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: St Helens SD 502
Secondary School ID Number: 185
Secondary School Name: St Helens HS
Community College Name: Portland Community College
Additional/Alternate College Name: Mt. Hood C.C.

CTE POS—Title: Automotive Technology
Career Area: Industrial Engineering Systems—IE
Cluster Area: IE—Automotive, Collision Heavy Equipment
Focus Area: Automotive Technology
Secondary CIP Code & Title: 4706 (4 digit) 4706 Vehicle Maintenance and Repair Technologies
Community College CIP & Title: 47.0604 (6 digit) Automobile/Automotive Mechanics Technology/Technician.

Secondary Program Title: Automotive Technology
Community College Program Title: Automotive Service Technology
Community College Award: Associate of Applied Science
Secondary School/District Administrator: Andrew Croley <andyc@sthelens.k12.or.us>
Secondary Curriculum Coordinator: BG Aguirre bga@sthelens.k12.or.us
Regional Coordinator/Contact: 2A–Lynn Wilson-Dean lynn.wilsondean@pcc.edu
Community College Contact: Kendra Cawley kcawley@pcc.edu
Secondary Lead teacher: Mike Herdrich mikeh@sthelens.k12.or.us
Teacher CTE Endorsement: IES–Transportation Technology 12/26/2012
College Lead or Department Chair: Russ Jones rjones@pcc.edu

Secondary CTE POS Visual Hyperlink: (or include a hardcopy of visual in Addendum B)
http://spot.pcc.edu/pavtec/HS%20POS%20Roadmap%20Templates/
□ 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/auto-service/
□ 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)
### Secondary Core CTE Courses

<table>
<thead>
<tr>
<th>TSA* Required</th>
<th>School Course #</th>
<th>Secondary Course Name</th>
<th># of Credits</th>
<th>5-digit NCES Code</th>
<th>Course Description (brief)</th>
<th>Teacher Name</th>
<th>**CN?</th>
<th>Articulating College</th>
<th>College Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>201031 201032</td>
<td>AUTO TECH 1</td>
<td>1.0</td>
<td>20103</td>
<td>AUTO TECH 1 Provides an overview of transportation and industrial mechanics. Students will gain experience in systems theory and troubleshooting techniques.</td>
<td>Mike Herdrich</td>
<td>✗</td>
<td>pcc</td>
<td>AM 111 Engine Repair</td>
</tr>
<tr>
<td></td>
<td>201041 201042</td>
<td>AUTO TECH 2</td>
<td>2.0</td>
<td>20104</td>
<td>AUTO TECH 2 Students will gain experience in advanced theory and diagnostic strategies with an emphasis on computer controlled systems, repair techniques and shop operations.</td>
<td>Mike Herdrich</td>
<td>✗</td>
<td>pcc</td>
<td>AM 100 AM 161 Electrical Sys Eng Perf</td>
</tr>
<tr>
<td></td>
<td>201051 201052</td>
<td>AUTO TECH 3/4</td>
<td>2.0</td>
<td>20105</td>
<td>AUTO TECH 3/4 Students will gain experience in advanced theory and diagnostic strategies with an emphasis on computer controlled systems, repair techniques and shop operations.</td>
<td>Mike Herdrich</td>
<td>✗</td>
<td>pcc</td>
<td>AM 151 Sterring &amp; Susp Brakes Sys Intro to Auto</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Name of Certificate or Degree Program</th>
<th>Enter name of college program</th>
<th>Degree or Certificate:</th>
<th>AAS</th>
<th>Course Description (brief)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Course #</strong></td>
<td><strong>Post-Secondary Course Name</strong></td>
<td><strong>Number of Credits</strong></td>
<td><strong>College Now?</strong></td>
<td><strong>Course Description (brief)</strong></td>
</tr>
<tr>
<td>AM 100</td>
<td>AM 100 introduction to automotive systems</td>
<td>4.0</td>
<td>☑</td>
<td>Orientation to PCC Automotive Service Technology program. Introduces automotive tools, fasteners, precision measurement, service manuals and shop procedures. Perform basic automotive service and inspection procedures. Includes the practical application of mathematics for the automotive trade.</td>
</tr>
<tr>
<td>AM 111</td>
<td>AM 111 engine repair</td>
<td>4.0</td>
<td>☑</td>
<td>i 4 Studies basic theory, design and operation of automotive engines. Engine components are covered in detail including purpose, inspection and repair. Disassemble and reassemble school owned engines to gain experience in hand tool use and proper engine repair and evaluation procedures. Compression and leakage tests are included. Prerequisite: AM 108.</td>
</tr>
<tr>
<td>AM 151</td>
<td>AM 151 – Undercar I (brakes, theory, live)</td>
<td>4.0</td>
<td></td>
<td>This course is designed for students with no previous industry experience. Students will develop the skills, knowledge and attitudes necessary to perform, with supervision, base (non anti-lock) brake and anti-lock brake (ABS) repairs on import and domestic cars and light trucks. This course will prepare students for Brakes II (AM115), where they will practice learned skills on customer vehicles until they can diagnosis and repair brake systems with limited supervision. This is the skill level necessary for employment at an apprentice level.</td>
</tr>
<tr>
<td>AM 161</td>
<td>AM 161 Electrical Systems</td>
<td>4.0</td>
<td>☑</td>
<td>4 Covers electrical theory, schematic symbols, battery and starter theory, operation, diagnosis and repair.</td>
</tr>
</tbody>
</table>

