



Department of

Office of Educational Improvement and Innovation

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Oregon Department of Community Colleges and Workforce Development

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Start-Up CTE Program of Study Application (Perkins Eligibility—30%) 2017 Version

This application is required for all Start-Up CTE Programs of Study. There are two parts to this application.

Part 1 – Must be completed for all Start-Up CTE Programs of Study, even if they are being developed exclusively with local funds. This application will place the program in our list of pending CTE Programs of Study. If the program is not completed within the identified time, it will be removed from that list and a new application must be submitted.

Part 2 – Must be completed for all new CTE Programs of Study where Perkins funds are being requested to develop either the secondary or postsecondary component of the program. If the program is not completed within the identified time, it will be removed from the list of pending CTE Programs of Study and ODE may request return of funds used to develop the program.

PART 1 – Must be completed by secondary and postsecondary partners

CTE Program of Study—General Information	
Proposed Title of Program of Study	Construction
Secondary CIP Code: (Link to CIP website)	46.0201 & 46.0000 (6 digit)
Community College CIP Code: (Link to CIP website)	46.0000 (6 digit)
Career Cluster	IE--Architecture Construction
Focus Area (if applicable)	Construction

Secondary School Name:	Mountainside High School
Secondary School ID Number: (Link to ID lookup)	TBD
Secondary Teacher Name	TBD
Secondary Teacher Licensure	TSPC Certified

Oregon Community College Name:	Portland Community College PCC Sally Earll sally.earll@pcc.edu
Community College Award:	Associate of Applied Science
Program Contact Name:	Suzanne Najafdari
Department, division, etc.:	Building Construction Technology
Phone: 971-722-7516	Email : suzanne.najafdari@pcc.edu

Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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CTE POS Course Lists—Secondary

Directions:

- 1) Please list below the **anticipated** 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 **will be** 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
<input checked="" type="checkbox"/>	A551 X	Woodworking 1	.5	17006	This course is designed to introduce students to the basic principles and practices of woodworking. Students will gain knowledge and skills in woodworking through a variety of lectures, demonstrations and hands-on projects. Course content will focus on wood shop safety practices, the proper use of hand tools, power tools and woodworking machinery, accurate measurement, basic math, and industry vocabulary. Other topics covered include exploring various careers in the woodworking industry, project planning and design techniques, interpreting technical drawings, communication skills, productivity and manufacturing. They will have access to the AHS “Fab Lab” which is equipped with CNC machines, 3D printer, and a vinyl cutter.	Select College		
<input checked="" type="checkbox"/>	A552 X	Woodworking 2	.5	17006	This course is designed to build upon the fundamental skills developed in	Select College		

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					Woodworking 1. Course content will focus on the design process and production of individual woodworking projects. Shop safety practices and procedures will be reviewed. Students will develop advanced skills and techniques in the use of hand tools, power tools and machinery that will be applied to designing and building cabinetry and small furniture. Assessment of student projects will be based on precision in planning, measurement, layout, and the craftsmanship of finished projects.			
<input checked="" type="checkbox"/>	a531X	Drafting 1	.5	21102	This course teaches basic drafting and design skills using the computer. AutoCAD is the tool used to create mechanical drawings, technical illustrations and various beginning engineering drawings. Students work individually, at their own pace, on a variety of basic drafting drawings, as well as several design projects and 3-D drawings. AutoCAD, Sketch-Up, Inventor and other programs will be used. Students interested in careers in engineering design, drafting, or students just interested in learning a fun, powerful drawing program should take this class. Students will have access to the Aloha "Fab Lab." This lab gives students hands-on access to milling machines, lathes, CNC vinyl cutters, the 3-D printer, CNC router and other model making/fabrication tools.	Select College		
<input type="checkbox"/>	A532X	Drating 2	.5	21102	Advanced Computer Aided Drafting builds on the material learned in Computer Aided Drafting, with an emphasis on engineering drawings. Students work on various drawings including mechanical, civil and architectural engineering projects as	Select College		

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					well as interior design. Upon completion of the course, a student will have a professional portfolio of top quality working drawings that demonstrate to a college or potential employer the student's expertise in AutoCAD and other programs. Students work in technical illustration and use the latest version of AutoCAD. Students will also work with Revit, 3-D S Max, Google Sketch-Up and others.			
<input type="checkbox"/>						Select College		
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**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 (optional for Start-ups)

Post-secondary Core CTE Courses:

- Enter the name of the anticipated college program that will be the postsecondary component of this POS
- Select the highest level of this component offered by the college
- List the courses anticipated to be included in the Course/Skill Set crosswalk matrix (entry level courses)

[illegible]

PART 2 – This documentation must be submitted by the secondary and postsecondary components if Perkins funds will be requested for the development of the CTE POS.

Important: To be eligible for Perkins POS development funds, a program component:

1. Must not have existed in the school or college within the last three years
 2. Must be designed to meet local demand for High Demand/High Wage careers
 3. Must have at least 70% resource support from the local district or community college
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Attachments:

1. **Short-term Budget** – Attach a detailed proposed budget for development of the CTE Program of Study during the first year. Include all resources that will be used. **
2. **Long-term Budget** – Identify the estimated total funds that will be used to support the continued development of the program during years two and three. **
3. **Plan** – Provide brief bulleted list of planned activities that will move the development of the program to a CTE Program of study over a period of no more than three years. This list should address all core elements of a CTE Program of Study: 1) content and standards, 2) alignment and articulation, 3) assessment and evaluation, 4) student support services, and 5) professional development.
4. **Sustainability** – Briefly describe how this program will be sustained once it has been approved. Please include a description of the planned use of Perkins funds for enhancement of student learning opportunities.

** As a rule, Perkins grant funds can be used for only 30% of the development costs. Perkins funds may only be used for allowable costs. See [FAQ](#) for more information.

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Assurances

(Proposed Joint Submission Date must be within 3 years of application)

Name of School	Mountainside High School		
Name of Program	Construction		
Proposed Joint Submission Date: deadline for secondary and postsecondary components	4/30/2017		
Signatures: By signing below, the appropriate representatives agree to work collaboratively to create the above CTE Program of Study within the timeline identified by the Proposed Joint Submission Date above.			
<p>ODE must approve the use of Perkins funds to develop new Programs of Study that are not on our current list of approved CTE programs. ODE will only consider doing so if 1) the new program has not been offered in the secondary school or community college over the past 3 years, 2) it meets a high wage, high demand economic/workforce need (as identified by the Oregon Department of Labor), and 3) it has financial support from the district or community college.</p> <p>If this request to start up a new CTE POS is approved, the program must become a CTE Program of Study within no more than three years, and Perkins funds can be used to support no more than 30% of program development costs.</p> <p>If the program does not become a CTE Program of Study in the approved time, all Perkins funds used to support that development may be required to be returned.</p>			
Secondary Administrator	Date:		
Postsecondary Administrator	Date:		
Regional Coordinator	Date:		

FOR ODE USE ONLY

Approval Status:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved		
ODE Specialist	_____ Printed Name	_____ Signature	_____ Date:

Attachments:

Attach documentation of labor market need for each new component of the CTE Program of Study:

- Post-secondary component: Attach a copy of recent LMI (within last 3 years). If information is older than 3 years, submit new data which can be found at <http://www.qualityinfo.org/olmisj/OlmisZine>.
- Secondary component: Attach a letter of support written and signed by members of a local industry advisory committee, or signed by a shared secondary-postsecondary advisory committee.

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