Career and Technical Education
Program of Study Application
2016 Version
(Full Application)

Directions—please enter information into ALL the fields in this application. If you have technical problems with this application, contact Nakeia Daniels POS.Application@state.or.us.
(For detailed information on how to complete this application consult the Guide to Using the Oregon CTE Program of Study Application 2016.) DEADLINE for submission: June 30, 2016

CTE POS—Title: Forestry/Natural Resources
Career Area: Agriculture, Food, Natural Resources--AFNR
Cluster Area (& appropriate secondary CTE licensure): AFNRS--Natural Resources Management (Nat Res Mgmt)
Focus Area (if applicable): Forestry
Secondary CIP Code: (Link to CIP website) 03.0501 (6 digit)
Community College CIP Code: (Link to CIP website) 03.0511 (6 digit)

Secondary School Name: Vernonia High School
Secondary School District: 178
Secondary School ID Number: Byron Brown

Secondary Teacher Name Email Current CTE License
Byron Brown (Lead Teacher) bbrown@vernonia.k12.or.us AFNRS--Natural Resources Management

CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.
10REG013

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.
2AREG004

Primary Oregon Community College Name: Mt. Hood Community College
(Contact POS.Application@state.or.us to add multiple colleges)
College Point of Contact: MHCC Christie Plinski christie.plinski@mhcc.edu
Community College CTE Program Title(s):
Community College Award: Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found) Attached

Regional Coordinator/Contact: 2B--Mark Wreath mark.wreath@mhcc.edu

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator; Email application and addenda to this mailbox—POS.Application@state.or.us, or follow an alternative process described in Step 8 of the Submission Process on the last page of this application.

DEADLINE for submission: June 30, 2016
## CTE POS Course Lists—Secondary

**Directions:**
1. Please list below the CTE Program of Study Secondary Courses in which the instructor will:
   - Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
   - Assess and record student achievement of those standards
2. Mark as “TSA” those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

*Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required*

### Secondary Core CTE Courses

(Please be complete; this information will be entered into the CTE Program Update database and all fields are required)

<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) (boxes below will expand)</th>
<th>Articulating College (if applicable)</th>
<th>College Course #</th>
<th>College Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>03003</td>
<td>Enviromental Science</td>
<td>1</td>
<td>68999</td>
<td>This course has emphasis on coare of natural resources and included outdoor recreation topics. The class will provide an opportunity to understand appreciate the import and of maintaining the land and ecological systems that enable non-domesticated animals to thrive. Forest mangement practices are covered. The course emphasizes how human and animals may both take advantage of the same land and how to gain economic benefits from the land while not depleting the plant animal populations.</td>
<td>Select College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>03003 1</td>
<td>Forestry 1</td>
<td>1</td>
<td>68999</td>
<td>This course will focus on forest ecosystems, watersheds, forest types and id. Also included: invasive species, forest measurements, green house management, and tools/safety.</td>
<td>Select College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒</td>
<td>03003 2</td>
<td>Forestry 2</td>
<td>1</td>
<td>68999</td>
<td>This course continues forestry science skills, including: forest measurements, timber cruising, log scaling, wetlands repair and restoration, including design and implementation. Students will continue to explore tools and safety of the forestry industry.</td>
<td>Select College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
<td>Select College</td>
</tr>
</tbody>
</table>

*TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student*
CTE POS Course Lists—Post-Secondary

Post-secondary Core CTE Courses:
- Enter the name of the college program that is the postsecondary component of this POS
- Select the highest level of this component offered by the college
- List only the courses included in the Course/Skill Set crosswalk matrix

<table>
<thead>
<tr>
<th>Name of Certificate or Degree Program</th>
<th>Natural Resources Technology: Forest Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest award available in Program:</td>
<td>AAS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Course #</th>
<th>Post-Secondary Course Name</th>
<th>Number of Credits</th>
<th>Accelerated College Credit/College Now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 101</td>
<td>Natural Resource Fundamentals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NR 212</td>
<td>Current Issues in Forest Resources</td>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at [http://www.ode.state.or.us/search/page/?=3584](http://www.ode.state.or.us/search/page/?=3584) (or use one you’ve created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.
- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the Oregon Skill Sets website, please identify its origin and how it was industry validated.

- [Secondary](#): (check this box to indicate secondary course-to-skills crosswalk is complete and attached)
- [Post-secondary](#): (check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)
Element 1: Standards & Content

This POS design includes:

- A. Relevant, rigorous technical skill standards-based content, including or 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. 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. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards
- E. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:
  - Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements
  - Demonstrate mastery of academic and technical content that is aligned with industry standards
  - Apply learning through authentic experiences
  - Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016 for more details.)

