OREGON DEPARTMENT OF **EDUCATION**

Office of Educational Improvement and Innovation
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-947-5600
Fax 503-378-5156
http://www.ode.state.or.us/go/cte/

CTE™
Learning that works
for Oregon

Oregon Department of Community Colleges and Workforce Development
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
503-378-8648
Fax 503-378-3365
http://www.odccwd.state.or.us/prgapproval/

Career and Technical Education
Program of Study Renewal
2016 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 **2016 CTE POS Renewal form** (make sure all items are complete)

    a) Program ID Page (Page 1 of this Form) complete
    b) Provide a link to Career Pathway visual (on Page 1 below
    c) Complete CTE Course-to-Standards Crosswalk Matrix (use one of the ODE Cluster templates, or a similar local form); attach matrix to this **2016 CTE POS Renewal form**
    d) Indicate on the Matrix (above) those courses that trigger the Technical Skill Assessment(s); identify the TSA on Page 1 of this **2016 CTE POS Renewal form**
    e) Enclose evidence of Student Support Services that are specific to this CTE POS (see next page)
    f) Print out Assurances page, secure signatures, and scan as attachment to this **2016 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 **2016 CTE POS Renewal form** and attachments

Step 5 – Forward appropriately completed and field approved **2016CTE 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, 2016.**

CTE POS—Title:	**Computer Technology**
Career Area:	Industrial Engineering Systems--IE
Cluster Area (& appropriate secondary CTE licensure):	IE--Info and Communication Technology (ICT)
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	11.0801 (6 digit)
Community College CIP Code: (Link to CIP website)	11.0101 (6 digit)

Secondary School Name:	**Century High School**	
Secondary School District:	Hillsboro	
Secondary School ID Number:	**1368**	
Secondary Teacher Name:	**Email**	**Current CTE License**
Chris Winikka	winikkc@hsd.k12.or.us	IES--Information Communications Technology

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG029

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG038 , 2AREG039,

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:	Computer Information Systems
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	http://www.pcc.edu/prepare/head-start/pactec/teachers/POS/approved-pos/documents/CenturyComputerTechnologyRoadmap2012.pdf

Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu

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
☒	☒	Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information.
☒	☒	Students participate in CTE POS specific career related learning experiences or related work experience.
☒	☒	Students' education planning is developed around information specific to this CTE Program of Study.
☒	☒	Extended application projects or capstone experiences are developed within the context of this CTE Program of Study.
☒	☒	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.
☒	☒	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.
☒	☒	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.
☒	☒	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 **2016 CTE POS Renewal form**.*

Sec	Psec	Evidence/documentation location (check those that apply)
☒	☒	Links to documentation are included in Comments box below
☒	☒	Description of where documentation can be found is included in Comments box below
☐	☐	Actual Student Support Services documents are attached to this *2016 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.)*

Regarding Information and Guidance, our counselors begin working with students in middle school to guide them and help them choose their courses and explore careers, they continue to do this through freshman and sophmore years. Century's Counseling Department works closely with the Computer Technology Department to assist students in guiding their progress through high school and in choosing a Focused Program of Study. Students' progress is charted through Naviance (http://www.naviance.com/). [Naviance - HSD Course Catalog p 19 (http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2016-17%20HS%20Course%20Catalog.pdf)]

Counselors work with students in the ninth and tenth grade to guide them and help them choose their courses and explore careers. During the junior year, our school to work coordinator and one of the counselors help students to create a

resume. They also help students choose, plan, and reflect on a job shadow experience and possibly an internship experience. Currently, students can get their career development credit their junior or senior year. All Seniors at Century High School work on their Senior project through either a CTE Program of Study or through the Senior Seminar class.

In the Computer Technology Program of Study, students get a variety of guest speakers that provide information on careers in Technology and Engineering (topics such as Agile Development, Engineering, Software design). Every year, students are given opportunities for career day trips, such as Manufacturing Day in the Fall, Ten80's STEM Innovators in Training, MESA Day. Counseling and the Computer Technology Department also promotes other events outside of school hours, such as Teen Thinksplosion and International Women's Day at Intel through active recruiting: personal invitations, announcements, sign-ups, and flyers. We also bring in mentors to work with students in the classroom and talk about technology-related careers.

