



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:	Sherwood
Secondary School ID Number:	1193
Secondary School Name:	Sherwood HS
Community College Name:	Portland Community College
Additional/Alternate College Name:	

CTE POS—Title:	Construction		
Career Area:	Industrial Engineering Systems--IE		
Cluster Area:	IE--Construction		
Focus Area:			
Secondary CIP Code & Title:	4600 (4 digit)	Construction	
Community College CIP & Title:	15.1001 (6 digit)	Construction Engineering Technology/Technician.	
Secondary Program Title:	Construction		
Community College Program Title:	Construction Engineering Technology/Technician.		
Community College Award:	Associate of Applied Science		
Secondary School/District Administrator:	Michelle DeBoard		Michelle DeBoard <MDeBoard@sherwood.k12.or.us>
Secondary Curriculum Coordinator:			Enter email
Regional Coordinator/Contact:	2A--Lynn Wilson-Dean	lynn.wilsondean@pcc.edu	
Community College Contact:	Kendra Cawley	Kcawley@pcc.edu	
Secondary Lead teacher:	Jon Dickover	Jon Dickover <jdickover@sherwood.k12.or.us>	
Teacher CTE Endorsement:	IES--Construction Technology	10/24/2011	
		Enter email	
		Enter email	
College Lead or Department Chair:	Garrison, Kirk A	kgarriso@pcc.edu	
		Enter email	
Secondary CTE POS Visual Hyperlink: (or include a hardcopy of visual in Addendum B)	http://spot.pcc.edu/pavtec/HS%20POS%20Roadmap%20Templates/		<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/bldg-construction/		<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
<input type="checkbox"/>	13051x	Wood 1	0.5	17006	This is a beginning level woodworking course designed to familiarize students with basic woodworking procedures found in construction and manufacturing careers as well as more advanced applications. The material to be covered includes the student management system, planning and designing of projects, hand tools and power machinery, safety, woodworking joints, gluing and clamping procedures and preparing and applying finishes to woodworking projects. Students will also explore other	Dickover	<input type="checkbox"/>			
<input type="checkbox"/>	130532x	Woods 2	0.5	17003	This course is a continuation of Beginning Woods. This third trimester is recommended to further develop skills to use tools in a variety of	Dickover	<input checked="" type="checkbox"/>	pcc	BCT 106	BCT 106 hand Tool/Power Tool Use and Safety

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					applications. This is a project-oriented course dealing with advanced applications of power machine processes. Special emphasis is placed upon detailed furniture construction and cabinet making. Students will also explore other industrial manufcaturing material.					
<input type="checkbox"/>	130533 x	Adv Woods	0.5	17003	This course is a continuation of Beginning Woods. This third trimester is recommended to further develop skills to use tools in a variety of applications. This is a project-oriented course dealing with advanced applications of power machine processes. Special emphasis is placed upon detailed furniture construction and cabinet making. Students will also explore other industrial manufcaturing material.	Dickover	<input type="checkbox"/>			
<input type="checkbox"/>	130534 x	Basic Construction	0.5	17003	This course is designed to build on skills and knowledge gained in Wood 1. new machinery and procedures will be added to the students' knowledge base and then proacrctice on shop projects. students will learn basic residential construction techniques with an emphasis on framing. safety and relevant skills will be	Dickover	<input type="checkbox"/>			

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[illegible]

**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*

[illegible]

* 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)

DIRECTIONS:

- The lists of "Required elements for evaluation" at the end of each section below are documents expected to be included as addenda with this application.
- The Oregon Benchmarks (in the Accountability & Assessment section below) represent statewide goals that Oregon has set to ensure progress towards federal and state requirements.
- Expandable space is provided for comments. This can be filled from the "Strengths" and "Challenges" sections of the [POS Application Guide](#) found on the website.
- Attach appropriate documentation as described in the Addendum part of each Element section.

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
- ☒ 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.

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**.

SUCCESSSES:

The construction program at Sherwood High School is currently in it's grass roots stages. Even though it is in it's early stages, we have high standards that meet and in many cases, exceed the standards of the state. The program is quickly evolving into a program of study which will be admired by many districts around the state. We are currently searching for property to build a house. Students are currently designing houses which we will use in our program to build on the property we purchase. I am very excited about our progress.

