



Career and Technical Education Program of Study Application (Perkins Eligible) 2011 Version

Directions—please enter information into ALL the fields in this application. (If you have technical problems with this application, contact Ron Dodge—503-947-5653, ron.dodge@ode.state.or.us.)

Secondary School District:	Scappoose SD
Secondary School ID Number:	162
Secondary School Name:	Scappoose High School
Community College Name:	Portland Community College
Additional/Alternate College Name:	

CTE POS—Title:	Manufacturing Technology	
Career Area:	Industrial Engineering Systems--IE	
Cluster Area:	IE--Manufacturing	
Focus Area:		
Secondary CIP Code & Title:	4800 (4 digit)	4800 PRECISION PRODUCTION
Community College CIP & Title:	15.0613 (6 digit)	Machine Manufacturing Technology
Secondary Program Title:	MANUFACTURING TECHNOLOGY	
Community College Program Title:	Machine Manufacturing Technology	
Community College Award:	Associate of Applied Science	
Secondary School/District Administrator:	Eric Clendenin	eclendenin@scappoose.k12.or.us
Secondary Curriculum Coordinator:		
Regional Coordinator/Contact:	2A--Lynn Wilson-Dean	Lynn.wilsondean@pcc.edu
Community College Contact:	Kendra Cawley	kcawley@pcc.edu
Secondary Lead teacher:	Dale Preuss	dpreuss@scappoose.k12.or.us
Teacher CTE Endorsement:	IES--Manufacturing	8/8/2011
		Enter email
		Enter email
College Lead or Department Chair:	Joe Huddleston	joe.huddleston@pcc.edu
		Enter email
Secondary CTE POS Visual Hyperlink: (or include a hardcopy of visual in Addendum B)	http://spot.pcc.edu/pavtec/	<input type="checkbox"/> No link, but included in Addendum B
CC CTE POS/Pathway Visual Hyperlink: (or include a hardcopy of visual in Addendum B)	http://www.pcc.edu/programs/machine-manufacturing/	<input type="checkbox"/> No link, but included in Addendum B

Submit complete application materials by email to your CTE Regional Coordinator.

(Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us)

CTE POS Course Lists—Secondary

Please list the CTE Program of Study Secondary Courses below. “Core Courses” are those in which the CTE teacher will:

- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS’ Skill Set
- Assess and record student achievement of those standards
- If your secondary school does not have course numbers, contact [Ilene Spencer](#)
- It is expected that it will take at least 2 credits to complete a skill set and prepare the student for the technical skill assessment.)

Secondary Core CTE Courses

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Teacher Name	**CN?	Articulating College	College Course #	College Course Name
x	2403	MANUFACTURING TECH I	0.5	13202	Students gain experience in all areas of metal working: gas and arc welding, foundry, bench (sheet) metal, meallurgy, and machining. Emphasis is placed on shop safety and developing good work habits. This class leads to Advanced Manufacturing Technology.	Preuss	<input type="checkbox"/>	PCC	MCH 100	Machine Tool Basics
x	24032	MANUFACTURING TECH II	0.5	13202	Students continue to develop their skills in the areas of welding, foundry operation and practices, bench (sheet) metal, metallurgy, and manual and DND controlled machining. Students will study the growth and potential of the various metal working professions. Emphasis will be placed on shop safety, good working habits, design, and accuracy.	Preuss	<input type="checkbox"/>	PCC	MCH 105	Blueprint Reading I
x	2499	ADV	0.5	13055	Students will learn	Preuss	<input type="checkbox"/>	PCC	WLD 101	Welding Processes &

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		MANUFACTURING TECH			advanced welding techniques concentration on out of position welding and American Welding Society standards. Students will become proficient in sheet metal forming and bending and pattern development and gain an understanding of the sheet metal industry from a business standpoint. Students will learn advanced machining techniques on vertical and horizontal milling machines, lathes, CNC equipment, and other machine tools. Students will apply skills learned in Manufacturing Tech I/II by designing and buildign an assortment of projects.					applications
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*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student

** CN = College Now—course identification as College Now or articulated courses

CTE POS Course Lists—Post-Secondary

Post-secondary Core CTE Courses: List all courses that complete delivery of the identified Skill Set—those included in the Course/Skill Set crosswalk matrix

Name of Certificate or Degree Program		Enter name of college program		Degree or Certificate:	Select certificate or degree
College Course #	Post-Secondary Course Name	Number of Credits	*College Now?	Course Description (brief) (boxes below will expand)	
MCH 100	Machine Tool Basics	1.0	<input type="checkbox"/>	Covers using the Machinery's Handbook and Machine Tool Safety. An overview in utilizing the Machinery's Handbook, safe work practices, safe clothing for personal safety, fire prevention in the shop, and hand tool safety.	
MCH 105	Blueprint Reading I	1.5	<input type="checkbox"/>	Covers blueprints using multi-view projection, sectional & auxiliary views and title blocks & drawing format which are the basis for all graphical communication in industry today. Knowledge of the techniques used on blueprints is necessary in industry whenever descriptions of size, shape, and arrangement are used to produce, service, or sell a product. Introduces blueprints and drawing techniques which will be built upon with further modules in the program.	
WLD 101	Welding Processes & applications	4.0	<input type="checkbox"/>	Covers welding processes, safety, equipment, and essential variables of operation.	