* 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](http://www.ode.state.or.us/search/results/?id=225), or use one you’ve created locally to crosswalk the identified Skill Set against the listed courses.

(See Addendum A under Element 1 below)
Element 1: Standards & Content

- A. Relevant, rigorous standards-based content aligned with challenging academic standards;

- B. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;

- C. The program is of sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand fields.

- D. Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and

- 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.

Areas of Strength

What is working well in your partnership with other educational institutions comprising this Program of Study as you identify and implement Skill Sets/Industry Standards?

- In August of 2007, St. Helens collaborated with other secondary/post Secondary instructors and ODE facilitators, to validate the Oregon Skill Sets for Automotive Technology Programs of Study. The Oregon Skill Sets align with the NATEF standards, which are in turn used by both our post secondary partners PCC and MHCC

- What's working well with your particular component that is worth keeping?

With the support of Carl Perkins grant funding, Automotive Technology Program of Study at St. Helens High School has been able to

- Establish and continuously improve a Student enterprise, 'Mike's Automotive', incorporating a 'Live Work' component as an integral part of the curriculum thus providing students valuable experience in 'All aspects of industry'

- Obtain and maintain industry standard information systems and upgrade supporting computer networks to industry standard

- What goals and strategies do you have to sustain and improve your program?

This Program of Study has a continuous improvement plan updated annually. This plan requires

- Ongoing Professional Development including an industry skills component as well as
- An academic skills development/incorporation component
- Quarterly informal visits to post secondary partner schools
- Annual 'Connections Meetings' with post secondary partner schools and
- Use of post secondary instructors and industry representatives as guest speakers.
How will you know if you are successful?

Success will be measured through:

- Continued improvements in CTE Performance indicators in academic and technical skills attainment as well as
- Increased number of students taking advantage of articulation or
- Directly entering the work force
- Percentage of students proficient on Technical Skills Assessment.

Priority Concerns/Challenges

What concerns and challenges are you facing as you work with your partners on developing this Program of Study as you identify and implement Skill Sets/Industry Standards?

Priority concerns and challenges include:

- A complete restructuring of the automotive curriculum by one of our post secondary partners will require additional time and effort on St. Helen's part to ensure continued alignment of curriculum
- Our articulating partners are 45 and 55 miles distant making more frequent contact difficult
- Conflicting schedules between the secondary and post secondary levels reduce time available to meet
- The significant loss of Instructor 'prep' time necessitated by St. Helens move from an A/B Block schedule to 7 periods reduces instructor contact time by more than half

What strategies will you use to address identified priority concerns?