Evidence of partnerships and/or institutional collaboration: PCC Articulation, Partnership with Pat Kraft and Shannon Baird to work with new curriculum class called "imagine, design and build." Class is designed for all girls to expose them to CTE. Have over 120 young women signed up. Sherwood girls in Construction/Engineering class are attending special events and opportunities with PCC on PCC campuses and programs brought to HS. Manuf/Engr Student Career Days at PCC and CNC Router traveling even put on by business partners and PCC in Construction class @ Sherwood HS.

Informal poll conducted by Region 2A Regional Coordinator reported 100% of the young women in Construction were learning new and valuable career skills and 75% thinking about non traditional careers.

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Students use reading and math on a daily basis in class as they read instructions, safety manuals, and calculate measurements and conversions for projects. Class lectures by CTE teacher makes the connection between students' academic classes and construction explicit.

CHALLENGES:

Finding the time to network with business and PCC partners. It can even be hard to attend mandatory meetings such as POS meetings when conflicts with other school demands arise. have worked very hard this year to make lasting connections with PCC but our main person may not have the assignment at PCC next year due to budget cuts.

I will measure success if the PCC Career Days continue by attending and maintaining a high participation with the female population at Sherwood.

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**.

SUCCESSSES

As discussed in our forum, we cannot guarantee that a student will never need to take a remedial course as this is out of our control. However, I can guarantee that students who pass the courses in our program will have enough knowledge to enter the work force with enough skill and knowledge to hold high paying jobs for careers. We are currently articulating with PCC so that students may receive college credit with a few courses. As the program continues to evolve, there will be many more classes which will be articulated with PCC.

Alignment or articulation documentation: 3 Students last year articulated. This year we are expecting over 40 kids to articulate with PCC. We continue to work with PCC to articulate more classes and will know if we are successful by awarding dual credit to our HS students.

CHALLENGES

It is difficult to communicate the level of rigor and fidelity to curriculum to some PCC faculty. We have a good working relationship with PCC in general but dual credit can be challenging in some departments. We will know we are successful if we can offer more dual credit in construction.

Addendum B: Alignment/Articulation Documentation

Directions: Create an **Addendum B** folder for properly identified examples of: 1) Evidence of partnerships and/or institutional collaboration, 2) alignment or articulation documentation, 3) POS visuals, including documentation created by any CTE POS partners, especially those created jointly.

Required documentation for Element 2:

- Provide evidence of institutional partnerships and collaboration
- Articulation agreement between secondary and post-secondary institutions, showing alignment of standards
- **Provide a CTE POS visual (road map, diagram, chart of courses through college) showing courses and activities available at secondary, multiple entry points at post-secondary, multiple exit points and bridged pathway options, as appropriate; CTE POS visual should illustrate clearly for student, the pathway focus of CTE POS, as well as options related to the CTE POS—(Note: If you have included a hyperlink to these visuals on Page 1 of this application, you do not need to include a copy in this Addendum)**

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**.

SUCCESSSES

The high school engineering teacher and I work closely together and share resources, connections to the PCC departments and business partners. We are involved with the NW Woodworkers Association and they hold meetings here, which I attend. We have business and community volunteers actively involved in classroom projects and act as mentors to our students. Sherwood business community is very active in our school. In my construction class students have, through guided choices, beginning and end points that drive them through the curriculum with projects they choose that reflect their interest and skills. All students practice a set of technical skills and academic knowledge built around industry needs and the OSS.

We participate with the Chamber of Commerce annually. The Chamber and the construction program attend a field trip to local manufacturers and businesses in the appropriate field, located in our community. We use this as an opportunity to learn all of the different aspects of business in construction and manufacturing. This is a perfect fit in our Bowmen House Project, which is the end of the program. Seniors and some Juniors are able to build a home to be placed on the open market. The first home to be built will be coming soon. Students are currently designing a home with a licensed architect which will be built by the construction students.

CHALLENGES

What have been the greatest challenges in developing the TSA? The biggest challenges I have had so far is that my program is just being built. I am trying to develop TSA's for something we have not yet done. This is a good thing, yet also proves to be a challenge.

Other challenges are the lack of time and money to develop the program. With added paperwork and less money in schools and programs, this has proved to be a very big challenge.

How can you solve some of these issues and how can you include PCC if needed? I have been collaborating with PCC instructors, PAVTEC support and other teachers in my metropolitan area to combine knowledge as well as curriculum to tackle the issue of paperwork.

Addendum C: Accountability & Assessment Documentation

Directions: Create an Addendum C folder for properly identified examples of: accountability and assessment documentation.

