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/

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 Application
2017 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 POS.Application@state.or.us.
(For detailed information on how to complete this application consult the **Guide to Using the Oregon CTE Program of Study Application 2017**.*)* ***DEADLINE for submission: June 30, 2017; (Early Bird: April 28, 2017)***

CTE POS—Title:	Health Science Fitness Training & Sports Medicine
Career Area:	Health Sciences--HS
Cluster Area (& appropriate secondary CTE licensure):	HS--Health Sciences
Focus Area (if applicable):	Fitness
Secondary CIP Code: (Link to CIP website)	51.0913 (6 digit)
Community College CIP Code: (Link to CIP website)	34.0199 (6 digit)

Secondary School Name:		Hillsboro High School	
Secondary School District:		Hillsboro School District	
Secondary School ID Number: (Link to ID lookup)		**1201**	
Secondary Teacher Name	**Email**		**Current CTE License**
Stacey Hutchinson (Lead Teacher) (Lead Teacher)	hutchist@hsd.k12.or.us		Select Current Teacher CTE Endorsement
Brian Pendergrass	pendergb@hsd.k12.or.us		Health Sciences CTE-II

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2CREG002

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	AAMA001 and OSBN002

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(s):	Medical Assisting/Nursing
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/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k

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

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, 2017

☐

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
☐	080151 & 080152	Health	1	08051	This course covers concepts and skills necessary for attaining and maintaining personal wellness (the combination of physical, mental/ emotional, and social health) throughout one's life. Emphasis is placed on health promoting behavior as the most effective measure for preventing premature death and disease and leading a fulfilling and productive life. Concepts covered include: alcohol, tobacco, and other drug prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; sexual health promotion; unintentional injury prevention; and violence and suicide prevention. Skills for accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision-making, and advocacy are taught and/or practiced in a health context to promote lifelong wellness. This class	Select College		

					meets the health requirement for both the state and the district, and is aligned to current state standards.			
☒	08053 1X	Health Foundations	.5	08053	This course provides an introduction to the area of health services and health-related fields. Students learn medical terminology, basic anatomy, physiology, athletic training techniques, sports injuries, and prevention. Students will also study CPR/First Aid and receive American Red Cross cards after completion. _	Select College		
☒	08017 01 & 08017 0P	Fitness Training & Sports Medicine	1	08017	This course is for students interested in pursuing careers in the Health Services field, including Sports Medicine and personal training. Topics of study include anatomy and physiology, kinesiology, exercise physiology, sports nutrition, injuries and assessment, and program design. The last term includes an internship, research paper, and oral presentation.	Select College		
☒	03063 01 03063 02	Intro to Bioscience Technologies	1	03063	ntroduction to Biotech careers, bioethical issues, and basica biotech lab techniques.	Portland Community Col	BIT102 BIT105 BIT107 BIT109	Current Topics in Bioscience Technology Safety in the Bioscience Workplace Bioscience Lab Math Basica Laboratory Techniques & Instruments
☐						Select College		
☐						Select College		
☐						Select College		
☐						Select College		
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☐						Select College		
☐						Select College		
☐						Select College		

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

Name of Certificate or Degree Program		Medical Assisting/Nursing		
Highest award available in Program:		AAS		
College Course #	**Post-Secondary Course Name**		**Number of Credits**	**Accelerated College Credit/College Now?**
MA112	Medical Office Assistant Seminar I		4	☐
MA117	Medical Office Administrative Procedures		4	☐
MA118	Medical Office Administrative Procedures Lab		2	☐
HE113	First Adi & CPR/AED Professiona Rescuers/HealthCare providers		1	☐
MA180	Coding and Reimbusment		2	☐
MA131	Introduction to Medical Science		5	☐
MA120	Introduction to Clincial Phlebotomy		1	☐
MA122	Medical Office Assistant Seminar II		1	☐
MA132	Medical Office Assistant Seminar III		1	☐
BIT102	Current Topics in Bioscience Technology		2	☐
BIT105	Safety in the Bioscience Workplace		2	☐
BIT107	Bioscience Lab Math		2	☐
BIT109	Basic Laboratory Techniques and Instruments		5	☐
				☐
				☐

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 <u>crosswalk</u> the identified <u>skill set</u> to the listed <u>secondary</u> and <u>post-secondary</u> courses.
- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the <u>standards</u> (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

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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 2017* 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 an appropriate Addendum folder. (Consult the *Guide to Using the Oregon CTE Program of Study Application 2017*, 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

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Element 1 Comment Box: Crosswalk:
https://docs.google.com/spreadsheets/d/1KGkTt7hQnB8o5XJbXC1CGzQc_CMFAfH55dC8eaifOzA/edit#gid=1530152736

B. In progress with PCC to align with programs offered at the community college. Link: https://docs.google.com/spreadsheets/d/1KGkTt7hQnB8o5XJbXC1CGzQc_CMFAfH55dC8eaifOzA/edit?usp=sharing

C. Attached Syllabi and we have 5 local higher educational schools who offer similar programs: Portland Community College, Oregon State University, Washington State University, Portland State University, George Fox, Lane Community College.

