

## Career and Technical Education Program of Study Renewal 2017 Version

- Step 1 –ODE specialists will review any Renewal Applications based on course information contained in the Course-to-Standards Matrix, so please be sure those matrices are complete and accurate.) See last step below.
- Step 2 – Complete this **2017 CTE POS Renewal form** (make sure all items are complete)
- Program ID Page (Page 1 of this Form) complete
  - Provide a link to Career Pathway visual (on Page 1 below)
  - Complete CTE Course-to-Standards Crosswalk Matrix (use one of the [ODE Cluster templates](#), or a similar local form); attach matrix to this **2017 CTE POS Renewal form**
  - Indicate on the Matrix (above) those courses that trigger the Technical Skill Assessment(s); identify the TSA on Page 1 of this **2017 CTE POS Renewal form**
  - Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)
  - Print out Assurances page, secure signatures, and scan as attachment to this **2017 CTE POS Renewal form** (or fax to ODE – 503-378-5156, c/o Nakeia Daniels)
- Step 3 – Submit this **2016 CTE POS Renewal form** and attachments to Regional Coordinator for field approval
- Step 4 – CTE Regional Coordinator: Review and field approve appropriately completed **2017 CTE POS Renewal form** and attachments
- Step 5 – Forward appropriately completed and field approved **2017 CTE POS Renewal form** and attachments to ODE at this email address: [POS.Application@state.or.us](mailto:POS.Application@state.or.us). (Use the [FTP process](#) for large files.) **DEADLINE: June 30, 2017.**

<b>CTE POS—Title:</b>	<b>Building Construction Technology</b>
<b>Career Area:</b>	Select Career Area
<b>Cluster Area</b> (and CTE licensure)	IE--Architecture Construction
<b>Focus Area</b> (if applicable):	Building Construction
<b>Secondary CIP Code:</b> ( <a href="#">Link to CIP website</a> )	46.0000 (6 digit)
<b>Community College CIP Code:</b> ( <a href="#">Link to CIP website</a> )	46.0000 (6 digit)

Secondary School Name:		St Helens High School	
Secondary School District:		St Helens School District	
Secondary School ID Number:		1185	
Secondary Teacher Name:	Email	Current CTE License	
Joe Mauck	joem@sthelens.k12.or.us	IES--Construction Technology	

<b>CC Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2AREG044
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<b>Secondary Technical Skill Assessment (TSA):</b> Use the code from <a href="#">this table</a> for your selected TSA.	2AREG009
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<b>Primary Oregon Community College Name:</b> (Contact <a href="mailto:POS.Application@state.or.us">POS.Application@state.or.us</a> to add multiple colleges)	Portland Community College
<b>College Point of Contact:</b>	PCC Sally Earll sally.earll@pcc.edu
<b>Community College CTE Program Title:</b>	Building Construction Technology
<b>Community College Award:</b>	Associate of Applied Science

<b>Visual/Roadmap:</b> (Insert link, or identify location where sample of visual can be found)	<a href="https://drive.google.com/drive/folders/0B2MMRvjYf1pAaGlrHcyTVcxQ0U">https://drive.google.com/drive/folders/0B2MMRvjYf1pAaGlrHcyTVcxQ0U</a>
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<b>Regional Coordinator/Contact:</b>	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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## Student Support Services

**Directions:**

- 1) Complete the Expectations section below as evidence of the secondary (**Sec**) and postsecondary (**Psec**) Student Support Services that you provide specifically for students studying in this CTE Program of Study - and/or -
- 2) Enclose (as links in the Comments box below or as attachments) documents that demonstrate Student Support Services that you provide specifically for students studying in this CTE Program of Study (both **Sec** and **Psec**)

**Expectations**

*Check the applicable boxes below that indicate the Student Support Services you provide for students studying in this CTE Program of Study. (Boxes not checked should be explained in the Comments box below.)*

Sec	Psec	Student Service Provided
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students participate in CTE POS specific career related learning experiences or related work experience.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Students' education planning is developed around information specific to this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Accommodations are made to assure students with special needs can participate in this CTE POS.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.

