#), for more details.)

Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified 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. Our PLTW Biomedical POS is aligned around the national Project Lead the Way (PLTW) curriculum, which has demonstrated outstanding relevance and rigor and is affiliated with 15 universities. It is aligned to current science, technology, engineering, math and literacy standards in Oregon and throughout the United States. Standards are further aligned to the Next

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Generation Science Standards which will better support students in finding success at the post-secondary level. Kim Herder is our main contact for PLTW (kherder@pltw.org) and supports our pursuit of our Health Science POS.

B. All courses thoroughly align to the Oregon Skill sets, demonstrated by the crosswalk. Additionally, teachers have met and continue to meet with post-secondary partners to discuss how to maintain a successful program.

C. The PLTW program successfully provides curriculum that is appropriately paced and provides students with an outlook at potential high demand careers in the field. Additionally students have opportunities for job shadow experiences through Kaiser Permanente, Providence Medical Group, Oregon Health & Sciences University and Tualatin Valley Fire and Rescue.

D. Students take the PLTW End of Course (EoC) assessment to demonstrate proficiency at the end of each year, as well as our regionally developed TSA (based on skills obtained through PLTW) at the end of the 3 course sequence. Students have the opportunity to earn college credit based on their EoC scores.

E. The PLTW curriculum is updated each year and is modified by individuals in the industry. Teachers participate in intensive summer trainings and ongoing training. Additionally our teachers serve as PLTW Master Teachers to teach other teachers the curriculum. The crosswalk was filled out by CTE teachers, Jeff Crapper and Carlie Harris with support from Curtis Semana, Vice-Principal of Health and Science High School.

Element 2: Alignment and Articulation

Alignment and Articulation are key to getting Program of Study partners working 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 to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- ☒ C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- ☒ D. Based on the program design and instructional plan, each student will:
 - ☒ Continually progress in knowledge and skills when ready;
 - ☒ Earn high school or college credit based on performance; and
 - ☒ Make the connection between educational preparation and entry into a career.

➤ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations 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 attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2016](#), for more details.)

Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified 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. We have worked closely with articulating our high school courses with the Biology-Health Science program at Oregon Institute of Technology. Our students can also earn credit by proficiency through PLTW affiliate colleges, such as University of Colorado- Colorado Springs and University of Missouri Science and Technology. HS2 also has articulation agreements in place with Chemeketa Community and Portland Community Colleges. Our program of study courses highlight entry level post-secondary courses for many different health science programs across the state (Chemeketa Community College) and country, obviously including our articulating program with PCC and Oregon Tech.

B & C . Our CTE teachers have attended trainings (at Oregon Tech Wilsonville) and have participated in numerous meetings with post-secondary professors to ensure articulation between our courses and theirs. We have completed articulated "crosswalks" to ensure we can properly align our standards and proficiencies. We are in frequent communication with our post-secondary partners to ensure the success of our program and our students. Students have access to resources at these institutions to encourage their academic success, as well as the ability to enhance their skills.

<https://www.beaverton.k12.or.us/schools/health-and-science/academics/Pages/High-School-Course-Sequence.aspx>

Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future 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 and development, 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, etc.
 - ☒ Adapt their program to meet personal goals based on industry requirements and performance outcomes

- **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations 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 attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2016](#), for more details.)

Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified 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: The data used to create this POS was based on previous involvement with the MVEC Health Sciences/Public Service PLC, which examined the data from the TSA that we had developed and reviewed in 2013. Based on the data collected, I incorporated the recommended revisions from that data to help develop our current program at HS2. Our Biomedical Sciences Program of Study has been reviewed by our current post-secondary partners, as well as Project Lead The Way, American Red Cross, Kaiser Permanente, and Tualatin Valley Fire & Rescue. These partners are an essential component to our advisory committee and work closely with our college and career readiness center. In addition, HS2 recently received its national certification as a Biomedical Sciences PLTW School, which will be re-evaluated on a three year basis. The PLTW certification consists of a thorough site visit, course observations, evaluation of student work, and staff interviews. Curriculum and alignment changes will be made accordingly, based on our PLTW End of Course (EOC) exams and Health Science TSA results. The TSA (3REG002) utilized for this program is a locally developed Health Sciences/Public Service TSA produced from the MVEC Health Sciences/Public Service PLC, which was also approved by ODE in 2013.

Element 4: Student Support Services

Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.

