

## 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>Education</b>
<b>Career Area:</b>	Human Resources--HR
<b>Cluster Area</b> (and CTE licensure)	HR--Human Services
Focus Area (if applicable):	Early Education
Secondary CIP Code: ( <a href="#">Link to CIP website</a> )	13.1210 (6 digit)
Community College CIP Code: ( <a href="#">Link to CIP website</a> )	13.1210 (6 digit)

<b>Secondary School Name:</b>	<b>Liberty High School</b>	
Secondary School District:	Hillsboro	
Secondary School ID Number:	<b>1201</b>	
<b>Secondary Teacher Name:</b>	<b>Email</b>	<b>Current CTE License</b>
Jessica Ackerman	ackermaj@hsd.k12.or.us	Select Current Teacher CTE Endorsement

<b>CC Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2AREG043
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<b>Secondary Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2AREG010
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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
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title:	Early Education and Family Studies
Community College Award:	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/0B2MMRvjYf1pANmc4a2t3Tkh0d1k">https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k</a> <a href="https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k">https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k</a>
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<b>Regional Coordinator/Contact:</b>	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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# CTE Program Of Study ...2017 Application (continued)

## 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

#### Relevant Links:

HSD NAVIANCE <https://connection.nviance.com/family-connection/auth/login/?hsid=centuryhs>

COLLEGE AND CAREER PATHWAYS <http://www.hsd.k12.or.us/Academics/Programs/CollegeandCareerPathways.aspx>

BILINGUAL PROGRAM <http://www.hsd.k12.or.us/Academics/Programs/BilingualPrograms.aspx>

EVERY STUDENT SUCCEEDS ACT

[http://www.hsd.k12.or.us/Academics/Resources/EveryStudentSucceedsAct\(ESSA\).aspx](http://www.hsd.k12.or.us/Academics/Resources/EveryStudentSucceedsAct(ESSA).aspx)

Links/Evidence Folder:

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

Evidence Folder: <https://drive.google.com/drive/folders/0B2MMRvjYf1pATVJUQmh1T1Y1dGc> or

<https://drive.google.com/drive/folders/0B2MMRvjYf1pAcWNzZk5hVUVCdDA>

Course Catalog: <http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2016-17%20HS%20Course%20Catalog.pdf>

Program Website: <http://falconsnestpreschool.weebly.com/>

Hillsboro Chamber of Commerce: <https://www.hillsborochamberor.com/school-to-work.html>

Liberty Counseling page - Naviance: <http://schools.hsd.k12.or.us/liberty/Counseling/Naviance/tabid/6788/Default.aspx>

Liberty ESL page: <http://schools.hsd.k12.or.us/liberty/Staff/ESL/tabid/6741/Default.aspx>

Comments:

A. Yearly, we review the multi-disciplinary careers that support early childhood children and their families. Guest speakers are also invited including: State Licenser, Health Inspector, Bilingual Storyteller, Imagination Yoga Instructor, Family Advocates, Speech Pathologist, Art Therapist, etc .. See Evidence Folder (Counselor Job Market Info.JPG)

B. Students use the Washington County Food Safety Training Manual to earn a food handlers certificate. This manual is provided in six different languages. <http://www.co.washington.or.us/HHS/EnvironmentalHealth/upload/English-2012.pdf>. We also partner with the Hillsboro Chamber of Commerce to provide career related learning experience. Students also work in the Childcare program at Liberty and do outside projects. See above links and Evidence Folder

C. We also provide information from the Works Source Oregon Careers Magazine in both English and Spanish languages. [mypathcareers.org](http://mypathcareers.org). along with the use of Naviance to track students' progress through educational and career goals. See above links.

D. Extended Application projects are regularly used to be part of FCCLA's STAR competition. 85% of students who present at the state level are invited to Nationals. Extended Application Projects are also designed to support our community needs including Reedsville Food Pantry and Project Homeless. See above links and Evidence Folder.

