

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:	Accounting
Career Area:	Business Management--BM
Cluster Area (and CTE licensure)	BM--Finance
Focus Area (if applicable):	Accounting
Secondary CIP Code: (Link to CIP website)	52.0304 (6 digit)
Community College CIP Code: (Link to CIP website)	52.0301 (6 digit)

Secondary School Name:	Tualatin High School	
Secondary School District:	Tigard Tualatin School District	
Secondary School ID Number:	1301	
Secondary Teacher Name:	Email	Current CTE License
James McCaffrey	jmccaffrey@ttsd.k12.or.us	BM--Finance
Josh Parosa	jparosa@ttsd.k12.or.us	BM-Finance

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	NOCTI001
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Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG002
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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:	Finance and Accounting
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 or 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.)*

Comments:

TUALATIN HIGH SCHOOL

Home page for James McCaffrey displays syllabi for CRLE and Extended apps, Leadership and Education plan for CTE students.

<https://sites.google.com/a/ttsd.k12.or.us/mccaffrey/home>

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Links below are evidence for student support services for experiences in academic competitions, career related learning experiences and leadership training and capstone experiences for our students.

A. Link for Career Information Systems <http://oregoncis.uoregon.edu/home/>

Link for Work Source Oregon <http://www.worksourceoregon.org/>

Link for extended applications: <http://tuhsabpjobs.weebly.com/>

Link for TuHS Counseling resource Naviance, career discovery database <https://succeed.naviance.com/signin.php>

Link for American Institute of CPA's <http://www.aicpa.org/Pages/Default.aspx>

Link for Dahlstrom and Company used for career and industry discovery and employment skills

<http://www.dahlstromco.com/>

Link for College and Career Information used in the classroom

http://tuhs.ttsdschools.org/pages/Tualatin_High_School/Academics/Counseling/College___Career_Information

The below link is for students to explore college experiences and choices in Oregon University System

<http://www.ous.edu/>

B. Students participate in CTE POS specific career related learning experiences or related work experience as well Students receive information, guidance and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.

Link for Future Business Leaders of America, Oregon Offices <http://www.oregonfbla.org/>

Link for 12-time state champion TuHS FBLA Club website <http://tualatinfbla.com/>

The below links are some of the resources we use for student support services for career related job discovery.

Link to our School to Career and Volunteer experiences, Kathy Stallkamp Director is used in the classroom as a resource for the

students

http://tuhs.ttsdschools.org/pages/Tualatin_High_School/Academics/Counseling/School_to_Careers___Volunteer_

C.

Link to College planning resources used in the classroom for students

http://tuhs.ttsdschools.org/pages/Tualatin_High_School/Academics/Counseling/College_Planning

D. Students have an opportunity for work at the student store as an extended application along with their Senior Projects. See above links.

E. Link to scholarship opportunities and database for students used in the classroom <http://oregonstudentaid.gov/> Written information is provided to all students in this CTE POS information them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities Information is included in my class syllabus given to parents and students at the beginning of the year..

In Evidence folder: For Post Secondary Education and articulation, my articulation contract for Accounting 2 students that is in place with Concordia University. Currently there is no articulation in place with PCC. The PCC instructor appraisal committee will not articulate without an MBA in my undergraduate studies. I am hopeful this will change with PCC's reexamination of their internal standards.

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE POS 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 Accommodations are made to assure students with special needs can participate in this CTE POS - constant effort is coordinated with our counseling team, AVID program, MECHA chapter and parents to recruit and grow this population. Our multi-cultural Coordinator in counseling is also utilized to build a bridge between that student populatio and our department and POS.

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.

1. Our school held Curriculum Night on April 3, 2013. During this event, a table with marketing information is available along with members of the advanced business procedures demonstrating their skills while opening the student store for parents and incoming students.

Link: http://tuhs.ttsdschools.org/files/_ZYBGh/_cf9d4ba352abad3a3745a49013852ec4/APG_.pdf

2. All students and parents have access to Tualatin High School academic planning guide. Link- http://tuhs.ttsdschools.org/files/_ceEQL_/5927530fc0a91cc43745a49013852ec4/APG_2012.pdf

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H. Accommodations are made to assure students with special needs can participate in this CTE POS.

1. All IEP and 504 requirements are met in all classes
2. Differentiated instruction is provided for all students

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language.

Link: http://tuhs.ttsdschools.org/files/_ZYBGh_/cf9d4ba352abad3a3745a49013852ec4/APG_.pdf

Comments:

1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>
ACCOUNTING WEBSITE <http://www.pcc.edu/programs/business/accounting/>
ACCOUNTING COOPERATIVE EDUCATION <http://spot.pcc.edu/jobs/quest/eqcmet.htm>
ACCOUNTING /BUSINESS ADMIN. CATALOG
http://catalog.pcc.edu/programsanddisciplines/businessadministration/#Accounting_AAS_Degree
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>

2. Technical Skill Assessment: <http://www.ode.state.or.us/apps/oss/assessmentClusters.aspx>

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 Business Administration/Accounting 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 encouraged to take BA280A: Cooperative Education Business Experience (1-6 cr.) 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.

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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, extra0curricular opportunities, and available college resources. .

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.

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: NOCTI001

Secondary TSA:2AREG002

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	Tualatin HS Finance and Accounting
Name of Secondary School	Tualatin 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 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: 02/21/17
Administrator's Name	Darin Barnard	

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	Grahm Porozni	

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:

- ☐ RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
☐ DISAPPROVED (and returned for revision)

Date: _____

Regional Coordinator Signature

2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

For ODE/OCCWD Use Only

Approval Status:

- ☐ FINAL STATE APPROVAL (Perkins Eligible)

Expiration Date: _____

Date: _____

Education Specialist Signature

Ron Dodge

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

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

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