* CN = College Now—course identification as College Now (or articulated courses)

Please use the Excel spreadsheet posted online at (<http://www.ode.state.or.us/search/results/?id=225>), or use one you've created locally to crosswalk the identified Skill Set against the listed courses.
(See Addendum A under Element 1 below)

Element 1: Standards & Content

- ☒ A. Relevant, rigorous standards-based content 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. The program is of 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. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and

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- ☒ E. Assure secondary and post-secondary students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employment trends.
 - ☒ F. Safety and drug-free workplace expectations are an integral, explicit and mandatory part of the CTE instructional program. Laboratory spaces with power equipment model a safe and clean learning environment. Available safety certification is required for students, as appropriate.
 - ☒ G. Based on the Program Design and instructional plan where each student will:
 - ☒ Recognize connections between academic and technical content;
 - ☒ Meet diploma requirements, post-secondary entry requirements, and certificate/degree requirements;
 - ☒ Demonstrate mastery of academic and technical content that is aligned with industry standards;
 - ☒ Apply learning through authentic experiences, and
 - ☒ Build confidence to compete in high wage, and/or high demand occupations.
-

Strengths

PCC has both Connection Team meetings where we (HS and PCC faculty) come together to talk about curriculum alignment and potential articulation. This program is still in the early stages of renewing articulation agreements. The instructor will be retiring and this will inform what the next steps are as the new instructor is hired.

PAVTEC offers TSA, POS and other professional development activities that bring together both the small schools consortium and all other regional POS to exchange ideas and indentify ways of matching curriculum to OSS and partner industry needs.

The best component is the Manufacturing and Engineering Days PCC hosts where my kids can meet with PCC faculty and advisors in the I&E career area. We tour the campus, have lunch and career talks, and do a project in each area. This ties current industry practices to HS curriculum.

My goal is to recruit more students to take advantage of career field trips. This is the best way I know to show students what our community industry partners and their future employers expect.

I will know I am successful, if I can get more students than I had last year.

Concerns

I am retiring and have some personal challenges at school and at home. I have not been able to fully participate in all the meetings like in years past.

I hope to leave a strong program and guidance on how to connect to PCC for the incoming CTE instructor.

I am working with PAVTEC and my administrator to make sure we do not lose this POS for future students.

My measure of success will be that I submit and get approval on this POS which will show that the new instructor the direction this POS should take with my curriculum aligned to the Oregon Skills Sets.

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The academic community at Portland Community College (PCC) has developed and approved PCC Core Outcomes that are common to graduates of all PCC programs and aligned with general education goals. Core outcomes cover six areas—communication, community and environmental responsibility, critical thinking and problem solving, cultural awareness, professional competence and self-reflection.

CTE students at PCC are assessed on their ability to demonstrate certificate and AAS degree outcomes for their program area of concentration. The current methods of assessment may include one or more of the following: oral or written examinations, quizzes, written assignments, visual inspection techniques, safe work habits, task performance, and work relations.

PCC's Curriculum Support Office is in the process of gathering all current CTE Program Outcomes and publishing them to a website under their respective certificates and AAS degrees (<http://www.pcc.edu/resources/academic/degree-outcome/index.html>).

In the PAVTEC Work Sessions that included both PCC and secondary school staff, academic (reading, writing and math) entrance expectations of PCC and specifically PCC CTE programs were discussed and cross walked with high school course curricula. The curricula of the high school's CTE Programs of Study, combined with the school's diploma requirements, are designed to prepare students to meet or exceed those expectations.

In PCC's **Welding** program, there is a growing appreciation among students for core soft skills in communications, following oral directions, understanding the criteria of acceptance for their completed work, reading a tape measure, and doing the math required to fabricate a project and follow a blueprint precisely. Students are recognizing that to be competitive and successful in this field, these skills are as important as elsewhere. Being a good welder and laying down a perfect bead does not always completely satisfy an employer.