The Automotive Technology Program of Study will:

- Continue to collaborate with post secondary instructors and support staff to ensure continued alignment within the Programs of Study
- Explore options for increasing instructor contact time with post secondary partners

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

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

PCC’s Curriculum Support Office is in the process of gathering all current CTE Program Outcomes and publishing them to a website under their respective certificates and AAS degrees (http://www.pcc.edu/resources/academic/degree-outcome/index.html).
In the PAVTEC Work Sessions that included both PCC and secondary school staff, academic (reading, writing and math) entrance expectations of PCC and specifically PCC CTE programs were discussed and cross walked with high school course curricula. The curricula of the high school’s CTE Programs of Study, combined with the school’s diploma requirements, are designed to prepare students to meet or exceed those expectations.

In the college’s **Automotive Service Technology** program students are prepared for all segments of the repair industry including dealerships, fleets and independent repair shops. Partnerships between PCC and automotive repair businesses allow students to learn in the classroom and on the job. The college has also developed an on-site automotive shop that supplicates all aspects of the industry, including: repair cares and light trucks with limited supervision; understanding different levels of repair business functions, oversight responsibilities and liabilities; assessment of repair information using rapidly changing technology; communicating effectively with employers, customers and co-workers; developing strategies and processes to solve vehicle repair problems; and performing vehicle repair to the highest professional, ethical and environmental standards.

**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](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.

Areas of Strength

What is working well in your partnership with other educational institutions comprising this Program of Study as you work out issues around Alignment and Articulation?

The alignment and articulation of Programs of Study between Portland Community College, Mt. Hood Community College and St. Helens High School is fairly seamless because

- St. Helens' Automotive Technology Program of Study has an articulation agreement in place with PCC since 2003 and with Mt. Hood Community College since 2007
- The Program of Study process has been facilitated with the considerable assistance of Regional CTE Coordinators providing expertise, resources, and time
- The Program of Study development process has been an open and active collaboration between all stakeholders

What's working well that is worth keeping?

On going Program of Study alignment/articulation has resulted in

- Increased communication between instructors at all levels
- Increased student awareness of post secondary opportunities including related fields
- Increased access to curriculum materials, training aids

What goals do you have to sustain and improve your program?

Continued attention to, and updating of our Perkins Continuous Improvement Program including

- Continued interaction with post secondary partners through PAVTEC sponsored ‘Connections’ meetings, professional development activities.
- Increase use of guest speakers from articulating colleges, other post secondary partners
- Increase number of field trips to post secondary partners
**Priority Concerns/Challenges:**

<table>
<thead>
<tr>
<th>What will be new or needs to be revised?</th>
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</thead>
<tbody>
<tr>
<td>The extensive reorganization of curriculum content at PCC necessitates</td>
</tr>
<tr>
<td>• Reevaluation of curriculum content, delivery,</td>
</tr>
<tr>
<td>• Reevaluation of articulation benchmark competencies</td>
</tr>
<tr>
<td>• Adjustment of existing aligned curriculum at St. Helens</td>
</tr>
<tr>
<td>• Development of new curriculum to better match PCC’s delivery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you know if you are successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>By monitoring students success in</td>
</tr>
<tr>
<td>• Increased number of students taking advantage of articulation or</td>
</tr>
<tr>
<td>• Directly entering the work force</td>
</tr>
<tr>
<td>• Data provided by PCC and MHCC instructors and staff including improvements in Perkins IV</td>
</tr>
<tr>
<td>goal 3b &lt; 5% of secondary CTE concentrators will require remediation at postsecondary entry</td>
</tr>
<tr>
<td>• Continued improvements in CTE Performance indicators 2s1- Technical skill attainment and</td>
</tr>
<tr>
<td>• Continued improvements in CTE Performance indicators 5s1 Secondary placement</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

In the Automotive Service Technology (AST) program, all PCC instructors serve as a liaison to high school automotive instructors in our service area. They visit their assigned high schools to discuss curriculum, industry requirements, and provide equipment donations. They visit with students in the labs.