Regarding Career-related Learning Experiences, Century's Computer Technology Department works closely with Counseling and the Hillsboro Chamber of Commerce to provide access to internship opportunities. In addition to these opportunities, the Computer Technology Department offers students career-related learning experiences through the courses. For example, students in Web Design learn to hand code a web-site using standard technology and best practices. In Applied Web Design, students learn to apply Git Version control (for source control management), they also learn to develop WordPress websites that are hosted on a live server and learn how to craft their own theme. In Programming 1, students are learning core programming principles and structures and learn to apply Python and Java (both industry-standard software) to increasingly complex programming applications. By the end of Programming 1, students are developing Android Apps using Android Studio and begin to learn an Agile approach to software design with a simplified version of the software engineering design document. This culminates with their independent projects in both Applied Web Design and Programming 2, where students choose a career-related project that they showcase at the end of the year during our Focus Program Night.

Regarding written information provided to students about articulated college courses, scholarships, and other post secondary options, this information may be found in the Course Catalog (http://www.hsd.k12.or.us/Portals/0/schools/handbooks/2016-17%20HS%20Course%20Catalog.pdf), each course syllabus, as well as through Schoology.hsd.k12.or.us.

Regarding access to non-traditional students, the Hillsboro School District has sponsored an after-school STEAM program to help promote STEAM at all levels from Elementary through Secondary. "A wide variety of opportunities for afterschool STEM programs and activities are offered at all of our schools. About 2,700 students participated in the 2014-15 school year. We hope to expand offerings in 2015-16 to reach more students who are traditionally underserved in STEM programming."
[http://www.hsd.k12.or.us/Academics/Programs/STEMPrograms/AfterschoolSTEMProgramsandActivities.aspx]

Through this program, we have opened up our computer labs for field trips for our elementary and middle school students to get hands-on experiences with 3D printing, programming, and other activities to recruit students (in particular, under-represented populations). Century also hosts a chapter of MESA, which is an after-school engineering club that focuses on recruiting under-represented populations.

I also actively recruit females in Intro to Digital Tech. I make a point to specifically invite them to take my Programming and Web Design classes. I try to break the stereotypes of engineering by recruiting female guest speakers and using resources, such as Code.org video resources that include many women software engineers to present computer science topics. I also recruit females to apply to the NCWIT (National Center for Women in Information Technology) Aspirations in Computing Award which "honors high school women who are active and interested in computing and technology, and encourages them to pursue their passions" through statewide and national recognition (https://www.aspirations.org/participate/high-school). I make it a point to honor and recognize women's achievements in computer science, such as Ada Lovelace and Grace Hopper.

Century's Computer Technology Program of Study also works with our ESL and Special Ed departments to make sure each class offers appropriate access for all students. The Counseling Department provides all teachers with copies of their student's 504 plans as well as any medical forms necessary for teachers to be aware of; ESL sends a list of all ESL students indicated what level their language ability is, and Special Ed provides a list of students with IEPs and indicate whether that student is on a modified diploma. Our online grading and attendance system, Synergy provides graphical icons next to students to indicate there is a health alert, IEP plan, ELL status, and with a click, their support documentation is available for a quick reference every time I take attendance, have an IEP meeting, when planning,

preparing for conferences. Of course, I use this heavily towards the beginning of the year to know how I can best support students or when I find a student is struggling with assignment completion or grades.

I also support all students through Schoology (schoology.hsd.k12.or.us) by posting all assignment descriptions, scoring guides, video demonstrations, announcements, and copies of my presentations. Students are also given opportunities for retakes through this system. If there are any accommodations that are not typical classroom accommodations, then I review those notes and make a point to accommodate those needs. Then whenever I make a new grade print out (for midterm, quarter grades, etc.), then I make a point to check their notes and make sure that I've met the appropriate accommodations for each student with an accommodation.

Sometimes, I'll receive an ESL assistant or a Special Ed Assistant. In those cases, I encourage the aides to do the work I assign to the class, so they can better assist the students on their caseload. With students who have a modified diploma, we first check to see if that student even needs a modified grade. We do this every time there is a progress report or grade report due. Sometimes, the student is successful without any modifications, in which case, I inform that student's case manager that he or she does not need a modification. Then, at any point in the term, if we notice a student with a modified diploma is not able to be successful with the course load, I then consult with that student's case manager to make a plan for a modified grade.

Communication regarding students with special needs is usually communicated from counselors, teachers, and case managers. Every student with an IEP has a yearly IEP update meeting between the student, his or her parents, a representative from the Special Ed department, and a representative from their list teachers. All teaching staff with that student is notified of the meeting with an invitation and a list of who is required to attend. Only one teacher is required to be present at each IEP meeting, so all other teachers who are not required to attend are expected to complete a progress report for that student before the meeting takes place.