In this POS design:

- ☒ A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).
- ☒ B. Each student will be able to:
- ☒ Identify the career path options he/she can follow to a chosen career;
 - ☒ Receive consistent and informed messages about career and possible financial options for post-secondary education;
 - ☒ Take ownership of their education through maintaining a current education plan;
- ☒ C. Compliance is evident with Federal regulations, including Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
- ☒ Appropriate access for all students, including non-traditional and special populations.
 - ☒ A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
 - ☒ Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - ☒ Responsiveness to the needs of students for whom English is a second language.
- ☒ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
- ☒ 1) One of the state chartered CTSO's: ☐ DECA, ☐ FBLA, ☐ FCCLA, ☐ FFA, ☒ HOSA, or ☐ SkillsUSA, **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**—Expandable space is provided for comments. This Box is intended for explanations 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 attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2016](#), for more details.)

Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified 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: Students at HS2 receive extensive career counseling and have multiple opportunities to visit industry and participate in internships. All students have an advisory class (CREW), which meets three times per week. This course allows students to explore a variety of career related interests including CTE-related occupations. An educational plan and profile is created and maintained, career related learning experiences are a required component, and CIS is used for the purposes of keeping a digital portfolio of skills and interest inventories, career related documents, etc. <https://oregoncis.uoregon.edu/Portal.aspx> We also have a full time counselor, and a full-time

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internship coordinator who works diligently in order to support students in exploring and planning for post high school options. See the following link for access to the resources provided by our Future Center and Library. <https://sites.google.com/a/beaverton.k12.or.us/hs2-future-center/>
<https://www.beaverton.k12.or.us/depts/IT/Library-Resources/Pages/hs2.aspx>

The PLTW curriculum has a large career component and is carefully designed by industry professionals. Students keep career journals, participate in interviews and investigate numerous health care professions. In many project-based activities they simulate or represent health care professionals. Many of our Biomedical POS students also participate in a Kaiser Permanente Internship where they get to network and receive support from industry professionals. Additionally, our school has a HOSA chapter that fully participates with local, state and national events in supporting students in their efforts to gain skills necessary to health science related careers. Our HOSA chapter provides ample opportunities to develop leadership skills and we have HOSA members who represent leadership at the state level. The following services are provided by Oregon Tech: Career Services: <http://www.oit.edu/career-services>
Disability Services: <http://www.oit.edu/academics/ssc/disability-services>.

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**—Expandable space is provided for comments. This Box is intended for explanations 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 attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2016](#), for more details.)

Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of the POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

Element 5 Comment Box: HS2 teachers receive considerable amounts of high quality professional development through the Teaching and Learning Department at the Beaverton School District. In addition, professional development is given through the school district sponsored Biology and STEM Equity Learning Teams, as well as through the Project Lead the Way (PLTW) Learning Management System (LMS). HS2 staff has also developed a CTE-based local learning team, which collaborated on student academic interventions and evaluated our programs for effectiveness, such as incorporating Constructive Meeting components within our curriculum. We meet multiple times throughout the year with this group. Additionally, our teachers receive training as PLTW Master Teachers and then give PD to other PTLW teachers across the country. Our relationship with Oregon Tech has also allowed us to meet with CC professors to collaborate, share resources and improve our programs.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us, or follow an alternative process described in Step 8 of the **Submission Process** on the last page of this application. **DEADLINE for submission: June 30, 2016**

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.** Mail complete, signed Assurance form to Nakeia Daniels at: ODE, 255 Capitol St. NE, Salem, OR 97310 or send PDF to nakeia.daniels@ode.state.or.us.

Name of CTE POS	PLTW Biomedical Science
Name of Secondary School	Health & Science High School (HS2)
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:
	Administrator's Name	Brian Sica

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		

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)**

Regional Coordinator Signature

Date: _____

For ODE/OCCWD Use Only

Approval Status:

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

Expiration Date: _____

Education Specialist Signature

Date: _____

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc.

Submission Process

Instructions

Submit complete electronic copies of the application materials by following this procedure:

1. Do not send PDF applications. Please send in original Word format.
2. Be sure you are using the correct year's application from [ODE's website](#).
3. Create a file (main folder) for storing all documents to be submitted
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "OregonTownHSAccounting2016."
5. Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "Addendum1," "Element1," or "1StandardsContent."
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element's Addendum folder, e.g., "OregonTownHSAAddendum1."
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. (Please name documents and folders so that they are clearly identified.)
8. 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 Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
 - a. Submit each POS application main folder with its subfolders one POS at a time.
 - b. Use the electronic download process using ODE's FTP portal. Go to the ODE Secure File Transfer site (<https://district.ode.state.or.us/apps/xfers/>) and follow the online directions for sending your POS folder to nakeia.daniels@ode.state.or.us. For technical help with this procedure, call Ron Dodge—503-947-5653, or Nakeia Daniels—503-947-5636.
 - c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Nakeia Daniels, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Submit application and addenda using the FTP process described in 10 above, to this mailbox:

nakeia.daniels@ode.state.or.us). (Alternatively, using Step 10(c) above, a jump drive or CD ROM can be used to send files to ODE.)

DEADLINE for submission: June 30, 2016

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