The PCC AST program participates in spring term preview day by presenting three hands-on sessions for high school students who select to visit the auto tech program. In groups of about 30 each, the students are given a chance to take part in three different experiences throughout the lab including a presentation about program details.

### 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.

Areas of Strength

What is working well in your partnership with other educational institutions comprising this Program of Study as you identify and implement Technical Skill Assessments?

In collaboration with Tom Thomson at ODE, Dennis Mattoon now at MHCC, and instructors in regions 2a & 2b
- We have adopted an ODE approved, locally produced Technical Skill Assessment
- Pilot testing is scheduled for the 2010-2011 school year
- The adopted skill assessment is based on the Oregon Skill Set and NATEF competencies
- The skills and competencies assessed with this tool align with the Course Curriculum Outcome Guidelines of P.C.C.

How have you and your other institutional partners comprising this Program of Study used student data in your planning and decision making? What goals do you have to sustain and improve your program?

Currently both the CTE concentrator data and OAKS testing data are
- Collected and analyzed to reveal areas of potential program improvement
- Analyzed for student academic as well as technical skill deficiencies

Both partners are looking for strategies to track student progress from high school to college or into the work force.

What’s working well that is worth keeping?

Automotive Technology Program of Study completers from St. Helens High School
- Have demonstrated skills attainment as successful employees for many local and regional automotive and related employers
- Have demonstrated skills attainment as successful program completers in automotive manufacturer’s training programs including Ford, General Motors, Toyota, and Honda.
- Have demonstrated skills attainment through successful articulation to post secondary training including PCC, MHCC, UTI, Wyo-Tech, etc.
Priority Concerns/Challenges:

What Technical Skill Assessment issues are most pressing in your POS development? What will need to be revised?

With the skills assessment decided on, issues and revisions are expected none the less

- Skills assessed will need to be continuously evaluated and revised for relevance
- Time will need to be provided to administer the assessment and analyze the data obtained
- Revisions are expected to maintain alignment with changes in the curriculum at both the secondary and post secondary institutions

What are the indicators you will use to measure your improvement? How will you know if you are successful?

Improvements in CTE Performance indicators

- 2S1- Technical skill attainment
- 3S1—High School Completion
- 4S1—High School Graduation
- 5S1—Secondary Placement

Will inform evaluations of success or need for improvement

Instituting “valid and reliable” Technical Skills Assessments across a broad range of Programs of Study is a challenge that continues to need evaluation, development and implementation. In order to meet the ambitious Technical Skills Assessment reporting deadlines, all Perkins-eligible CTE programs at Portland Community College have begun collecting and sharing information about what each CTE program is currently doing for skills assessment, discussing technical challenges that interfere with other comprehensive assessment, reviewing existing and new assessment tools, selecting appropriate tools, matching technical skills assessment with useful industry standards, and sharing strategies about how to address academic deficiencies revealed by skills assessment. Many CTE departments are using current licensure or industry certification exams as their TSA, some are using nationally developed standardized tests, and others are creating their own assessments.