Fitness Training & Sports Medicine:
https://docs.google.com/document/d/18mgsEnxUApqKSXjMnlzrDaCG1fP91KPYyMMJweM4Rw4/edit
Health Foundations:
https://docs.google.com/document/d/1g6MVZ-uWeMN5IEnu5jqeHT95FNXlkpKnDZM2i9VSXt0/edit

D. Attached is the senior project portfolio requirements which requires students to work in the career related health field and complete pertinent assignments to meet industry standards and connect educational pathway to entry into career field.

Portfolio:
https://docs.google.com/document/d/1f59v_hlZo1RcYBFGOOTpbqGKNlQ9xGEN0LVTPqUTEF4/edit
Educational Pathway (pg. 15-29)
Internship (pg. 31-39)
Research design and paper (pg. 42-72)

E. Currently, I am involved in the Hillsboro School District high school career area learning advisory committee.

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 an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2017***, 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

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Element 2 Comment Box: : A. A, Students will use the Health Occupations roadmap to plan out their pathway starting in their sophomore year of HS. (https://docs.google.com/spreadsheets/d/1KGkTt7hQnB8o5XJbXC1CGzQc_CMFAfH55dC8eaifOzA/edit?usp=sharing).

B. Aligning program with Portland Community College. https://www.pcc.edu/programs/health/

C. Currently working on articulation.

D. Thru the program of study using the roadmap;

1. Students will continually learn and progress through each course and course material in knowledge and skills as they are ready. They will be assessed regularly to check for understanding and skill proficiency and provided multiple opportunities to meet each requirement.

2. They will earn high school credit and potential career credit as they meet skill requirements.

3. Students through coursework, internships, skill preparatory work, and guest speakers will be able to connect the educational preparation into entry of desired career.

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 an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2017***, 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: A./B. Currently we (Health Sciences within district) are meeting as an advisory committee to move the programs forward and work with industry professionals to make sure that our programs are prepapring our students for industry entryway. Currently, we are planning a summit where we bring in pertinent industry leaders to review current standards within classes and get feedback from them on what our students need to be industry ready. This should happen within the 2017-18 school year.

Meeting minutes from two district Health Advisory Committee meetings during 2016-17 school year:
December 2016: https://docs.google.com/document/d/1AuS-dKJSLSRRVCrO-vlquIMhDAt13zOkhxj1Wfy7LYs/edit
February 2017: https://docs.google.com/document/d/1BUdw8HNJkEex-cyNsuBSgabyE2GJJRjRF8_28zpRbAk/edit
C. Data will be taken in multiple forms. Short term data on career interests enrolled and internships given, formative & summative assessments within the actual class curriculum, and long term data on college enrollment in career field. Data must be kept on students career field interests to make sure

the curriculum is meeting industry standards for relevant careers within school. It also must be kept on student growth and improvement within curriculum based on formative and summative assessments. Finally, following up with students who have graduated the program and moved on to college and/or career to receive feedback on effectiveness of preparation. Through these forms of data, we will be able to better understand the needs of our program to prepare them for future careers and meet industry standards.

D. Currently, students perform several tasks within the Fitness Training & Sports Medicine class to prepare them for the next steps of entry college and/or career. Alongside curriculum that includes, medical terminology, anatomical terms and movements, muscular and skeletal systems, and exercise physiology, they are required to complete a year long project (part of their senior project) where they dive deep into their career interests. The project is broken up into three parts; Educational Plan & Pathway, Internship, Research. Below I have broken down each part:

Link:
https://docs.google.com/document/d/1f59v_hlZo1RcYBFGOOTpbqGKNlQ9xGEN0LVTPqUTEF4/edit

1.   Educational Plan & Pathway
a.   Resume (pg 16-17)
i.   This is used to place a student in an Internship
b.   Cover Letter (pg. 18-20)
i.   This is used to place a student in an Internship
c.   Career Exploration (pg. 23-25)
i.   5 part assignment
1.   Researching 3 careers in detail including what the job entails, what education is needed (schools that they can attend and what degrees they need), licensing needed, income, and related careers. They are required to research at least one school that does not require a 4 year degree.
2.   Reflection on which career they believe best fits them and why
3.   College Search; research 4 schools that have their desired career including what requirements they have, cost, GPA/SAT/ACT requirements, application deadline, why it is a good fit for them. They are required to research at least one public school and one private school.
4.   Scholarships; must find and apply to four scholarships that they are eligible for.
5.   SMART Goals: students create 5 SMART goals as it pertains to the long term (from current status as a new senior on to college/career and the next 3-4 years). With those 5 goals they must create 5 steps for each on what they need to do to meet those goals.
d.   Educational Plan (pg. 26)
i.   Students create a page long reflection of their next steps within the process of becoming college and career ready. They reflect on where they are at currently, what they need to do, and where they see themselves after graduation.