**Evidence**

*During an ODE/CCWD audit, you may be asked for documentation or evidence of meeting the expectations listed above. Indicate where documentation may be found by providing links in the Comments box below, or by describing where documentation is kept, or by attaching documents to this **2017 CTE POS Renewal form**.*

Sec	Psec	Evidence/documentation location (check those that apply)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Links to documentation are included in Comments box below
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Description of where documentation can be found is included in Comments box below
<input type="checkbox"/>	<input type="checkbox"/>	Actual Student Support Services documents are attached to this <b>2017 CTE POS Renewal form</b>

**Comments:**

*(In the box below, please: 1) include links to any online documentation; 2) please include identification of the **Technical Skill Assessment(s) (TSA)** identified for this CTE POS—secondary and postsecondary; 3) finally, use this comment box to explain missing checkboxes from the **Expectations** matrix above.)*

**Comments:**

**Relevant Links:**

Guidance and counseling: <http://www.sthelens.k12.or.us/Domain/716>

Learning experiences and work experience: <http://www.sthelens.k12.or.us/Page/5019>

Roadmap: <http://www.sthelens.k12.or.us/Page/3590>

Extended Application/Capstone Experience: <https://www.sthelens.k12.or.us/Page/3427>

Student Support Services: <http://www.sthelens.k12.or.us/Page/3430>

HS Counseling Resource: <http://www.sthelens.k12.or.us/Page/587>

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

HS Web link to PCC: <http://www.sthelens.k12.or.us/Page/3432>

HS POS Web Page: <http://www.sthelens.k12.or.us/Domain/140>

Curriculum Guide:

[http://www.sthelens.k12.or.us/cms/lib05/OR01000906/Centricity/Domain/131/Academic%20Planning%20Guide%2017%2018\\_Revised.pdf](http://www.sthelens.k12.or.us/cms/lib05/OR01000906/Centricity/Domain/131/Academic%20Planning%20Guide%2017%2018_Revised.pdf)

St. Helens School District Legal Notices: <http://www.sthelens.k12.or.us/site/Default.aspx?PageID=62>

Student policy goals Policy JAA: <http://www.sthelens.k12.or.us/Domain/714>

Equal Ed. Opportunities Policy JB: <http://www.sthelens.k12.or.us/Domain/714>

St. Helens School District Website: <http://www.sthelens.k12.or.us/site/default.aspx?PageID=1>

St. Helens High School Website: <http://www.sthelens.k12.or.us/Domain/140>

Senior Projects: <http://www.sthelens.k12.or.us/domain/133>

St. Helens High School 2016-17 Student

Handbook: <http://www.sthelens.k12.or.us/cms/lib05/OR01000906/Centricity/Domain/131/Student%20HB%2016.pdf>

*Students receive guidance and/or counseling specific to this CTE Program of Study through St. Helens High School Counseling Center and links on its webpage. See link above.*

*Students participate in career related learning experiences through the Renovations and Remodeling course in which they work on foreclosed or dilapidated houses. See link above.*

*Students have the opportunity to view the Construction Roadmap which includes high school courses through obtaining an AAS at the local community college. See link above.*

*Students in the Independent Carpentry course participate in at least one extended project or capstone experience that can be used as a senior project. See above link.*

*Students are informed of course articulation with the local community college, scholarship opportunities, and other post-secondary opportunities through the High School website and the Counseling Center. See above links.*

*St. Helens High School provide information regarding this to all students regardless of gender. Access and recruitment to courses in this program of study are provided to all students, including all Oregon and federally protected classes. See above links.*

*St. Helens School District works with Oregon Response to Instruction and Intervention to assist students with special needs in participating in mainstream classes including the program of study. Teachers have the opportunity to take trainings and use of tools that are designed to assist them with the special needs school population. The instructor is notified of students that need extra assistance and reviews those students' accommodations and acts accordingly. See above links.*

*St. Helens assists ELL learners and others for whom English is not their native language through the use of aids and an special programs. These aids and other bi-lingual students are utilized in the classroom in the course of the program of study. See above link.*

Comments:

1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>

BUILDING CONSTRUCTION TECHNOLOGY <http://www.pcc.edu/programs/bldg-construction/>

BUILDING CONSTRUCTION TECHNOLOGY COOPERATIVE EDUCATION <http://www.pcc.edu/programs/bldg-construction/co-op.html>

BUILDING CONSTRUCTION TECHNOLOGY CATALOG

<http://catalog.pcc.edu/programsanddisciplines/buildingconstructiontechnology/#text>

GRAD PLAN <http://www.pcc.edu/resources/advising/grad-plan/>

ADVISING SERVICES <http://www.pcc.edu/resources/advising/>

COUNSELING SERVICES <http://www.pcc.edu/resources/counseling/>

CAREER COUNSELING <http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html>