Addendum C: Accountability & Assessment Documentation

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1S1—Academic Attainment (<em>Reading</em>)*</td>
<td>61.90%</td>
<td>64%</td>
<td>72.26%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>1S2—Academic Attainment (<em>Mathematics</em>)*</td>
<td>54.76%</td>
<td>36%</td>
<td>66.38%</td>
<td>59%</td>
<td>100%</td>
</tr>
<tr>
<td>1S3—Academic Attainment (<em>Writing</em>)*</td>
<td>42.86%</td>
<td>51%</td>
<td>58.79%</td>
<td>n/a</td>
<td>100%</td>
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<tr>
<td>2S1—Technical Skill Attainment</td>
<td>95.77%</td>
<td>Enter 2S1 Data</td>
<td>95.21%</td>
<td>Enter 2S1 Data</td>
<td></td>
</tr>
<tr>
<td>3S1—High School Completion</td>
<td>97.67%</td>
<td>Enter 3S1 Data</td>
<td>97.49%</td>
<td>Enter 3S1 Data</td>
<td></td>
</tr>
<tr>
<td>4S1—High School Graduation</td>
<td>98.51%</td>
<td>97.6%</td>
<td>97.05%</td>
<td>68.1%</td>
<td>Enter 4S1 Data</td>
</tr>
<tr>
<td>5S1—Secondary Placement</td>
<td>67.23%</td>
<td>Enter 5S1 Data</td>
<td>75.51%</td>
<td>Enter 5S1 Data</td>
<td></td>
</tr>
<tr>
<td>6S1—Nontraditional Participation</td>
<td>26.67%</td>
<td>Enter 6S1 Data</td>
<td>43.07%</td>
<td>Enter 6S1 Data</td>
<td></td>
</tr>
<tr>
<td>6S2—Nontraditional Completion</td>
<td>n/a</td>
<td>Enter 6S2 Data</td>
<td>28.17%</td>
<td>Enter 6S2 Data</td>
<td></td>
</tr>
</tbody>
</table>

*Annual Statewide Academic Targets for All Schools and Districts*

<table>
<thead>
<tr>
<th>School Year</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>60%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>70%</td>
<td>70%</td>
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<tr>
<td>2010-2011</td>
<td>80%</td>
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<tr>
<td>2011-2012</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
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<tr>
<td>2012-2013</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


No “Target School Wide Performance” Data for 2010 – 2011 Using 2009 - 2010
Secondary Student Data Analysis—part 2
Element 3 (continued: Student Data)

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

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

While the academic performance indicator data 1s1, 2, & 3 for St. Helens is expected to be somewhat lower than the state average, local data has been trending upward. Core Indicator data 2s1, 3s1, 4s1 and 5s1 has matched exceeded statewide performance for the last available data year.

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

Statistics show that academic performance typically mirrors socio-economic data. St. Helens is an economically disadvantaged county with significantly higher unemployment compared to statewide. Largely timber dependent, St. Helens has seen the loss of 3-4 large wood product mills with the subsequent loss of businesses that depend on them. None the less, several initiatives have been undertaken to rectify the deficiencies and are described in #6 below.

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

CTE concentrator performance measure 1s1 is comparable, 1s2 and 4s1 is markedly higher while 1s3 is 8% lower. All in all a mixed bag. Better data is needed.

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

We have limited information available and are looking for methodologies to collect valid and reliable data. Anecdotal data suggests that a measurable percentage of St. Helens students do continue their training or enter the work force in a related field upon graduation.

5. What questions does your student performance data raise?

With limited fiscal resources, what is the most effective way to increase student performance in all core performance indicators. Which of the strategies listed in question 6 below will lead to the best student outcomes.

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

In conjunction with the development of Programs of Study at St. Helens High School, several other initiatives to improve student performance have been undertaken. Math and Reading ‘workshop’ classes specifically targeting freshmen performing below OAKS test threshold levels are showing positive results. To foster the incorporation of embedded academics in CTE, math credit by proficiency is offered in Automotive and Manufacturing Programs of Study. CTE teachers are active participants in 6 trait scoring of OAKS work samples and have developed content area specific writing assignments for CTE students. Technical reading and writing opportunities (assignments) are integral parts of all Programs of Study.
**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.