Addendum A: Skill Standards/Content/Course Crosswalk

Directions: Create an **Addendum A** folder for properly identified examples of the items listed below:

Required documentation for Element 1:

- Identify industry validated technical skill standards/skill sets; list all Knowledge and Skill Statements for the Cluster, and include Focus Area KS statements if appropriate (Performance Indicators are not necessary for this documentation)
- Standards-to-course crosswalk/mapping—Please use the Excel spreadsheet posted online at (<http://www.ode.state.or.us/teachlearn/pte/posexampleskillmatrixfield.xls>), or use one you've created locally to crosswalk the identified Skill Set against the listed courses. All courses identified in the secondary and postsecondary course lists on pages 2 and 3 should be included.

Element 2: Alignment & Articulation

- ☒ A. An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment.
[Sec.122(c)(1) & Sec. 134(b)(3)]
- ☒ B. A unified, cohesive sequence of content among secondary and post-secondary partners; a non-duplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- ☒ C. Alignment of content between secondary and post-secondary education may include course articulation or other ways to acquire Post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, etc.).
- ☒ D. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- ☒ E. Based on the program design and instructional plan, each student will:
 - ☒ Not need to take a remedial course;
 - ☒ 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.

Comments and additional information: Please address the questions for both the Secondary Partner and the Post-Secondary Partner found in the "Areas of Strength" and Priority Concerns" worksheet at the end of this section of the ***Readiness and Sustainability Tool***:

Strengths

Until this year I worked closely with PCC and the Dual Credit Coordinator to articulate classes. This program is still in the early stages of renewing articulation agreements. I will be retiring and this will inform what the next steps are as the new instructor is hired.

I attended a professional development at PAVTEC last year and I am incorporating more reading and writing into my classes where il can so i have a good handle on students' progress so they will not need remediation if they go onto PCC. I have a writing assignemnt that accompanies each student project in the Adv Manuf class that is designed to organize the student's thining before, during, and after the projects completion. I continually embed math, writing, reading and presentation skills in my classes as they are appropriate.

Concerns

I have very few students who have actually receive dual credit over the years. It is the district's hopes as I transition to retirement, the new instructor will have the credentials to carry on my work and motivate more students to apply for credit.

The success will be that we hire an instructor who has the instructor qualifications PCC will accept to offer dual credit and that more students will take that opportunity.

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CTE students count on their secondary academics and exposure to possible careers to help shape their futures. In this unstable economic climate, it is more important than ever to match secondary Programs of Study with post-secondary certificates or degrees that lead to high-wage, high-skill, and high-demand jobs based on updated regional or state labor market information.

Dual credit classes provide an opportunity for high school CTE students to transition smoothly from high school to college, in a non-duplicative program of study. Articulated courses also help in shortening time-to-completion of a degree or certificate. Having dual credit available to high school programs is a motivator for students to not only stay in school, but it also motivates students to do well in their classes as articulated courses are directly tied to a college transcript. Dual credit courses offer a broader, stronger high school curriculum and assists with increasing student readiness for college level work.

Dual credit facilitates productive interaction between high schools and the college for curriculum development while enhancing college-school-community relations. In addition, articulation agreements reduce the redundancy of courses between high school and college. Coordinated curriculum helps to assure students meet college standards.

The college's dual credit staff continues to work with high school CTE teachers to make sure students are properly registered for dual credit, and that grades are recorded for dual credit offerings. Dual credit registration is now on-line at the college so this will help facilitate the process for student's to register and participate.

Allowing high school students to receive college credit for CTE high school courses that meet college standards is an important part of students' successful transition to either post-secondary education or higher starting salaries. By providing specific guidance to meet college-level requirements, credit articulation agreements also help support higher quality secondary CTE courses and more qualified CTE teachers. It is important to acknowledge that a lot of barriers still exist that apply to awarding college credit for high school courses. Even when curriculum is aligned, there are issues relating to course delivery and/or instructor qualifications that are "deal-breakers" for dual credit. For Portland Community College, adherence to the faculty-defined Instructor Qualifications is tremendously important for maintaining accreditation standards. On the other hand, when students take a high school course that is substantially the same as a college course, there is reasonable concern that student effort may be duplicative.

In addition to the Institutional Articulation Agreements described above, course-to-course credit articulation agreements are in place for many courses, and will continue to be developed. Updated agreements are prepared annually in the fall by the college's dual credit staff and signed by appropriate secondary and post-secondary staff.

For several years the **Machine Manufacturing Technology** (MMT) program has hosted visiting high school students from around the district for a half day activity. This includes campus tours, a project to make on the machine, and a chance for students to check out master cam. They have a lunch and then visit engineering technology labs. This year 12 schools participated.

Every summer the program hosts at least two students from each high school's robotics program to attend workshops in PCC's **MMT** labs.