E. Monthly our career counselor is showcasing a scholarship opportunity. Mr. Lopez takes additional time to explain and support the students within this pathway when the WOU scholarship is out. Students who completed the pathway and support Falcon's Nest Preschool their senior year can also apply for Falcon's Nest Scholarship, receiving from \$1,000 to \$3,000.

F. Examples of how effort is incorporated within our program to illustrate the importance of males in this pathway include: Creating a display in the Intro to CDA course, Top 10 Reasons how you could be a super hero to a young child. Each poster throughout LHS had an image of a male.

Introduction course does a lesson on the importance of males within ECE, journal articles provided as a tool to examine our current education system within our community.

Lesson on Shaken Baby Syndrome has images of males being challenged : "Are you tough enough to be Gentle" picture includes an African American Male holding an infant. Examining the data regarding who usually causes this abuse and why ... society expectations of males vs females.

G. This program is available to all students, including all state and federal protected classes.

H. Anti-Bias Curriculum – Teaching Tolerance Lesson Plans are part to the career preparation for the students, it is a fantastic way to also model and inspire others to ensure all abilities, interests and needs are supported. We follow all accommodations for students with IEP, ELL and or 504 needs stated in their individual profile. Additional support can always be found from case managers.

[https://docs.google.com/document/d/1zloTspIVL\\_aKqizAYKuUGTpXkMv7P9zyh85vxeGQN6l/edit?ts=58cc1dcb](https://docs.google.com/document/d/1zloTspIVL_aKqizAYKuUGTpXkMv7P9zyh85vxeGQN6l/edit?ts=58cc1dcb)

I. Our ESL Coordinator, John Patron ensures translators to teacher aides are available for the students within our program or for the student's families. See above link.

In May, students present their senior project/Extended Application to the public during "Senior Exhibition Night". This presentation is advertised and open to the public in the evening. During the last period of the day, all students are dismissed from class to preview the work and collaborate about the value of each project, but also career and college pathway. This really works well as an education tool for students. A powerpoint has been provided to illustrate how LHS provides a "lecture" at Curriculum Night prior to students forecasting for classes. During this event, student leaders of Child Services provides information to students and family members. Also, the district approved course catalog illustrates

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

requirements, pathways and more. Dual Credit Alignments found on pg. 14, Career Development Outline on pg. 15 - 18 Human Resources Career Learning Area can be found on pg 29-31.

HSD COURSE CATALOGUE [http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog\\_web.pdf?ver=2017-02-16-111245-720](http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2017-18%20HS%20Course%20Catalog_web.pdf?ver=2017-02-16-111245-720)

### 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.

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

*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

# 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).

<b>Name of CTE POS</b>	Education
<b>Name of Secondary School</b>	Liberty High School
<b>Name of Community College</b>	Portland 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.	
<b>Secondary School District Administrator Signature</b>		<b>Date:</b>
<b>Administrator's Name</b>	Dr. Amanda Ryan-Fear	

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	The program advisory committee has been involved in the design and development of this program.	
<b>Advisory Committee Signature</b>		<b>Date:</b>
<b>Advisory Committee Member's name</b>	M. Barnett	

<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.	
<b>Community College Administrator's Signature</b>		<b>Date:</b>
<b>CC Administrator's Name</b>	Kendra Cawley	

### For Regional Coordinator Use Only

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

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

**Regional Coordinator Signature**  
 2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

### For ODE/OCCWD Use Only

**Approval Status:**  
 FINAL STATE APPROVAL (Perkins Eligible)

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

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

**Education Specialist Signature**  
 Marnie Jewell

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 checked="" type="checkbox"/>	All items on Page 1 of this form have been completed
<input checked="" type="checkbox"/>	The Career Pathway Map/Visual link has been included on Page 1, (showing both secondary and postsecondary partners)
<input checked="" type="checkbox"/>	The course-to-standards matrix for this CTE POS has been completed and attached
<input checked="" type="checkbox"/>	All courses that trigger the Technical Skill Assessment have been identified in the course-to-standards matrix
<input checked="" type="checkbox"/>	All student support services expectations (Page 2) have been addressed and any documentation has been linked or attached
<input checked="" 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.)