

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. (Use the [FTP process](#) for large files.) **DEADLINE: June 30, 2017.**

CTE POS—Title:	Education
Career Area:	Human Resources--HR
Cluster Area (and CTE licensure)	HR--Education Training
Focus Area (if applicable):	Early Education
Secondary CIP Code: (Link to CIP website)	13.1210 (6 digit)
Community College CIP Code: (Link to CIP website)	13.1210 (6 digit)

Secondary School Name:	Tigard High School	
Secondary School District:	Tigard -Tualatin School District	
Secondary School ID Number:	1146	
Secondary Teacher Name:	Email	Current CTE License
Connie Herington	cherington@ttsd.k12.or.us	HR--Education Related Fields

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG043
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Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG018
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Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title:	Early Education and Family Studies
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k
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Regional Coordinator/Contact:	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 2017 CTE POS Renewal form

Comments:

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

Enter comments here

2. Tigard High TSA is: Early Childhood Technical Skills Assessment 2AREGO18 is found at <http://www.ode.state.or.us/search/page/?=3230>

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

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

A

Tigard High School Students have a curriculum night for incoming freshman students. A table is set up for Early Childhood Education with materials that explain the program. There is also a designated class time for all students prior to forecasting that gives out information about courses and programs in the curriculum guide. http://ths.ttsdschools.org/files/_aNCwe_/0c666adc4cf6aec03745a49013852ec4/Incoming_9th_Grade_Info_Night_-_2017REV.pdf. Counselors are available for all students to go over their high school and post high school plan. Our career center provides a career specific mentor from industry to all students. Juniors and seniors have the opportunity to meet one on one with a mentor to discuss and determine a viable post secondary plan. The mentor meets with students through their senior year. Job shadows are also arranged by the career center as well as field trips to colleges for visitation. Resources for students to explore colleges and careers, including college catalogs with a college rep and visitation schedule. available.http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center

In addition we have a unit on careers working with young children. It is required unit of study in our Child Development 1 Course.

B At Tigard High School students benefit from working in our on-site lab preschool, Little Tigers. We have 3 sessions for preschool age children http://ths.ttsdschools.org/pages/TigardHS/Parents/LittleTigers_Preschool The lab participation is a requirement of our Child Development 1 and 2 course. Students move on to a Practicum course which provides experiences for working with infants and toddlers in our on-site child care, Tiny Tigers, or at various elementary schools in our district. http://ths.ttsdschools.org/files/_aRBvC_/0f54aa40b7e272aa3745a49013852ec4/2017-2018_Curriculum_Guide.pdf

C. Course outlines for Child Development at Tigard High School include information specific to this CTE Program of Study. The lesson planning is developed around the content specific to Early Childhood Education. The courses articulate with Portland Community College's Program of Study and the curriculum is approved with the college. Students utilize Naviance to determine further educational planning. <http://ths.ttsdschools.org/pages/TigardHS/Academics/Counseling>

D. Senior students in the Early Childhood Education Program at Tigard High are expected to complete a final project of planning activities and implementing a teaching unit for one week. Evidence Folder: <https://drive.google.com/drive/folders/0B2MMRvjYf1pAUE8zV1EyamtvQIU>

E. Students at the high school level obtain written information about the CTE program of study that explains the pathway for a career in early childhood education as well as articulation with a college program. Counselors meet one-on-one with the students for further detailed explanation. <http://ths.ttsdschools.org/pages/TigardHS/Academics/Counseling> Also, the Career Center at Tigard High School is very comprehensive. It is open every day and provides resources for college visitations, job shadows, college information, and scholarship information. It also provides one-on-one mentoring for post secondary plan for all juniors and seniors using community resources. http://ths.ttsdschools.org/pages/TigardHS/Student_Resources/College_and_Career_Center

F. Information is provided to include all students regardless of gender. Non-traditional by gender students to the occupations are encouraged to participate and continue with our program. Course content is non gender specific and inclusive. The value of men working in early education is discussed and encouraged in our program. Gender Equity http://www.ttsdschools.org/pages/ttsd/Parents/Equal_Opportunity_-_Gender_Equ

G. In keeping with requirements of federal and state law, the Tigard-Tualatin School District strives to remove any vestige of discrimination in educational opportunities and services offered students; in student assignment to schools and classes; Access, recruitment and support in this CTE POS is open to all students. http://www.ttsdschools.org/pages/ttsd/District/Human_Resources

H. Accommodations are available to those students who have special needs for students at the high school level. Special Education http://www.ttsdschools.org/pages/ttsd/District/Student_Services/Special_Education The Special Education Program at Tigard High works closely with classroom teachers to assist students and teachers with modifications.