Element 3: Accountability & Assessment

- ☒ A. Business, community and education partners, such as an Advisory Committee, participate in evaluating program vision, goals and priorities such as:
 - ☒ Assist in CTE program of study development and validation of industry skill standards for curriculum content and technical skill assessment, where appropriate,
 - ☒ Play an active role in curriculum development, implementation and program evaluation,
 - ☒ Participate in the CTE teacher recruitment, instructor appraisal process and ongoing faculty professional development.
- ☒ B. Each Perkins-eligible CTE program of study's performance shall be measured against the set of Perkins-required performance measures as described in Perkins IV Measurement Definitions. [Perkins Section 113 (2)(A-B)].
- ☒ C. Perkins performance data is used for data-driven, CTE program of study improvement decisions (See page 12 of this document)
- ☒ D. Based on the Program Design and instructional plan each where each student:
 - ☒ Monitors their own progress through their demonstration of attaining standards
 - ☒ Demonstrates their technical and academic proficiency in meaningful ways
 - ☒ Adapts their program to meet their personal goals based on industry requirements and performance outcomes

Comments and additional information: Please address the questions for both the Secondary Partner and the Post-Secondary Partner found in the "Areas of Strength" and Priority Concerns" worksheet at the end of this section of the **Readiness and Sustainability Tool**.

Strengths

I have discussed using a PCC final exam as my end of program design. This would ensure that students had not only the knowledge but also the skills. We are still discussing this. It is hard to say which course would be most appropriate from PCC and then we would have to revise it to look at equipment at PCC vs at Scappoose.

Because of our connection with PCC, my students are able to visit PCC campus and see what would be expected of them. We have great business community support. And i have guest speakers and local business people who interact with my students giving them a reality check on what our local employers would expect.

Concerns

Hard to get businesses interested in serving on an Advisory committee during these economic times. A few hours off work often means time they are not earning for their compnay. We have a small business community to start with and we are in even more depressed times than much of the Metro area.

My goal is to leave the new instructor with some introductions to the business community so he/she can make some meaningful cold calls to those partners. Success will be measured by how active the committee is when the new instructor comes on board.

Instituting "valid and reliable" Technical Skills Assessments across a broad range of Programs of Study is a challenge that continues to need evaluation, development and implementation. In order to meet the ambitious Technical Skills Assessment reporting deadlines, all Perkins-eligible CTE programs at Portland Community College have begun collecting and sharing information about what each CTE program is currently doing for skills assessment, discussing technical challenges that interfere with other comprehensive assessment,

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reviewing existing and new assessment tools, selecting appropriate tools, matching technical skills assessment with useful industry standards, and sharing strategies about how to address academic deficiencies revealed by skills assessment. Many CTE departments are using current licensure or industry certification exams as their TSA, some are using nationally developed standardized tests, and others are creating their own assessments.

Addendum C: Accountability & Assessment Documentation

Element 3 (continued: Student Data)

PRIOR CTE STUDENT PERFORMANCE DATA ANALYSIS

Secondary Student Data Analysis—part 1

An analysis of prior CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment, as well as the other performance indicators. The analysis of prior CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

Prior CTE Concentrator Performance Reports with student performance targets are available at [CTE Student Data Reports](#)

In the fields below, enter the student data you have for prior year student data for up to 3 prior years. Also, enter this year's Target Performance goals, as well as actual Current Year School Wide Performance Data.

CTE Performance Indicator	Prior Year CTE Performance	<u>Most Recent</u> <u>School Wide</u> Performance	<u>Most Recent</u> <u>State Wide</u> Performance	<u>Target</u> <u>School Wide</u> Performance	<u>Final Perkins IV</u> <u>Target</u> Performance
	Year: 2009-2010	Year: 2009-2010	Year: 2009-2010	Year: 2010-2011	Year: 2013-2014
1S1—Academic Attainment (Reading)*	69.77	67.00	72.26	?	100
1S2—Academic Attainment (Mathematics)*	72.09	62.00	66.38	?	100
1S3—Academic Attainment (Writing)*	59.46	57.00	58.79	?	100
2S1—Technical Skill Attainment	97.56	n/a	95.21		tba
3S1—High School Completion	97.67	n/a	97.49		tba
4S1—High School Graduation	97.50	98.2	97.05	?	tba
5S1—Secondary Placement	60.00	n/a	75.51		tba
6S1—Nontraditional Participation	18.60	n/a	43.07		tba
6S2—Nontraditional Completion	--	n/a	28.17		tba

