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/

DEPARTMENT OF
EDUCATION

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 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)
- 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 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 . (Use the FTP process for large files.) **DEADLINE: June 30, 2017.**

CTE POS—Title:	Civil Engineering Technology
Career Area:	Industrial Engineering Systems--IE
Cluster Area (and CTE licensure)	IE--Engineering Technology
Focus Area (if applicable):	Civil Engineering
Secondary CIP Code: (Link to CIP website)	15.1301 (6 digit)
Community College CIP Code: (Link to CIP website)	15.0201 (6 digit)

Secondary School Name:	**Hillsboro High School**	
Secondary School District:	HSD 1J	
Secondary School ID Number:	**380475**	
Secondary Teacher Name:	**Email**	**Current CTE License**
Theresa Alexander	alexandt@hsd.k12.or.us	IES--Engineering Technology

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG011

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG014

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:	Civil Engineering Technology
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://docs.google.com/spreadsheets/d/1tP-ms5wh-X6W9r2ZFzaUCH9knWGjt0880J9cnKNUPGA/edit#gid=0

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
1. Guidance and Counceling
Students receive information, guidance, and counceling for this program of study during forecasting with a councelor. Students also create an academic and career plan with their councelor, please see pages 2,6-27
http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog_web.pdf?ver=2017-02-16-111245-720
In addition students participate in an extended application career related learning experience that allows them to see and evaluate different uses of engineering design and implementation technical careers. Students are able to evaluate if

Drafting or Engineering is the career they would like to pursue. Opportunities include Si Se Puede summer camp, competitive robotics club, presentations from speakers from industry, field trips to different industries.

2. Opportunities to participate in career related learning paths include Si Se Puede summer camp, competitive robotics club, presentations from speakers from industry, field trips to different industries. Students also attend Proud to Be HSD, where they sell products resulting from classroom activities.
I refer student to the Career and College website for Hilhi as well as the Hillsboro Chamber of Commerce School to Work website to look get more information about Career Related learning experiences in this field.
http://hilhicounseling.weebly.com/career.html   https://www.hillsborochamberor.com/stc.html
In addition we work on resume and cover letter writing for summer internships and other opportunities.

3. A 4 year academic and career Education Plan and Profile is created with the counselor using pathway roadmap, Naviance system is used in partnership with career counseling to do college and career searches and evaluating personal and professional qualificationshttps://connection.naviance.com/family-connection/auth/login/?hsid=hillsborohs

4. In my capstone class, students perform an extended application in Drafting and Engineering, https://docs.google.com/document/d/1cswUBGJilBBS_1-cIgTAapCzlylL7Vn_vmwegGR6jUo/edit?usp=sharing

5. We have a dual credit coordinator at Hilhi that comes in to assist my students with applying and registering for dual credit. I also go over local and national scholarships, I help students apply online for FAFSA, encourage them to sign up for college visitation days and bring in guest speakers who have gone into education in order to answer questions my students have.
http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog_web.pdf?ver=2017-02-16-111245-720

6. Girls Get IT Technology summer camp is a source of recruitment for girls in my program. This camp is taught by high school girls for middle school girls and projects are chosen to be attractive to girls. Further recruitment is ongoing, using femail students as envoys to speakto other female students as well as direct encouragement for female students from myself.
http://www.oregonlive.com/hillsboro/index.ssf/2014/07/hillsboro_technology_camp_girl_1.html
https://webstores.activenetwork.com/school-software/hillsboro_high_schoo/index.php?l=product_detail&p=373#.WQe8WhPytpg
http://www.girlsgetintech.org/about-us

7. Entry level course such as Introduction to Digital Technologies and Drafting 1 are available to all students without prior experience. Introduction to Digital Technologies is an entry level course intending to build computer skills, such that all students will be ready to be successful in further classes in the pathway.
http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog_web.pdf?ver=2017-02-16-111245-720

8. and 9. All laws are followed to ensure access of opportunity and materials to all students. Appropriate modifications are made for students on a modified diplomas, IEP's are followed, the classes are all differentiated according to student IEPs, 504s and individual needs.

Students with special needs as well as English Language Learners (ELL) will be given equal opportunities to succeed in this class. Adaptations will vary lesson to lesson due to content and students' individual needs, interests and abilities. Regular and authentic assessments will provide a meaningful measure of the level of learning and growth of each student. The authentic assessments will also provide information in regards to how well the students' needs are being met.

Students on Individual Education Plans (IEPs) will have the opportunity to work in cooperative groups with diverse learners. This will encourage and allow every student to be an active member of the classroom. We will use audio, visual, and tactile methods in the classroom to insure that all students have an opportunity to learn in the method that best suits their learning abilities. I will not hesitate to make inflight changes to modify assignments to match students' individual needs and strengths.

Taking part in learning experiences that match their cognitive level will challenge Talented and Gifted Students. This does not mean tacked-on work or additional assignments, but instead they will use their higher level thinking skills in cooperative and individual work.

Please refer to the Student Servies Continuous Improvement Plan,
http://www.hsd.k12.or.us/Portals/0/district/departments/student_services/Student%20Services%202016%20CIP_ENGSP
A.pdf

I connect with ELL students case managers to ensure that their needs are met, on an individual basis. I also utilize our school's resources.
http://schools.hsd.k12.or.us/hilhi/Staff/ESL/tabid/6575/Default.aspx

Comments:

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
CIVIL ENGINEERING TECHNOLOGY WEBSITE http://www.pcc.edu/programs/civil-engineering/
CIVIL ENGINEERING TECHNOLOGY COOPERATIVE EDUCATION http://spot.pcc.edu/jobs/quest/eqcmet.htm
CIVIL ENGINEERING TECHNOLOGY CATALOG
http://catalog.pcc.edu/programsanddisciplines/civilengineeringtechnology/
CIVIL ENGINEERING TECHNOLOGY ADVISING GUIDE http://www.pcc.edu/programs/civil-
engineering/documents/advising-guide.pdf
CIVIL ENGINEERING TECHNOLOGY ADVISING SPECIALIST http://spot.pcc.edu/~lbrownin/
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/
SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION http://www.pcc.edu/programs/university-
transfer/transfer-guides/SOUBAS.html
OIT BAS TECHNOLOGY AND MANAGMENT TRANSFER INFORMATION http://www.oit.edu/distance-
education/programs/technology-management
OREGON TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/
OUT OF STATE TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html

2. Technical Skill Assessment: http://www.ode.state.or.us/search/page/?id=3230

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

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Civil Engineering Tech program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services. The Civil Engineering Technology degree program has their own website and advising guides which details how students can get started and get support.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are required to take CMET 280 CE: Civil/Mechanical Engineering Technology (1 - 5 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. Currently there is a direct transfer program with Southern Oregon University for a BAS Business Management, Oregon Institute of Technology, BAS Business and Technology or a BS Operations Management that AAS students can transfer directly into. The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra0curricular 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. In addition, the program participates biennially in the NW Career Youth expo and participates in the event "Girls in Technology," which is aimed solely at high school girls and CTE/technology programs.

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: :2AREG011

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	Hillsboro Hih School
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	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 <u>ODE's website</u>.**
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.**)**

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