1. Relevent Links:
PCC WEBSITES OF PROGRAMS http://www.pcc.edu/programs/
COMPUTER INFORMATION SYSTEMS WEBSITE http://www.pcc.edu/programs/computer-info/
COMPUTER INFORMATION SYSTEMS CATALOG
http://catalog.pcc.edu/programsanddisciplines/computerinformationsystems/
PROGRAM SPECIALIST WEBSITE http://www.pcc.edu/staff/index.cfm/984,html
COOPERATIVE EDUCATION COURSE http://spot.pcc.edu/comptech/
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/equity-inclusion/
DIVERSITY TRAINING http://www.pcc.edu/about/equity-inclusion/training.html
TRANSFER INFORMATION http://www.pcc.edu/programs/university-transfer/
SOU BAS BUSINESS MANAGEMENT TRANSFER INFORMATION
http://www.sou.edu/assets/admissions/docs/articulation/BAS-AAS-PCC%202010.pdf
OIT BAS TECHNOLOGY AND MANAGMENT TRANSFER INFORMATION http://www.oit.edu/distance-education/programs/technology-management
OREGON TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/
OUT OF STATE TRANSFER GUIDES http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html

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

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

CTE Program Of Study ....2016 **Application** (continued)

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 Computer Information Systems program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. In addition PCC offers services on how to get started, a career center, advising and career counseling. The Computer Information Systems program has their own website, which details how students can get started and get support. The CIS Perkins Advisors offer a variety of advising methods to reach both prospective and current student including: traditional advising appointments, on-line information sessions for new or prospective CIS students via Blackboard Collaborate, on-campus information sessions for new or prospective CIS students; advising appointments by Skype; an active and up-to-date advising website (spot.pcc.edu/computers); drop-in advising times; in class presentations to CIS courses, and a Quarterly ezine to all registered CAS and CIS students.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence:Students must complete the required 4 credits of CIS 280D Coop: Application Development and/or OS 280F for the AAS degree CIS. There is an employment specialist who works with students to help find placement and earn college credit for them.

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: Many of th advanced courses that are required to complete for the AAS CIS degree require students to complete extensive projects whitin the programming language or in a focused area of study.

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: The advising specialist who works with these students organizes and announces group meetings, one-on-one advising, job postings and announcements, foundation scholarships, requirements for the co-op and employer visits. PCC has extensive and detailed information available on the transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. Currently there is a direct transfer program with Southern Oregon University for a BAS Business Management and Oregon Institute of Technology, BAS Technology and Management that AAS students can transfer directly into.

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. The program advising specialist does presentations that include information on the computer information system degree to different high school groups throughout the year.

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 offered ongoing support to students and staff through the Office of Affirmative Action and Equity.The CIS student advising specialists provide outreach to high school and underserved populations through participation in PCC Preview days, Portland Youth Builders' classes, and high school visits to Rosemary Anders Highschool.

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.
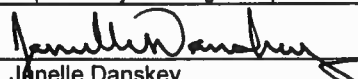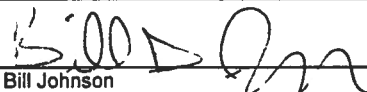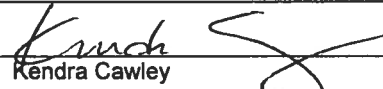
Secondary TSA: 2AREG038 , 2AREG039

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	Computer Technology
Name of Secondary School	Century 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	*[signature]*	**Date:** 5/27/16
Administrator's Name	Janelle Danskey	

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
Advisory Committee Signature	*[signature]*	**Date:** 5-22-16
Advisory Committee Member's name	Bill Johnson	

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	*[signature]*	**Date:** 6/13/16
CC Administrator's Name	Kendra Cawley	

For Regional Coordinator Use Only

Recommended Status:
- ☒ RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
- ☐ DISAPPROVED (and returned for revision)

[signature] Regional Coordinator Signature   **Date:** 6-14-16

For ODE/OCCWD Use Only

Approval Status:

☐ FINAL STATE APPROVAL (Perkins Eligible)   **Expiration Date:** _____

                               Date: _____

Education Specialist Signature

Submission Process

Instructions

Submit <u>complete</u> 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 <u>ODE's website</u>.**
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., "OregonTownHSAccounting2016."**
5. **Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "Addendum1, Element1,"" or "1StandardsContent."**
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., "OregonTownHSAddendum1."**
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. <u>(Please name documents and folders so that they are clearly identified</u>.)**
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 (<u>https://district.ode.state.or.us/apps/xfers/</u>) and follow the online directions for sending your POS folder to** <u>POS.Application@state.or.us</u>**. For technical help with this procedure, call Ron Dodge—503-947-5653, or Nakeia Daniels—503-947-5636.**
    c. **Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Nakeia Daniels, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.**

DEADLINE for submission: June 30, 2016

Checklist before submitting:

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

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