*Annual Statewide Academic Targets for All Schools and Districts

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School Year	Reading	Mathematics	Writing
2008- 2009			
2009- 2010	60%	59%	60%
2010- 2011	70%	70%	70%
2011- 2012	80%	80%	80%
2012- 2013	90%	90%	90%
2013- 2014	100%	100%	100%

Secondary Student Data Analysis—part 2

Element 3 (continued: Student Data)

Please address the following Guiding Questions for analysis of your CTE performance data listed on the previous page:

1. How does your CTE concentrator performance compare to statewide performance on the CTE performance indicators?

We do very well compared to Statewide concentrators at Scappoose. Our CTE programs exceed both target and state in Math, Writing, Skill Attainment, HS Completion, HS Graduation rate. We meet and exceed state target in Reading but are under by 2% points, not much difference. However, where we need great improvement, as does the state, is in Non Trad both participation and completion.

2. What might be the cause of your current performance if it lags behind statewide academic or CTE indicator performance?

Scappoose CTE does not lag in anything other than Non Trad and we are below state concentrators. There maybe several reasons we lag in Non Trad: 1) we have a small student population to draw from; 2) we have a more traditional community; 3) we have not made firm connections with our counseling staff to promote enrollment; 4) we do not count accurately record our young men in ECE.

3. How does your program's CTE concentrator performance data compare with school-wide student performance data?

Scappoose CTE students are not performing as well as the general population. this could be because of our small population of CTE students tested. it could also be that we are not identifying all CTE concentrators or that at 10th grade the results really do not reflect the achievement of our CTE concentrators as some of our population is transient.

4. Do you have indications that your CTE concentrators continue with their CTE program of study at the post-secondary level? Do any of these students require remediation before they continue with their program?

We have no formal way of tracking our CTE concentrators from HS to postsecondary. The same problem the state has. When ODE figures this out, we would like them to share this ability. Right now students report back to CTE instructor and counselors anecdotally that they are attending and doing well. Some times this type of knowledge is shared during joint PCC and HS CTE meetings,

5. What questions does your student performance data raise?

We want to make sure we continue with our best practices for academic and graduation rates in CTE. we need a school wide effort to increase our NonTrad population. The question is how do we increase Non Trad participation and retention?

6. **Key Question:** What action steps will you take through this CTE POS design and implementation to assist students in improving performance?

More interaction with counselors and advisors to promote CTE to NonTrad audiences. This is not really a student performance issue as it is a school issue. Our CTE students are doing well academically, they do need to improve in writing.

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Element 3 (continued: Student Data)

Post-Secondary Student Data Analysis—part 1

An analysis of prior CTE concentrator performance will help identify any performance measures that may need to be addressed to increase concentrator academic and technical skill attainment, as well as the other performance indicators. The analysis of prior CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

Prior CTE Concentrator Performance Reports with student performance targets are available at [CTE Student Data Reports](#)

In the fields below, enter the student data you have for prior year student data for up to 3 prior years. Also, enter this year's Target Performance goals, as well as actual Current Year School Wide Performance Data.

CTE Performance Indicator	Year 1 Prior CTE Performance Year: 2007-2008	Year 2 Prior CTE Performance Year: 2008-2009	Year 3 <u>Most Recent</u> CTE Performance Year: 2009-2010	Year 4 <u>Next Target</u> CTE Performance Year: 2010-2011	Year 5 <u>Final Target</u> CTE Performance Year: 2013-2014
1P1(a)—Technical Skill Attainment (Locally Approved)	97.97	97.71			
1P1(b)—Technical Skill Attainment (State Approved)			n/a	Enter 1P1(b) Data	Enter 1P1(b) Data
1P2—Academic Attainment	95.53	95.92	n/a	Enter 1P2 Data	Enter 1P2 Data
2P1(a)—Credential, Certificate, or Degree Completion	54.85	60.45			
2P1(b)—Credential, Certificate, or Degree Completion			n/a	Enter 2P1(b) Data	Enter 2P1(b) Data
3P1(a)—Student Retention or Transfer	71.08				
3P1(b)—Student Retention or Transfer		67.96	n/a	Enter 3P1(b) Data	Enter 3P1(b) Data
4P1(a)—Student Placement	78.95				
4P1(b)—Student Placement		76.51	n/a	Enter 4P1(b) Data	Enter 4P1(b) Data
5P1—Nontraditional Participation	22.99	20.62	n/a	Enter 5P1 Data	Enter 5P1 Data
5P2(a)—Nontraditional Completion	19.26				
5P2(b)—Nontraditional Completion		15.18	n/a	Enter 5P2(b) Data	Enter 5P2(b) Data

Element 3 (continued: Student Data)

Post-Secondary Student Data Analysis—part 2

Please address the following guiding questions for analysis of your institution's CTE performance data listed on the previous page. These questions are intended for you to address how your program influences, or is effected by, your institution's CTE performance data:

1. What, if any, questions does your institution's performance data raise in regard to your program?

Portland Community College met the targets for five of the seven performance measures. On performance measure 3P1, Student Retention or Transfer, we met the target at the 90% threshold. On one performance measure, 5P2, Nontraditional Completion, we did not meet the target or the 90% threshold; however, because the formula was in the process of being evaluated and would be rewritten so that the details of the definition, and the numerator and denominator better aligned with program efforts, we were told not to be concerned with this performance measure until the update was made.