Required documentation for Element 3: Please provide in Addendum C (see end of Application)

- Provide a plan for technical skill assessments
- Provide student data sheet with all columns filled in (see next page)
- Use of student data to develop CTE POS plan (answer questions on the page following the Student Data Sheet below, for both secondary and post-secondary components)
- When answering the questions that follow the data sheets below, be sure to address how this CTE POS will positively impact those student data in your schools.

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 Year: 2008-2009	Most Recent School Wide Performance Year: 2008-2009	Most Recent State Wide Performance Year: 2008-2009	Target School Wide Performance Year: 2009-2010	Final Perkins IV Target Performance Year: 2013-2014
1S1—Academic Attainment (<i>Reading</i>) *	69.77%	77%	72.26%	60%	100%
1S2—Academic Attainment (<i>Mathematics</i>) *	72.09%	63%	66.38%	59%	100%
1S3—Academic Attainment (<i>Writing</i>) *	59.46%	84%	58.79%	n/a	100%
2S1—Technical Skill Attainment	97.56%	Enter 2S1 Data	95.21%		Enter 2S1 Data
3S1—High School Completion	97.67%	Enter 3S1 Data	97.49%		Enter 3S1 Data
4S1—High School Graduation	97.50%	92.6%	97.05%	68.1%	Enter 4S1 Data
5S1—Secondary Placement	60%	Enter 5S1 Data	75.51%		Enter 5S1 Data
6S1—Nontraditional Participation	18.60%	Enter 6S1 Data	43.07%		Enter 6S1 Data
6S2—Nontraditional Completion	n/a	Enter 6S2 Data	28.17%		Enter 6S2 Data

*Annual Statewide Academic Targets for All Schools and Districts

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%

No Data Available for 2009 – 2010
using 2008 – 2009 where possible

No “Target School Wide
Performance” Data for 2010 – 2011
Using 2009 - 2010

Secondary Student Data Analysis—part 2
Element 3 (continued: Student Data)

ANSWER QUESTIONS

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 are a little behind (about 3%) behind in Reading, 5% behind in Secondary placement and 25% behind in Nontraditional Participation.

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

Some of the lag in statewide academics or CTE indicator performance may be due to the students we service are typically students of lower SES or ESL students.

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

My program CTE concentrator performance data compares with school-wide performance data in that it lags behind in all areas.

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 do not have indications that my CTE concentrators continue with their CTE program of study at the post-secondary level. However, we are getting dual articulation going with PCC and this will help with tracking, I believe.

5. What questions does your student performance data raise?

Why is it that my program kids are lagging? What can I do to improve this?

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

I will participate in more Literacy in CTE workshops to help improve the Reading scores. This will help many of the others.

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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 <div>Data Not Available</div> 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)			Enter 1P1(b) Data	Enter 1P1(b) Data	Enter 1P1(b) Data
1P2—Academic Attainment	95.53%	95.92%	Enter 1P2 Data	Enter 1P2 Data	Enter 1P2 Data
2P1(a)—Credential, Certificate, or Degree Completion	54.85%	60.45%			
2P1(b)—Credential, Certificate, or Degree Completion			Enter 2P1(b) Data	Enter 2P1(b) Data	Enter 2P1(b) Data
3P1(a)—Student Retention or Transfer	71.08%				
3P1(b)—Student Retention or Transfer		67.96%	Enter 3P1(b) Data	Enter 3P1(b) Data	Enter 3P1(b) Data
4P1(a)—Student Placement	78.95%				
4P1(b)—Student Placement		76.51%	Enter 4P1(b) Data	Enter 4P1(b) Data	Enter 4P1(b) Data
5P1—Nontraditional Participation	22.99%	20.62%	Enter 5P1 Data	Enter 5P1 Data	Enter 5P1 Data
5P2(a)—Nontraditional Completion	19.26%				
5P2(b)—Nontraditional Completion		15.18%	Enter 5P2(b) Data	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?

What have we done to improve in almost every area from year one to year 2?

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

We have been attending Literacy in CTE workshops and CRISS Training.

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

Program completioin.

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

Focus on the non-traditional student.

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**.

SUCCESSSES

How will this POS help kids graduate? One of the first things that comes to mind is how this program of study keeps kids in school. This program has kids excited to learn. We are gaining increasing support from other disciplines. Our program will be working collaboratively with other programs to develop a house. This project works with multiple disciplines and students find this project comprehensive, real life and exciting to learn about rather than the mundane textbooks they dread trying to learn from. How do you work with your career counselors and counseling dept to help kids complete and make a transition to next steps. CTE is important because we work with our counselors to develop relationships with kids and show them support for all of the classes they take. Students learn how our classes teach them what they learn in other classes, but in a fun manner. How does PCC play into this? PCC is important in this process as we are the beginning of PCC's program. With dual credit and articulation, PCC is able to support us and guide us to assure we are teaching the steps they want the students to have learned.

