DEPARTMENT OF EDUCATION

Office of Educational Improvement and Innovation
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5600
Fax 503-378-5156
http://www.ode.state.or.us/go/cte/

CTE
Learning that works for Oregon

Oregon Department of Community Colleges and Workforce Development
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-378-8648
Fax 503-378-3365
http://www.odccwd.state.or.us/prgapproval/

Career and Technical Education
Program of Study <u>Renewal</u>
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)
  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 *2017 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 *2017 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 *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 <u>field approval</u>

Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed *2017 CTE POS Renewal form* and attachments

Step 5 – Forward appropriately completed and <u>field approved</u> *2017 CTE POS Renewal form* and attachments to ODE at this email address: POS.Application@state.or.us . (Use the FTP process for large files.) **DEADLINE: June 30, 2017.**

CTE POS—Title:	Early Childhood Education
Career Area:	Human Resources--HR
Cluster Area (and CTE licensure)	HR--Human Services
Focus Area (if applicable):	Education
Secondary CIP Code: (Link to CIP website)	13.1210 (6 digit)
Community College CIP Code: (Link to CIP website)	13.1210 (6 digit)

Secondary School Name:		Glencoe High School
Secondary School District:		Hillsboro School District
Secondary School ID Number:		**1200**
Secondary Teacher Name:	**Email**	**Current CTE License**
Shellie DeWhitt	dewhitts@hsd.k12.or.us	HR--Education Related Fields

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG043

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG010

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:	Early Education and Family Science
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://drive.google.com/drive/u/1/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k or https://drive.google.com/drive/u/1/folders/0B2MMRvjYf1pANmc4a2t3Tkh

Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

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
☒	☒	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
☒	☒	Students participate in CTE POS specific career related learning experiences or related work experience.
☒	☒	Students' education planning is developed around information specific to this CTE Program of Study.
☒	☒	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
☒	☒	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.
☒	☒	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.
☒	☒	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.
☒	☒	Accommodations are made to assure students with special needs can participate in this CTE POS.
☒	☒	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)
☒	☒	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 **2017 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.)*

Enter comments here
LInks:
http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog_web.pdf?ver=2017-02-16-111245-720   -   Hillsboro School District couse catalog   -   includes information specific to CTE program of study, including information about dual credit,

hsd.k12.or.us   -   District website

http://www.hsd.k12.or.us/Academics/OfficeforSchoolPerformance/StudentServices.aspx - Student Services Link outlining help for students with special needs

http://schools.hsd.k12.or.us/glencoe/Home/tabid/5297/Default.aspx   -   Glencoe High School's website where a parent/student can access information about counseling, scholarships, college and career visits

http://www.hsd.k12.or.us/Academics/Programs/BilingualPrograms.aspx - District policies on bilingual student support

http://www.hsd.k12.or.us/Academics/Programs/CollegeandCareerPathways.aspx -   district policies on college and career pathways

https://docs.google.com/document/d/1zIoTsplVL_aKqizAYKuUGTpXkMv7P9zyh85vxeGQN6I/edit?ts=58cc1dcb   - accommodations statement

http://www.hillsborochamberor.com/stc.html - Hillsboro Chamber of Commerce

http://glencoecounseling.weebly.com/ - Glencoe Counseling and Career Center

https://connection.naviance.com/family-connection/auth/login/?hsid=centuryhs   -   This is how parents and students can access information about colleges, careers, future incomes,

http://www.mrsdewhittsecepage.com   -   Includes evidence of the following:
1. Career and Job Market information
2. Specific program information
3. Extended application instructions
4. TSA instructions
5 Non-traditional gender information
6. Information on inclusion of Oregon and federal protected classes
7. Information on inclusion of SPED students
8. Information on inclusion of ELL students

https://www.pcc.edu/prepare/head-start/dual-credit/documents/student-handbook.pdf - PCC Dual Credit Handbook Assignments, PCC Handbook Link for dual credit, Syllabus
h   -   Google Classroom for Child Development 3
                                                                Entry code is: 79je5g
https://classroom.google.com/c/MjE4MjAwNDM4NFFpa   -   Google Classroom for Child Development 4
                                                                Entry Code is: nfg3vzu
https://classroom.google.com/c/NDE0ODQ4NDY1Mlpa   -   Google Classroom for Child Development 2
                                                                Entry Code is: 23zq2lt
https://classroom.google.com/c/NDE0ODEwMjM3Nlpa   -   Google Classroom for Child Development 1
                                                                Entry Code is: 4s1l3ih

2. TSA Secondary:
Senior Project Portolio - Capstone project in Child Development 4, providing reflection, research papers, and evidence of meeting essential skill requirements relevant to the workforce and future education and training.