2. Describe any strategies that your program uses to influence CTE performance data at your institution (e.g. tutoring, professional development for educators, etc.).

Given that it can be difficult to track all of the CTE secondary students to all potential post-secondary sites, PCC measures performance by tracking the estimated percentage of students who meet the entry requirements of the aligned post-secondary program at high school graduation.

Portland Community College does measure on a term by term basis the number of entering students who test into developmental education courses. The college can disaggregate this data in many ways (i.e. age, zip code, high school (if provided)) but we are not yet able to link the data to the specific CTE programs that are POS. We are working on a way to mark these programs in our data system. The plan is for this to take place during the 2010-2011 academic year.

Addressed in answer to question 3.

3. Are there strategies/activities that you would like to incorporate, particularly in performance areas that may be below satisfactory level, in your program?

Every summer PCC's director of Institutional Effectiveness, two members of the data collection and research staff, and the college's Perkins Title I coordinator meet to review the Perkins performance measures, targets, and data results. The purpose of this meeting is to make sure that we know where we stand to date in regards to Perkins data collection, reporting and outcomes, and what our plans are for following academic year. Even though the college overall was successful in meeting the targets for the performance measures, we continue to develop strategies to better serve students of any particular category (gender, ethnicity, or special populations) who are not meeting the performance measure targets. This way we can make sure that the CTE Perkins-funded advisors and faculty are aware of the groups of participants and concentrators who are not meeting one or more performance measure(s) and make sure that we are providing them additional time, services and resources to improve our overall data results.

4. What actions will you take in your program to positively influence your institution's CTE student performance?

During fall 2009 through spring 2010 Portland Community College (PCC) and its Institutional Effectiveness Office (research) began looking at how we might improve our in-house data reports regarding the impact of Perkins funds at the college in Perkins-eligible CTE programs. We chose to expend efforts in this direction so that we could make more informative and strategic decisions regarding our use of the Perkins funds and their alignment with the purpose(s) of the grant. We also rewrote in-house data retrieval programs so that they better align with the Perkins' definitions for CTE students who are enrolled, served or a concentrator in CTE programs at the college. Most important, we have begun the process with the new in-house data reports to have a clearer idea of who we serve in our CTE programs, who is impacted by the Perkins funds, who should we be serving that we are not, and, finally, what is happening longer term to students who enroll in CTE programs (2008-2010 Perkins Student Longitudinal Progress Report). We were also interested in how long it is taking students at the college to make reasonable progress in our CTE programs. The conversations have only begun but the new in-house data is helping us focus on how we utilize and distribute the Perkins funds, what are the demographics and psychographics of the students we serve, what types of shifts do we need to make in our use of the Perkins funds, and are we using the funds at the college most effectively to assure the long term success of Programs of Study and our work with our regional high schools.

Element 4: Student Support Services

- ☒ A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
 - ☒ Instruction, Career Development and Assessment
 - ☒ Community-Based Experiences
 - ☒ Organizational Management and Administrative Experiences
- ☒ B. 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. Pathway Templates, Education Plan and Profile, Career Information System).
- ☒ C. Programs comply with 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.
 - ☒ Appropriate access is provided for all students, including non-traditional and special populations.
 - ☒ Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
 - ☒ Program facilities provide 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).
 - ☒ Program meets the needs of students for whom English is a second language.
- ☒ D. Based on the Program Design and instructional plan, 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 and profile and/or portfolio, and
 - ☒ Apply skills and traits in a variety of settings including student organizations.

Comments and additional information: Please address the questions for both the Secondary Partner and the Post-Secondary Partner found in the "Areas of Strength" and Priority Concerns" worksheet at the end of this section of the **Readiness and Sustainability Tool**.

Strengths

CTE students in my Manufacturing POS are learning skills and knowledge that align with businesses in our community. I have ties with the business community through American Foundry Association, other business that support my students through being guest speakers in specific career related areas in manufacturing. Our business community also donates equipment to our shop and provides ideas for student directed projects.

Our counselors have a useful resource for all students on their webpage broken down by freshman, sophomore, junior, and senior years. They also have skills inventory and interest tests listed on this webpage for students.