<table>
<thead>
<tr>
<th>CTE Performance Indicator</th>
<th>Year 1 Prior CTE Performance</th>
<th>Year 2 Prior CTE Performance</th>
<th>Year 3 Most Recent CTE Performance</th>
<th>Year 4 Next Target CTE Performance</th>
<th>Year 5 Final Target CTE Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1(a)—Technical Skill Attainment (Locally Approved)</td>
<td>97.97%</td>
<td>97.71%</td>
<td>Enter 1P1(b) Data</td>
<td>Enter 1P1(b) Data</td>
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<tr>
<td>1P1(b)—Technical Skill Attainment (State Approved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P2—Academic Attainment</td>
<td>95.53%</td>
<td>95.92%</td>
<td>Enter 1P2 Data</td>
<td>Enter 1P2 Data</td>
<td>Enter 1P2 Data</td>
</tr>
<tr>
<td>2P1(a)—Credential, Certificate, or Degree Completion</td>
<td>54.85%</td>
<td>60.45%</td>
<td>Enter 2P1(b) Data</td>
<td>Enter 2P1(b) Data</td>
<td>Enter 2P1(b) Data</td>
</tr>
<tr>
<td>2P1(b)—Credential, Certificate, or Degree Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3P1(a)—Student Retention or Transfer</td>
<td>71.08%</td>
<td></td>
<td>Enter 3P1(b) Data</td>
<td>Enter 3P1(b) Data</td>
<td>Enter 3P1(b) Data</td>
</tr>
<tr>
<td>3P1(b)—Student Retention or Transfer</td>
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<td>67.96%</td>
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<td>Enter 3P1(b) Data</td>
<td>Enter 3P1(b) Data</td>
</tr>
<tr>
<td>4P1(a)—Student Placement</td>
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<td>Enter 4P1(b) Data</td>
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<tr>
<td>4P1(b)—Student Placement</td>
<td></td>
<td>76.51%</td>
<td>Enter 4P1(b) Data</td>
<td>Enter 4P1(b) Data</td>
<td>Enter 4P1(b) Data</td>
</tr>
<tr>
<td>5P1—Nontraditional Participation</td>
<td>22.99%</td>
<td>20.62%</td>
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<tr>
<td>5P2(a)—Nontraditional Completion</td>
<td>19.23%</td>
<td></td>
<td>Enter 5P2(b) Data</td>
<td>Enter 5P2(b) Data</td>
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<tr>
<td>5P2(b)—Nontraditional Completion</td>
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<td>15.18%</td>
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<td>Enter 5P2(b) Data</td>
<td>Enter 5P2(b) Data</td>
</tr>
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</table>
CTE Program of Study (Perkins Eligible)…2011 Application (continued)

Element 3 (continued: Student Data)

Post-Secondary Student Data Analysis—part 2

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

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

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

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

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

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

Addressed in answer to question 3.

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

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

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

During fall 2009 through spring 2010 Portland Community College (PCC) and its Institutional Effectiveness Office (research) began looking at how we might improve our in-house data reports regarding the impact of Perkins funds at the college in Perkins-eligible CTE programs. We chose to expend efforts in this direction so that we could make more informative and strategic decisions regarding our use of the Perkins funds and their alignment with the purpose(s) of the grant. We also rewrote in-house data retrieval programs so that they better align with the Perkins’ definitions for CTE students who are enrolled, served or a concentrator in CTE programs at the college. Most important, we have begun the process with the new in-house data reports to have a clearer idea of who we serve in our CTE programs, who is impacted by the Perkins funds, who should we be serving that we are not, and, finally, what is happening longer term to students who enroll in CTE programs (2008-2010 Perkins Student Longitudinal Progress Report). We were also interested in how long it is taking students at the college to make reasonable progress in our CTE programs. The conversations have only begun but the new in-house data is helping us focus on how we utilize and distribute the Perkins funds, what are the demographics and psychographics of the students we serve, what types of shifts do we need to make in our use of the Perkins funds, and are we using the funds at the college most effectively to assure the long term success of Programs of Study and our work with our regional high schools.
**Element 4: Student Support Services**

A. Student organizations are an available program component and integrated into CTE programs of study instruction. The student organization structure provides leadership development opportunities that meet the following expectations:
- Instruction, Career Development and Assessment
- Community-Based Experiences
- Organizational Management and Administrative Experiences

B. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Pathway Templates, Education Plan and Profile, Career Information System).

C. Programs comply with Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990. Appropriate access is provided for all students, including non-traditional and special populations.
Program provides a non-biased and non-discriminating learning environment (race, color, national origin, gender and disability status).
Program facilities provide physical access and instruction that accommodates students with disabilities including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
Program meets the needs of students for whom English is a second language.

