

## Career and Technical Education Program of Study Renewal 2017 Version

- Step 1 –ODE specialists will review any Renewal Applications based on course information contained in the Course-to-Standards Matrix, so please be sure those matrices are complete and accurate.) See last step below.
- Step 2 – Complete this **2017 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 **2017 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 **2017 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 **2017 CTE POS Renewal form** (or fax to ODE – 503-378-5156, c/o Nakeia Daniels)
- Step 3 – Submit this **2016 CTE POS Renewal form** and attachments to Regional Coordinator for field approval
- Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed **2017 CTE POS Renewal form** and attachments
- Step 5 – Forward appropriately completed and field approved **2017 CTE POS Renewal form** and attachments to ODE at this email address: [POS.Application@state.or.us](mailto:POS.Application@state.or.us). (Use the [FTP process](#) for large files.) **DEADLINE: June 30, 2017.**

<b>CTE POS—Title:</b>	<b>Landscape Technology</b>
<b>Career Area:</b>	Agriculture, Food Natural Resources--AFNR
<b>Cluster Area</b> (and CTE licensure)	AFNRS--Agriculture
<b>Focus Area</b> (if applicable):	Landscape Technology
<b>Secondary CIP Code:</b> ( <a href="#">Link to CIP website</a> )	01.0000 (6 digit)
<b>Community College CIP Code:</b> ( <a href="#">Link to CIP website</a> )	01.0605 (6 digit)

<b>Secondary School Name:</b>	<b>Banks High School</b>	
<b>Secondary School District:</b>	Washington County School District #13	
<b>Secondary School ID Number:</b>	<b>1124</b>	
<b>Secondary Teacher Name:</b>	<b>Email</b>	<b>Current CTE License</b>
Timothy Eggleston	time@banks.k12.or.us	AFNRS--Agriculture Science Technology

<b>CC Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2AREG014
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<b>Secondary Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2REG004
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<b>Primary Oregon Community College Name:</b> (Contact <a href="mailto:POS.Application@state.or.us">POS.Application@state.or.us</a> to add multiple colleges)	Portland Community College
<b>College Point of Contact:</b>	PCC Sally Earll sally.earll@pcc.edu
<b>Community College CTE Program Title:</b>	Landscape Technology
<b>Community College Award:</b>	Associate of Applied Science

<b>Visual/Roadmap:</b> (Insert link, or identify location where sample of visual can be found)	<a href="https://drive.google.com/drive/folders/0B2MMRvjYf1pAaGlrHcyTVcxQ0U">https://drive.google.com/drive/folders/0B2MMRvjYf1pAaGlrHcyTVcxQ0U</a>
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<b>Regional Coordinator/Contact:</b>	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 **2017 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 <b>2017 CTE POS Renewal form</b>

### Comments:

(In the box below, please: 1) include links to any online documentation; 2) please include identification of the **Technical Skill Assessment(s) (TSA)** identified for this CTE POS—secondary and postsecondary; 3) finally, use this comment box to explain missing checkboxes from the **Expectations** matrix above.)

Enter comments here

1) Students receive information and guidance from both our counselors as well as myself. The counselors put together a presentation where they talk with all students about opportunities in various areas. I provide the counselors with information, descriptions, and pictures of courses, projects, etc. for them to use in their presentation. Here is a link to what was provided to counselors last school year for our CTE courses:

<https://docs.google.com/document/d/10ZvQKlke7LXnFluiRx2hXG1hAdQSBx5eVA5me7tROOY/edit?usp=sharing>.

In addition, career opportunities are showcased in each of the CTE classes. At the beginning of the year, there is a short unit where students are introduced to a variety of careers related to the course, including training required, job duties, and

## **CTE Program Of Study ...2017 Application** (continued)

opportunities in our area/region. When we get into specific units we also highlight some of the opportunities available to students. Here are two examples of assignments/resources that are used to showcase career opportunities: Animal Science Careers Pamphlet: <https://drive.google.com/file/d/0B7tsHIDClhCxWTM2UnE4cTJpSmM/view?usp=sharing>; Natural Resources: OFRI 'Find Your Path' pamphlet & associated YouTube videos: [http://learnforests.org/Find\\_Your\\_Path](http://learnforests.org/Find_Your_Path)

2) There are several opportunities for students to participate in career related work experiences such as through taking our Supervised Agricultural Experience class, or through participating in various FFA Career Development Events. As an example, our Natural Resources class aligns with the Oregon FFA Forestry Career Development Event. We teach the different hands-on skills required for participation in the Forestry CDE, then invite students to become a member of our FFA Forestry Team. We do the same thing in Animal Sciences where we have a unit on Dairy Cattle Evaluation, and encourage students to participate in the FFA Dairy Cattle Evaluation CDE.