Concerns

We still need to get a more formal student leadership club/organization/activities in place for students. Nan Allman was working on this before she left. As I am retiring it will be one of the recommendations I leave behind for the incoming teacher.

Also re-establishing our advisory committee to be more of a part in student career explorations within the field and the community is a goal.

Student Support Services Post-secondary Partners:

How will you work with recruiting and providing services for non-traditional, displaced homemakers, and other special population students for this specific POS?

As a standard for all CTE Programs, Portland Community College (PCC) is committed to providing equal access to all students through the removal of architectural and attitudinal barriers. All CTE programs at the college comply with a number of state and federal guidelines and Acts that require equal opportunities and access for all students. The Americans with Disabilities Act of 1990 (ADA) and the Amendments Act of 2008 is the primary driver of a lot of the decisions and policies with regard to the Disabilities Services Office.

The College's Disabilities Services Office ensures that students enrolled in CTE programs are provided specialized assistive technology services to accommodate disabilities in their CTE programs. Disability Access Services (DAS) is the district-wide department that provides the accommodations and services. Examples include adaptive equipment and computer technology, alternate media formatting (audio and electronic texts), in-class aides, media captioning, sign language interpreting and transcribing, and test accommodations.

All Career and Technical Education (CTE) programs at Portland Community College (PCC) recognize that promoting the successful participation and preparation of students in CTE programs that meet the non-traditional (NT) criteria is a priority. At the entry point of all CTE programs, students who fit the NT criteria are identified so that all levels of college resources (Perkins Student Resource Specialists, Tutoring Centers, Multicultural Centers, Women's Resource Centers, etc.) are aware that these students may need additional support in order to be successful in their chosen CTE program. Some of the students encounter few, if any, issues while others require a great deal of support to work through the academic, technical and social barriers. The greatest resources we have found are to align the students with others (mentors) in both the academic setting and workplace who, at one time, had chosen the same path and are now gainfully employed. These individuals are invaluable resources and offer a tremendous amount of support and encouragement on a personal, academic and technical skill level. PCC still struggles in successfully recruiting students for NT CTE fields. Aside from utilizing a number of the available resources available on a local, state and national level, we will also be doing more targeted recruitment from specific programs college-wide that are providing enhanced opportunities to targeted populations: Sylvania ROOTS Program, CAMP (College Assistance Migrant Program), Workforce Network, Talent Search, Gateway to College, MOTT (Moving On Toward Tomorrow), etc. Perkins funding is utilized to identify students who show interest in NT CTE programs at all levels of academic preparation to make sure they are able to quickly access CTE program personnel and other college resources to guarantee that the connections are made early enough to improve chances of CTE program success.

The Women's Resource Centers at Portland Community College are also an additional avenue for special population students (single parents and displaced homemakers) interested in CTE programs to seek resource information and support both on campus and in the community.

Single parents, displaced homemakers, and women returning to college can take advantage of four programs offered through the college's Women's Resource Centers: Project Independence, New Directions, Career Transitions and Life Tracks. The programs are tuition free and provide a variety of skills needed to becoming employed in a family-wage job. The primary goals of the programs are self sufficiency through college preparedness. Students gain access to a variety of educational and training opportunities on the road to becoming economically self sufficient. On-going support is offered after completion of the class. This is the aspect of the program that receives Perkins funding. On-going activities provided might include academic advising, placement assistance, student support services, and community resource referrals. Students are continuously helped with identifying and removing barriers, which impede their success. Classes are offered fall, winter and spring terms.

How will you provide advising and tutoring services to students in this POS?

Portland Community College uses the majority of its Perkins funding on 19 staff who serve as advisors and employment specialists in the college's CTE programs. Students entering CTE at the college are able to access these highly trained and specialized advisors for all aspects of their advising needs. Aside from general

CTE Program Of Study (Perkins Eligible)....2011 Application (continued)

advising needs, the staff helps students maneuver the financial aid process, resolve child care and housing issues, seek professional services through college or outside resources for medical and mental health needs, and arrange for group or individual tutoring.

Welding has become a more comfortable area of growth for women through PCC's welding department's expansion of individualized course offerings and the sculpture welding course. These courses get women in the door, and once they get in the shop and try welding, they realize that they can do "this welding stuff," and many of them decide to make it a career and not just an art form or a hobby.

Welding also has a career female welder instructor who has done the job in much more difficult circumstances than in present times, and she serves as a resource and an inspiration to our female students.