- 1) POS visuals, including documentation created by any CTE POS partners, especially those created jointly. Trying to develop curriculum with other secondary schools to create joint projects which will gain leadership as well as teamwork possibilities.

CHALLENGES

How can you use counseling resources better at Sherwood and at PCC? I would like to see the counselors at Sherwood and PCC to help me gather community resources for our large projects as well as to help us gain guest lecturers in the trades.

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.

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**.

SUCCESSSES

Talk about shared PD in your building and district. What do you get out of it as a CTE teacher that helps your students? We have had Literacy in CTE and CRISS training. This has helped us better develop literacy and reading in our program. How are you using teaching strategies and academics? I am using some teaching strategies such as reading to learn rather than learning to read in the classroom. Does PCC play a part? PCC has played a part in that they have organized some of the trainings.

CHALLENGES

What gaps and issues are there? I would like to see more professional development opportunities that are directly linked to my program topics. How could you use PCC more? If PCC could put on BCT workshops for us that would be fantastic.

Addendum E: Professional Development Documentation (optional)

[This documentation may already be included in the documentation of the other 4 Elements.]

Directions: Create an Addendum E folder for properly identified examples of: professional development planning documentation.

Required documentation for additional element: (May be included in other Elements of Application; if not, please provide in Addendum E)

- Outline the Professional Development plan in place for the development and advancement of this POS; **requires a secondary and post-secondary response**
- Give samples of your regional and local professional development planning documents , both as discreet institutions and as partner institutions; **explain how each professional development activity is designed to improve the instructional delivery within this POS**
- Sample materials used (or will be used) in professional development events
- Sample presentations used (or will be used) in professional development
- Include relevant regional and local professional development **budget** items and considerations, especially jointly funded activities. Include both Perkins funds and other funds used for this professional development.

Submit complete application materials by email to your Regional Coordinator.

Regional Coordinator: Email to this mailbox-- POS.Application@state.or.us

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	Sherwood High School Construction
Name of Secondary School	Sherwood 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 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	Michelle DeBoard

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	Joe Hekker	

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:	
<input type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)	Expiration Date: _____
<input type="checkbox"/> DISAPPROVED (and returned for revision)	Date: _____
Regional Coordinator Signature _____	

For ODE/OCCWD Use Only

Approval Status:	
<input type="checkbox"/> FINAL ODE APPROVAL (Perkins Eligible)	Expiration Date: _____
<input type="checkbox"/> FINAL CCWD APPROVAL	Date: _____
EII Education Specialist Signature _____	Date: _____
OCCWD Education Specialist Signature _____	Date: _____

Submission Process

Submit complete application materials by email following this procedure:

1. Create a main folder for store all documents to be submitted
2. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "SmallTownHSAccounting2011." (Since community colleges partner with several different high schools, those colleges will often be on several applications for the same program; so we are using secondary names to organize our files.)
3. Create subfolders named for each Addendum included with the application, e.g., "AddendumA" or "AddendumAStandardsContent."
4. Place the completed POS Application in the main folder
5. Acquire all signatures on the Assurance page; then place a scanned copy of the Assurances page in the main folder; **duplicate Assurance pages with partial signatures will not be accepted**
6. Place all required documents, links, and examples in their appropriate folders
7. Electronically compress ("Zip") the entire main folder and subfolders using WinZip or another file compression utility (for questions about this process, contact your IT professional, or call Ron Dodge—503-947-5653)
8. Email the Zipped file to the Regional Coordinator coordinating the Program of Study process in your region, putting the name of the main folder in the subject line
9. After review for completion, the Regional Coordinator will give field approval to the POS Application and submit those approved applications to ODE for final State approval.

Important Note:

ODE/CCWD does not intend for CTE POS applicants to necessarily create new documents for this application. We know that much of the work required for CTE POS approval is already being done all around the state and that much of the required documentation has already been (or is currently being) created. We are simply asking that you enclose that documentation with this application in an orderly fashion so that we can clearly (and quickly) see where each program is in the development process as required by Perkins IV legislation.

(Your suggestions for streamlining the application and application process are welcome at POS.Application@ode.state.or.us .)

Regional Coordinator: Email the completed application and the additional addenda folders to this mailbox-- POS.Application@state.or.us

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