TSA:2CREG002

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, ☐ FNRL, ☒ 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 an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2017***, 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: A.   When entering the Health Services pathway students have to complete the following courses with a passing grade: Health 2 (10th grade; .5), Health Foundations (11th grade; .5), Fitness Training & Sports Medicine (12th grade; 1.0). They also must complete .5 credits in either Strength Training. Advanced Strength Training or Aerobics and take 1.0 of Anatomy & Physiology. They also must meet regular graduation requirements as aligned by the State of Oregon. The Health Occupations road map will be a resource for students to follow to meet all of these requirements.

Roadmap:
https://docs.google.com/spreadsheets/d/1uiDangHRwPM6uq7tc_ckvLauaXC_KcCXFkJyCm2M20c/edit#gid=236282109

B. Every student is educated and informed about CTE pathway options and given guidance on how to choose their pathway program and what expectations (classes) they must take throughout their time in HS. Guidance is given by grade level counselor and College & Career Counselor during their Health 2 class at the end of their Sophomore year of school. We work directly with our Dual Credit coordinator, as well, to allow students to earn dual credit in First Aid/CPR during Health Foundations (Junior year).

C. The Hillsboro School District, Hillsboro High School, counselors, and I, as the overseeing teacher of this pathway, abide by all rules/laws associated with allowing students equal access to all classes within this pathway. In the classroom, counselors and I work directly with case managers for SPED students to support their individual needs and differentiate based on those needs. Students with disabilities will be able to utilize necessary accommodations as identified on their IEP throughout the entire program. All students regardless of race, color, sex, religion, age, or disability will have access to this career pathway.

D, This upcoming 2017-2018 school year, we will be starting a chapter of HOSA at Hillsboro HS to help support the Health Services CTE program. We will utilize advisory time to support meeting times and to make it accessible to all students within the school day.

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 an appropriate Addendum folder. (Consult the ***Guide to Using the Oregon CTE Program of Study Application 2017***, 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: A-E. The Perkins grant will be used to attend the 2017 ACTE Conference the first week of December. This conference will allow me to expand my knowledge and meet with industry professionals. With this experience, the knowledge and materials obtained will be used directly in the classroom to build lessons and gather materials to give students the opportunity to work within the classroom on topics that allow students to meet CTE and industry standards.

Professional development will be provided within our district health services advisory committee, meeting with industry leaders regularly (and through the planned summit), and by bring in industry leaders to present to classes.

Hilhi also is receiving a donation of physical fitness equipment from Nike (expected within next few weeks - end of June start of July) including treadmills, ellipticals, etc. that will be placed in a "lab" like location and used by the Fitness Training & Sports Medicine students to be able to complete real lab work within the class curriculum on physical fitness and fitness assessment.

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, 2017***

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. Email completed COA with ALL signatures to **POS.Application@ode.state.or.us.**

Name of CTE POS	Health Science
Name of Secondary School	Hillsboro High 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		

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	Kendra Cawley	

For Regional Coordinator Use Only

Recommended Status:
☐ **RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)**
☐ **DISAPPROVED (and returned for revision)**

_____   **Date:** _____
Regional Coordinator Signature

For ODE Use Only

Approval Status:

☐ **FINAL STATE APPROVAL (Perkins Eligible)**   **Expiration Date:** _____

Date: _____
_____
Education Specialist Signature

Submission Process

Instructions

Submit <u>complete</u> electronic copies of the application materials by following this procedure:

1. <u>Do not send PDF applications</u>. **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., "OregonTownHSAccounting2016."**
5. **Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2016Addendum1, "OregonTownHSAccounting2016Element1,"" or "OregonTownHSAccounting20161StandardsContent."**
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. <u>(Please name documents and folders so that they are clearly identified</u>.)**
8. **Each application needs to include a completed Assurance page with all signatures included on one page—please, no duplicate Assurance 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 (<u>https://district.ode.state.or.us/apps/xfers/</u>) and follow the online directions for sending your POS folder to** POS.Application@state.or.us**. For technical help with this procedure, call 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.**

<u>CTE Teacher</u>: Submit <u>complete</u> electronic application materials to your CTE Regional Coordinator.
<u>Regional Coordinator</u>: Submit application and addenda using the FTP process described in 10 above, to this mailbox:
POS.Application@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, 2017
Early Bird deadline (assures feedback before teachers leave for summer): April 28, 2017

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

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