CAREER CENTER <http://www.pcc.edu/resources/careers/resource-centers/>

START LAB <http://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf>

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

ESOL PROGRAM ADVISORS <http://www.pcc.edu/prepare/esol/sylvania/>

ESOL PROGRAM <http://www.pcc.edu/prepare/esol/>

INTERNATIONAL ADVISORS <http://www.pcc.edu/about/international/>

DISABILITY SERVICES <http://www.pcc.edu/resources/disability/>

OFFICE OF AFFIRMATIVE ACTION AND EQUITY <http://www.pcc.edu/about/affirmative-action/>

DIVERSITY TRAINING <http://www.pcc.edu/about/affirmative-action/training.html>

TRANSFER INFORMATION <http://www.pcc.edu/programs/university-transfer/>

OREGON TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/>

OUT OF STATE TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html>

2. Technical Skill Assessment: <http://www.ode.state.or.us/search/page/?id=3230>

3. All expectations have been met. The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Building Construction Technology program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students in the Building Construction Technology program are required/encouraged to take BCT 280A and BCT 280C (3-6 credits each) to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.

C. Students' education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students' level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.

E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. . The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra-curricular opportunities, and available college resources. Graduates who earn the AAS degree in Construction Management may transfer to Oregon Institute of Technology to pursue a Bachelor of Science in Operations Management. Also, a Bachelor's of Applied Science in Technology and Management is offered to AAS CM degree holders by both OIT and Southern Oregon University (SOU). The SOU program is online. OIT offers courses at OIT's Portland Metro area campus in Wilsonville .

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

G. Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes. Evidence: PCC is firmly committed to creating a diverse student body through continued and regular education of staff and faculty as well as by offering ongoing support to students and staff through the Office of Affirmative Action and Equity.

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

*H. Accommodations are made to assure students with special needs can participate in this CTE POS. Evidence: The Disability Services office at PCC is able to help accommodate students with documented disabilities receive services they may qualify for.*

*I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English language proficiency prior to entering into their CTE program of choice. For students who are studying on an international visa, international advisors that specialize in helping non-native speakers enter into the ESOL program are available.*

*Postsecondary TSA: 2AREG044*

*Secondary TSA: 2AREG009*

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

## Certification of Assurance

Directions: **After filling in all the appropriate fields in this form**, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. All signatures must be on one form. Submit signed Assurance form to Nakeia Daniels at: [POS.Application@state.or.us](mailto:POS.Application@state.or.us).

Name of CTE POS	Building Construction Technology
Name of Secondary School	St Helens High School
Name of Community College	Portland Community College

<b>SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
Secondary School District Administrator Signature		Date:
Administrator's Name	Enter Local Administrator's Name	

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	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	

<b>POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE</b>	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.	
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)  
☐ DISAPPROVED (and returned for revision)

\_\_\_\_\_  
Regional Coordinator Signature  
Select Regional Coordinator Name

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

### For ODE/OCCWD Use Only

Approval Status:

☐ FINAL STATE APPROVAL (Perkins Eligible)

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

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

\_\_\_\_\_  
Education Specialist Signature  
Select Specialist Name

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## Submission Process

### Instructions

Submit complete electronic copies of the application materials by following this procedure:

1. Do not send PDF applications. Please send in original Word format.
2. Be sure you are using the correct year's application from [ODE's website](#).
3. Create a file (main folder) for storing all documents to be submitted
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "OregonTownHSAccounting2017."
5. Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2017Addendum1," "OregonTownHSAccounting2017Element1," or "OregonTownHSAccounting2017StandardsContent."
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element's Addendum folder, e.g., "OregonTownHSAAddendum1."
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. ([Please name documents and folders so that they are clearly identified.](#))
8. Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate pages with partial signatures.  
(For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
  - a. Submit each POS application main folder with its subfolders one POS at a time.
  - b. Use the electronic download process using ODE's FTP portal. Go to the ODE Secure File Transfer site (<https://district.ode.state.or.us/apps/xfers/>) and follow the online directions for sending your POS folder to [POS.Application@state.or.us](mailto:POS.Application@state.or.us). For technical help with this procedure, call Ron Dodge—503-947-5653, or Kenzie Mozejko—503-947-5636.
  - c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2<sup>nd</sup> Floor, 255 Capitol St. NE, Salem, OR 97310.

**DEADLINE for submission: June 30, 2017**

### Checklist before submitting:

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

**(You may delete this page before submitting this application.** To do so, you need to unlock the form, highlight everything on this page, delete, then re-lock the form and save.)