A. Students receive guidance amd counseling related to this program of study through Career to Work counseling, specialized college and career counseling within Naviance, and dedicated lessons within every level of course in the program. See links to course catalogue, Naviance, and Career Pathways. My program website also has a link to the PCC ECE program: http://www.hsd.k12.or.us/Academics/Programs/CollegeandCareerPathways.aspx

B. Students weekly participate in an on-site preschool lab, where they are responsible for observing, assisting, lesson planning, prepping and lead teaching specific activities. They also have an opportunity to request a off site experience through the Hillsboro Chamber of Commerce. See above links.

C. Students invested in this program of study are counseled by myself and their school counselor in courses to take to support their goals in the program of study. Suggestions include order of courses, Recommended electives outside of

the program of study, that support the program of study, are also discussed, as well as post secondary options. See link above.

D. All Extended Application projects are directly based on the program of study and articulation agreements with PCC. Examples include: Visiting and participating in Educational Programs outside of Glencoe High School, researching Developmentally Appropriate Practice,learning about childhood development, participating in field trips with children and parents, hosting family gatherings, creating a child's portfolio of development, lesson planning and teaching, observations, reflections on teaching, discussion of ethics in class, and leadership. The TSA is the capstone project senior year which includes a teaching philosophy statement, 3 separate research papers, documentation of hours spent working in the preschool and service hours spent on a focus project of choice, and evidence of meeting the 6 essential skills as required through our district. Can find graduation requirements on the HSD website. See link above.

E. Handouts are provided to students regarding college articulation. PCC also provided booklets and handouts that are passed on to students in class. I directly walk students through applying for dual credit as well. Scholarship and post secondary information is also readily available in the counseling center. Students and parents are able to research colleges and scholarships by accessing the Naviance link provided above and logging in. See link above.

F. I reach out to my male students in my program of study and encourage them to consider jobs in education, mentoring, or social service. I make sure to give my male teachers opportunities in the classroom for leadership and professional interaction so that they can grow in their roles in leadershnip and be honored for their work in the classroom. I protect their roles by making sure all students are made to feel welcome and important in our preschool classroom. I make sure that counselors are aware of our desire to include male teachers in our classroom so that counselors can help in the recruiting process. I also make sure there are male representatives when we actively recruite.

G - H. Glencoe is committed to serving all students. I personally work with support staff for students with special needs and for our ELL students. If an aide is needed in the classroom, then that is provided. Otherwise, I will communicate needs with the support staff and student and make any necessary accomodations. Examples are: altering the physical environment to support a student, partnering a student with a mentor peer, accommodating their coursework and expectations, using Google translator to help with communication between student and myself, and finding ways to help the student use their talents to the best of their ability. I also speak Spanish and make sure our ELL Latino students can hear from me directly in their own language. Mission From Support Services: Our mission is to promote the academic and social potential of each student by providing education in the least restrictive environment that leads to productive citizenship, while meeting the needs of a culturally, linguistically and intellectually diverse student population. See Links Above.

I. Support for students that are English Language Learners is provided through our Bi-Lingual Programs and support personnel. See Link on Website.

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
EARLY EDUCATION WEBSITE http://www.pcc.edu/programs/early-ed/
EARLY EDUCATION COOPERATIVE EDUCATION http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf
EARLY EDUCATION AND FAMILY STUDIES CATALOG
http://catalog.pcc.edu/programsanddisciplines/earlyeducationandfamilystudies/
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/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 Business Administration-Marketing 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 ECE133 - ECE135 Practicum 1 through Practicum 3 (9 cr total) 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: 2AREG043
Secondary TSA: 2AREG010

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. <u>All signatures must be on one form</u>. Submit signed Assurance form to Nakeia Daniels at: 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

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

Submission Process

Instructions

Submit <u>complete</u> 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., "OregonTownHSAddendum1."**
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**. 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 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.**

DEADLINE for submission: June 30, 2017

<u>Checklist before submitting:</u>

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

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