In our Supervised Agricultural Experience class students find a job/project associated with agriculture. They are then required to work on that project/job over the course of the semester, log their hours/activities, and meet with the instructor to talk about different aspects of their job/project. In Basic Construction II and Metal Fabrication, students also make wood & metal signs for customers. Students are required to determine the customer's needs, provide a proof of the sign, then make the sign according to customers' specifications.

3) Each year in late winter, all students fill out a forecast sheet where they look at courses they need/want to take for the remainder of their high school career. After they submit this forecast sheet, each student meets with one of the counselors to talk about their path, courses they need to take, and courses they want to take. Prior to this I talk with our counselors about my courses, changes, specific students needs in relation to my courses, etc. Last year, for the first time, our counselors put together a presentation to use with all students to showcase some of the opportunities they have. The following link is the information that I provided to our counselors for this presentation:

<https://docs.google.com/document/d/10ZvQKlke7LXnFluiRx2hXG1hAdQSBx5eVA5me7tROOY/edit?usp=sharing>. In addition, in early spring of each year I talk with all of my classes about further opportunities within our CTE POS, and meet informally with individual students about the best 'next step' for them based on their interests. Our SPED teachers also often meet with me to talk about the best options for some of our SPED kids who like to 'specialize' in our CTE options. This forecast sheet students use to plan their courses can be found on page 10 in the High School Curriculum Guide: [http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/2017-18\\_curriculum\\_guide.pub\\_\\_1\\_.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/2017-18_curriculum_guide.pub__1_.pdf)

4) Students in my Metal Fabrication class complete a Technical Skills Assessment where they design a project, draw it in a CAD program, present the idea for the project, then work through actually fabricating the project. Two years ago we built a 22' entrance gate for our elementary school, and last year we built new welding carts for some machines we purchased through Career Pathways Funds. These projects require students to use skills from a variety of different applications related to welding, construction, and metal fabrication, and for many have been the highlight of their course.

5) In our high school's curriculum guide, there are several pages that show all of the available dual credit offerings at our high school, including the information on our CTE articulations. On both page 3 & 13 there are charts that list our dual credit offerings in our high school curriculum guide: [http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/2017-18\\_curriculum\\_guide.pub\\_\\_1\\_.pdf](http://www.banks.k12.or.us/uploads/4/3/1/5/43150659/2017-18_curriculum_guide.pub__1_.pdf). Along with being provided for our students and parents through the online curriculum guide, all students are given a hard copy of the guide, and these opportunities are discussed when students meet with counselors prior to submitting their requested classes. In my classes that offer Dual Credit, I send letters home to parents describing the Dual Credit opportunity presented to their student. Here are links to those letters: Animal Science: [https://docs.google.com/document/d/1bq-1z4Fv2IH9rkb\\_JMuQmlvUs2xZP-yAQyKW3o7I92A/edit?usp=sharing](https://docs.google.com/document/d/1bq-1z4Fv2IH9rkb_JMuQmlvUs2xZP-yAQyKW3o7I92A/edit?usp=sharing); Horticulture: [https://drive.google.com/open?id=1\\_n64ATAI9GTBnXXx-LfbVjyfk7T4rYpG5helxObx3LM](https://drive.google.com/open?id=1_n64ATAI9GTBnXXx-LfbVjyfk7T4rYpG5helxObx3LM);

Students are provided scholarship information in a number of ways. I post scholarships specific to my FFA members on our Banks FFA website: <https://sites.google.com/site/banksffa13/home/scholarships>. When I receive scholarship information through email, I forward those emails on to my seniors as well as to our counselors and Career Center. Students are introduced to various post-secondary opportunities in a number of ways. Various places in my classroom I have information provided from different sources such as PCC and Walla Walla Community College's John Deere tech program. Periodically I receive information/opportunities from other technical programs that I will print out and post. Our school also started doing a College and Careers Week last school year where all teachers posted information about their path through college to spark conversations with students about their options. This led to some really good conversations with and questions from students about college and their options.