I. English as a Second Language assistance is available for Tigard High students who are participating in CTE education and do not have english as their native language. English as a Second Language http://www.ttsdschools.org/pages/ttsd/District/Curriculum_Instruction/ELL_Services/News/ELL

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

1. Relevent Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>
EARLY EDUCATION WEBSITE <http://www.pcc.edu/programs/early-ed/>
EARLY EDUCATION COOPERATIVE EDUCATION <http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>
EARLY EDUCATION AND FAMILY STUDIES CATALOG
<http://catalog.pcc.edu/programsanddisciplines/earlyeducationandfamilystudies/>
GRAD PLAN <http://www.pcc.edu/resources/advising/grad-plan/>
ADVISING SERVICES <http://www.pcc.edu/resources/advising/>
COUNSELING SERVICES <http://www.pcc.edu/resources/counseling/>
CAREER COUNSELING <http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html>
CAREER CENTER <http://www.pcc.edu/resources/careers/resource-centers/>
START LAB <https://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf>
ESOL PROGRAM ADVISORS <http://www.pcc.edu/prepare/esol/sylvania/>
ESOL PROGRAM <http://www.pcc.edu/prepare/esol/>
INTERNATIONAL ADVISORS <http://www.pcc.edu/about/international/>
DISABILITY SERVICES <http://www.pcc.edu/resources/disability/>
OFFICE OF AFFIRMATIVE ACTION AND EQUITY <http://www.pcc.edu/about/affirmative-action/>
DIVERSITY TRAINING <http://www.pcc.edu/about/affirmative-action/training.html>
TRANSFER INFORMATION <http://www.pcc.edu/programs/university-transfer/>
OREGON TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/>
OUT OF STATE TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html>

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

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

B. *Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are required to take ECE133 - ECE135 Practicum 1 through Practicum 3 (9 cr total) to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.*

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

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

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. .*

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

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.

Gender Equity http://www.ttsdschools.org/pages/ttsd/Parents/Equal_Opportunity_-_Gender_Equ

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

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

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

Postsecondary TSA: 2AREG043

Secondary TSA: 2AREGO18

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.

Name of CTE POS	Education
Name of Secondary School	Tigard High School
Name of Community College	Clackamas 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 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	

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 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.	
Community College Administrator's Signature		Date:
CC Administrator's Name	Kendra Cawley	

For Regional Coordinator Use Only

Recommended Status: <input type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible) <input type="checkbox"/> DISAPPROVED (and returned for revision)	Date: _____
_____ Regional Coordinator Signature 2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu	

For ODE/OCCWD Use Only

Approval Status: <input type="checkbox"/> FINAL STATE APPROVAL (Perkins Eligible)	Expiration Date: _____ Date: _____
_____ Education Specialist Signature Marnie Jewell	

The CTE brand logo, brand-positioning, theme, and brand extensions are the property of NASDCTEc.

Submission Process

Instructions

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

1. Do not send PDF applications. Please send in original Word format.
2. Be sure you are using the correct year's application from [ODE's website](#).
3. Create a file (main folder) for storing all documents to be submitted
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "OregonTownHSAccounting2017."
5. Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2017Addendum1," "OregonTownHSAccounting2017Element1," or "OregonTownHSAccounting20171StandardsContent."
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element's Addendum folder, e.g., "OregonTownHSAAddendum1."
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. **(Please name documents and folders so that they are clearly identified.)**
8. Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate pages with partial signatures.
(For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
 - a. Submit each POS application main folder with its subfolders one POS at a time.
 - b. Use the electronic download process using ODE's FTP portal. Go to the ODE Secure File Transfer site (<https://district.ode.state.or.us/apps/xfers/>) and follow the online directions for sending your POS folder to POS.Application@state.or.us. 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 2nd 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.)