D. Based on the Program Design and instructional plan, each student will be able to:
- Identify the career path options he/she can follow to a chosen career;
- Receive consistent and informed messages about career and possible financial options for post-secondary education;
- Take ownership of their education through maintaining a current education plan and profile and/or portfolio, and
- Apply skills and traits in a variety of settings including student organizations.

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

**Areas of Strength**

**Secondary Partners:**

How will this POS help students meet graduation requirements, including Education Plan and Profile, Extended Application, Career Related Learning Experience, etc?

**Integral to this Program of Study, students will**
- Earn up to 4 elective credits of 9 required for Oregon's 2012 Diploma
- Gain Career Related Learning Experience in a student run enterprise featuring 'live work' on customer
- Assemble a Portfolio of Evidence as part of their Education Plan and Profile
- Have an opportunity to complete a 'Senior' or 'Capstone' project as a part of course work
- Earn dual credit through articulation with PCC and MHCC

Please refer to addendum D for additional documentation
- Participate in Student Leadership Organizations such as Mike's Automotive, SkillsUSA, FBLA

How will this POS help meet academic needs through focused work with applied academics?

**Integral to this Program of Study, students**
- Apply for and earn $\frac{1}{2}$ math credit by proficiency
- Increase academic skills through embedded math and science applications
- Increase academic skills through embedded language arts applications

**Integral to this Program of Study, the instructor will**
- Work with counseling and CTE staff to develop academic applications in common
- Participate in professional development designed to increase skill in incorporating and evaluating embedded academic applications
- Collaborate with post secondary partners to address any needed remediation
What guidance and counseling efforts are in place to help students develop along a career pathway?

Students in this Program of Study
- Complete on-line 'career pathway' exercises on-line
- May participate in internships within their chosen career focus area
- Participate in field trips to industry sites and articulating colleges
- Participate in Student Leadership Organizations such as Mike's Automotive, SkillsUSA, FBLA
- Have access to a full suite of counseling services on campus see: addendum D 'Student Resources', 'links to counseling services', 'Counseling Services'

How will this POS address non-traditional students develop in this career area?

Continued efforts to encourage young women to pursue careers in automotive technology include:
- Outreach activities at the mid-school level,
- On going discussions with counseling and curriculum staff to 'break stereotypes'
- Enlistment of former female student graduates as guest speakers in the program

Priority Concerns/Challenges

What shared recruitment and student service issues exist between partner institutions?
- Recruitment of non traditional students at both secondary and post secondary levels remains a challenge
- There is currently no practical vehicle for tracking students from high school through college of job placement to monitor success or need for remediation
- Finding time to assure alignment of curriculum in a rapidly evolving industry

What strategies will you and your POS partners use to help move students more effectively and consistently along this career pathway? (Retention and completion)
- Continued efforts and initiatives developed through PAVTEC sponsored 'Connections' meetings
- Joint professional development opportunities targeting POS alignment concerns through summer instructor training, OACTE, TEO etc.

What are the indicators you will use to measure your improvement? Determine if you are successful?

Student improvements in CTE Core performance indicators 2s1; 3s1; 4s1 5s1; 6s1; 6s2
Student Support Services  Post-secondary Partners:
How will you work with recruiting and providing services for non-traditional, displaced homemakers, and other special population students for this specific POS?

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

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

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

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

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

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

Portland Community College uses the majority of its Perkins funding on 19 staff who serve as advisors and employment specialists in the college’s CTE programs. Students entering CTE at the college are able to access these highly trained and specialized advisors for all aspects of their advising needs. Aside from general
advising needs, the staff helps students maneuver the financial aid process, resolve child care and housing issues, seek professional services through college or outside resources for medical and mental health needs, and arrange for group or individual tutoring.