## **CTE Program Of Study ...2017 Application** (continued)

6) The same information about our POS is provided to all students, but I work to make personal connections to non-traditional students in hopes of recruiting them into my program. This is especially true in my welding class, where I will personally recruit female students to try and show them that even though welding is male-dominated, there is a place for them. On a small-scale, this has been effective, as each year I have a small number of female students in Welding, most of which were ones that I had personally recruited. I've also tried to work with our Art teacher, who is a female, on some joint projects to make welding less intimidating to females, such as metal art projects.

7) Access, and support for that access is provided to students and teachers through our Student Services Department. All students are allowed and encouraged to participate in our CTE offerings, and when situations arise where support is necessary for students, or for teachers to support those students, our Student Services Department has people and resources at our disposal. Information about specific Students Services offered through the district can be found here: <http://www.banks.k12.or.us/bdo-student-services.html>.

8) A fairly large percentage of my students are on IEP's and 504 plans. I work closely with our two SPED teachers, as well as our school psychologist to find courses, modifications, and assistance programs that allow students to not only participate in our POS, but also to be successful. Our SPED teachers are very receptive to recommendations on classes that would fit a particular student's skill sets/interests, and they are very good at supporting me as a regular classroom teacher to insure that I am meeting the needs of each student. Information about other specific assistance offered can be found on our Special Education Services webpage: <http://www.banks.k12.or.us/bdo-sped-services.html>, and Section 504 webpage: <http://www.banks.k12.or.us/bdo-section504.html>. I find that due to the hands-on nature of my courses, these students often find success easier than in traditional classes, and I enjoy seeing their successes.

9) We do not have many ELL students in our district, but for the few I have had, our Students Services Department has been invaluable. They have provided support to both me and my students in the areas of translation, help with note-taking and assignment completion, and working with technical vocabulary. More specific information about our district's Title III ELD services can be found here: <http://www.banks.k12.or.us/bdo-title3.html>.

Comments:

Comments:

### 1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>  
LANDSCAPE TECHNOLOGY WEBSITE <http://www.pcc.edu/programs/landscape-tech/>  
LANDSCAPE TECHNOLOGY COOPERATIVE EDUCATION  
<http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>  
LANDSCAPE TECHNOLOGY CATALOG <http://catalog.pcc.edu/programsanddisciplines/landscapetechnology/>  
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/>  
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/apps/oss/tests.aspx>

3. All expectations have been met. The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.



## **CTE Program Of Study ....2017 Application** (continued)

*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 Landscape Technology 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 LAT280A and encouraged to take LAT 280C Cooperative Education: Landscape Design (1-10 cr). to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.*

*C. Students' education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students' level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.*

*D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.*

*E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. 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.*

Postsecondary TSA: 2AREG046

# CTE Program Of Study ...2017 Application (continued)

## 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 to Nakeia Daniels at: [POS.Application@state.or.us](mailto:POS.Application@state.or.us).

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

<b>SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	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	

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	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	

<b>POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE</b>	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)

\_\_\_\_\_  
Regional Coordinator Signature  
Select Regional Coordinator Name

Date: \_\_\_\_\_

### For ODE/OCCWD Use Only

Approval Status:

☐ FINAL STATE APPROVAL (Perkins Eligible)

Expiration Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Education Specialist Signature  
Select Specialist Name

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., "OregonTownHSAccounting2017."
5. Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2017Addendum1," "OregonTownHSAccounting2017Element1," or "OregonTownHSAccounting20171StandardsContent."
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 [POS.Application@state.or.us](mailto:POS.Application@state.or.us). For technical help with this procedure, call Ron Dodge—503-947-5653, or Kenzie Mozejko—503-947-5636.
  - c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2<sup>nd</sup> Floor, 255 Capitol St. NE, Salem, OR 97310.

**DEADLINE for submission: June 30, 2017**

### 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.** To do so, you need to unlock the form, highlight everything on this page, delete, then re-lock the form and save.)