There are women in all three AAS degrees of Building Construction Technology. However, the physical nature of the hands-on construction somewhat limits how many women enter that field while many women are more comfortable in the design/build/remodel area. The Construction Management degree is drawing a number of women into a career that tends to be more lucrative and less physically taxing. Students have opportunities through the student organizations they've formed to do volunteer team projects out in the community with professionals, providing female students a great opportunity taking a turn at being a project manager at a site. This is also a great way for students to make professional contacts in their field.

Addendum D: Student Support Services Documentation

Directions: Create an **Addendum D** folder for properly identified examples of: **student support services documentation.**

Required documentation for Element 4: Please provide in Addendum D (see end of Application)

Give examples (documents, other evidence) of Comprehensive Guidance and Counseling that students will receive. These documents may include:

- Marketing materials for recruitment of non-traditional students to CTE courses
- Tools or skill inventories used to guide course/CTE POS selection
- **Secondary partner:** Documents illustrating relation to Oregon Diploma requirements:
 1. Academic applications (Extended Application)
 2. Education Plan and Profile
 3. Essential Skills
 4. Counseling and guidance materials
- **Post-secondary partner:** Documents illustrating:
 1. Recruitment and servicing of non-traditional CTE students, displaced homemakers, and other special population students
 2. Advising and tutoring practices and procedures

Element 5: Professional Development

- ☒ A. Professional development helps teachers and administrators develop and improve standards-based curriculum and learning experiences that address All Aspects of the Industry.
- ☒ B. Research and training is provided to help develop appropriate and useful assessment tools and strategies.
- ☒ C. Training and guidance is provided to help improve instructional delivery methodology that helps improve student performance and skill acquisition.
- ☒ D. Secondary teacher licensure is appropriately aligned with the CTE Program of Study and courses in the CTE POS fall within the appropriate NCES codes for that licensure.

Strengths

We have building and district professional development. i serve on a data team and this year we are focusing on writing standards. We are using Marzano strategies for our teaching. One new strategy that I am using from Marzano's website are gaming ideas--we changed them to be more like "Jeopardy" or "Memory". I am going to take photos of my equipment and use a memory type game with the words. Our Inservices have concentrated on these data teams. We have the NWESD data leader (Art) come out and work with just our team. We build this in as once a month Professional development Monday. We talk about what we need as a team

I have attended PAVTEC professional development which has focused on Reading in CTE and this year focuses on Literacy in CTE. I also attend, when I can, the Connection Team meetings where i can interact with my PCC counterpart. PAVTEC has held several Technical Skill Assessment workshops (TSA) and though I have not attended them yet this year, i have in the past, and Program of Study workshops (POS) which i have participated in.

In all of the PAVTEC workshops and meetings the most useful piece is the interaction between HS and PCC instructors in the same career areas. We exchange ideas, resources, plan field trips, and groundtruth expectation for our classes.

Concerns

I really hope that PCC will be able to initiate a policy where CTE instructors can take courses for free to help us align our curriculum, assessments, and to be current for our students. This would make a smoother transition for my students. And one of the most meaningful professional developments for me.

As I am retiring this year, i cannot give a measurement and indicators of success for my replacment teacher. But i know i would meauire it by my taking advantage of the offer to attend and then take the instructional practices and curriculum tweaks back with me to the classroom..Students could then report to me that they were better prepared to attend their first year at PCC.

Since 2009-2010, there has been a continued and increased emphasis on CTE staff and instructors participating in professional development opportunities related to the integration of academics and technical skills into CTE Programs of Study. Appropriate professional development opportunities have been identified and provided to CTE staff and instructors related to their professional development plans and aligned with the professional development needs and opportunities provided by our secondary partners.

PCC supports and promotes its mission, goals and values by continually developing the professional and personal capacity of all members of the community through the efforts of the Office for Staff and Organizational Development. The District Staff Development Office supports PCC's Staff Development Mission by:

- Advocating, promoting, communicating, and coordinating college-wide staff development opportunities
- Funding specific strategic staff development initiatives and programs
- Providing opportunity for professional and career growth to employees

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, demonstrating the collaboration between all institutions participating in this CTE Program of Study. Mail complete, signed Assurance form to Ilene Spencer at: ODE, 255 Capitol St. NE, Salem, OR 97310

Name of CTE POS	Enter Name of CTE POS
Name of Secondary School	Enter Name of Secondary School
Name of Community College	Select Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 101-392, 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.	
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 4 Core including 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) Expiration Date: _____
- ☐ **DISAPPROVED** (and returned for revision)

Date: _____

Regional Coordinator Signature _____

For ODE/OCCWD Use Only

Approval Status:

- ☐ FINAL ODE APPROVAL (Perkins Eligible)
- ☐ FINAL CCWD APPROVAL

Expiration Date: _____

Date: _____

EII Education Specialist Signature _____

Date: _____

OCCWD Education Specialist Signature _____