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

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

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

Addendum D: Student Support Services Documentation

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

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

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

- Marketing materials for recruitment of non-traditional students to CTE courses
- Tools or skill inventories used to guide course/CTE POS selection
- **Secondary partner:** Documents illustrating relation to Oregon Diploma requirements:
  1. Academic applications (Extended Application)
  2. Education Plan and Profile
  3. Essential Skills
  4. Counseling and guidance materials
- **Post-secondary partner:** Documents illustrating:
  1. Recruitment and servicing of non-traditional CTE students, displaced homemakers, and other special population students
  2. Advising and tutoring practices and procedures
Element 5: Professional Development

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

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.

Areas of Strength

What shared professional development opportunities exist around this Program of Study that are working well and worth keeping?

Opportunity to meet and collaborate with other instructors to improve technical skills, facilitate development of common technical content.
- 40 hr. Honda, GM, Ford sponsored summer instructor training including both H.S. and C.C. instructors
- PCC sponsored summer instructor training in advanced concepts

Opportunity to meet and collaborate with other instructors to improve instructional, assessment, academic integration strategies.
- PAVTEC sponsored Connections meetings including both H.S. and PCC instructors to improve assessment, instructional, academic integration strategies
- PAVTEC supported Skills Sets, assessment meetings with H.S. and C.C. instructors
- CTE departments meet weekly in PLC to address POS/Perkins concerns, formulate integration of common academic skills sets and remediation strategies etc.
- Annual participation in TEO and OACTE conference workshops

What goals and strategies do you have to sustain and improve your program?

Goals and strategies are aligned with and informed by
- District School Improvement Plan See Addendum E: DistSIP
- Perkins Continuous Improvement Plan See Addendum E: Local Improvement Planning Process
- Oregon TSPC and the St. Helens SD both require an annual Professional Development Plan, PDU log, and Reflection docs. See Addendum E: PDPs
- Perkins Goals 3a/b/c
- I maintain professional certifications and affiliations ~ASE, IATN, etc`See Addendum E:

What strategies will you use to reach your goals?

- Annual participation in OACTE, TEO, conferences
- Annual participation in summer technical training opportunities
- Participation in PAVTEC, LEA sponsored professional development opportunities
Priority Concerns/Challenges

What are the gaps and issues that both partners share regarding professional development that may impede growth of this POS?

LEA has been forced to cut budgets nearly every year for the last 10 years
- District sponsored professional development have been reduced significantly i.e.: participation in County in-service day eliminated, PD funding drastically reduced
- Time to meet with post secondary counterparts has been severely curtailed with a change from Block schedule to 7 period days
- Teacher preparation time reduced to less than half of previous year
- Differing needs of Secondary/Post-secondary instructors for Professional Development

What strategies will be new or need to be revised to address identified priority concerns?
- Professional development opportunities will need to more frequent, more intensive, more accessible.
- Perkins grant line item for professional development may need to be increased

What are the indicators you will use to measure your improvement, successes? How will you know if you are successful?

Student improvements in CTE Core performance indicators 1s1,2,3; 2s1; 5s1; 6s2 etc.

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

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

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

**Name of CTE POS**: Automotive Technology  
**Name of Secondary School**: St Helens HS  
**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**  
**Administrator’s Name**: Andy Croley  
**Date**:

### LOCAL SUPPORT and CERTIFICATE OF ASSURANCE

The program advisory committee has been involved in the design and development of this program.

**Advisory Committee Signature**  
**Advisory Committee Member’s name**: Mitchell Hille  
**Date**:

### 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**  
**CC Administrator’s Name**: Dean, Kendra Crawley  
**Date**:

### For Regional Coordinator Use Only

**Recommended Status**:  
- [ ] RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)  
- [ ] DISAPPROVED (and returned for revision)  

**Regional Coordinator Signature**  
**Date**:

### For ODE/OCCWD Use Only

**Approval Status**:  
- [ ] FINAL ODE APPROVAL (Perkins Eligible)  
- [ ] FINAL CCWD APPROVAL  

**EII Education Specialist Signature**  
**OCCWD Education Specialist Signature**  
**Expiration Date**:  
**Date**:  
**Date**:

---

**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