Please address these questions through your comments in Element 1 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Explain how this POS is aligned with challenging academic standards at the HS and CC levels
- Identify those who participated in the decision of which skill set to use for this POS
- Who participated in the crosswalk of the skill sets to HS and CC courses

Element 1 Comment Box: The instructor contacted Chemekata Community College and their curricula and supporting documents were received from them. Many of these activities and information is used in the program. The curriculum was developed with the advice of Mark Dreyer, a professional forester and president of the Columbia County Small Woodlands Association, Maggie Peyton, director...
of the Upper Nehalem Watershed Council, Craig Olson, a forester for Weyerhauser, Steve Kruger of Oregon State Parks, and Brent Dass, a local professional logger. I also researched other high school and Chemeketa Community College forestry curricula. The crosswalks were created by the Vernonia High School instructor and the Natural Resources department at Mt. Hood Community College for other local high school forestry programs of study.
Element 2: Alignment and Articulation

The alignment of this POS includes:

- A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
- Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g., Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- Based on the program design and instructional plan, each student will:
  - 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.

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Please address these questions through your comments in Element 2 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

Element 2 Comment Box: The high school teacher will be coordinating with the Mt. Hood instructors and determine what will be necessary in order to develop articulation agreements in the Natural Resources- Forestry program.

The courses in this POS has been modeled after several community colleges, including Chemaka Community College.

Primary communication with the Region 2A coordinator has occurred and during the 2016-2017 academic year and Mt. Hood's Natural Resources instructors and department will be contacted in order to set up meeting for articulation/alignment.
Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future plans.

In this POS design:

A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon’s State Plan (re: Data Collection)

B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
   - Assistance in evaluating program vision, goals and priorities
   - Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
   - Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development

C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions

D. Students have the opportunity to learn in a contextual career related environment that allows them to:
   - Monitor their own progress through their demonstration of attaining technical and academic skill standards
   - Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
   - Adapt their program to meet personal goals based on industry requirements and performance outcomes

Directions for using the Comment box—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in the appropriate Addendum folder. (Consult the Guide to Using the Oregon CTE Program of Study Application 2016, for more details.)

Please address these questions through your comments in Element 3 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Identify the data used in designing this POS, and the effect that the data had on the design
- Identify the members of the Business Advisory Committee
- How will the POS be evaluated, and by whom?
- How will you know if the POS is successful?
- What process will you use to decide any changes that need to occur because of the POS evaluation?
- Required: List the TSA(s) code used for this POS on Page 1 (ODE approved list)

Element 3 Comment Box: The instructor has met with the Advisory Committee over the past five years and discussed the changing technical skills needed in the public and private sectors of forestry. This includes career opportunities and changes within the industry. Data was also received from Chemaka Community College and other high schools with an forestry program of study (Sweet Home and Scio). Other data was obtained through workshops given OSU extension and OFRI on various forestry topics.

Business Advisory Committee members: Mark Dreyer, professional forester and president of Columbia Co. Small Woodlands Association, Steve Kruger of Oregon State Parks, Craig Olson, forester for Weyerhauser, Maggie Peyton, director for the Upper Nehalem Watershed Council, and Brent Dass, local logging company owner/operator.

The program will be evaluated by the Advisory Committee on a yearly basis to determine the relevance of the curriculum in relation to the "real world" of forestry and the obtaining of necessary skills in the industry.
The program's evaluation by the Advisory Board will be a major determining factor in the success of the program. Because many of the work directly with the instructor and the students in the program they will see first hand how the program is working and how the students are progressing through it. If it determined by the Advisory Committee that certain elements of the program need to be revised it will be revised.

Secondary TSA: 2AREG004
Post Secondary TSA 10REG013
Element 4: Student Support Services

In this POS design:

- **A.** 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. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).
- **B.** 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;
- **C.** Compliance is evident with Federal regulations, including 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; therefore, this POS provides:
  - Appropriate access for all students, including non-traditional and special populations.
  - A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
  - Program facilities with 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).
  - Responsiveness to the needs of students for whom English is a second language.
- **D.** Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
  - 2) Another local or national organization that meets the criteria listed in the ODE [Student Leadership criteria](http://policy.osba.org/vernonia/J/JB%20D1.PDF) document.
    - The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
      - Context related instruction, career development, and practical assessment
      - Community-based learning experiences
      - Organizational management and administrative experiences

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Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
- How will those student support services help inform and prepare HS and CC students for their next educational and career steps?
- Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
- Briefly describe any student leadership opportunities that will be available for both HS and CC

**Element 4 Comment Box:**

ADA: [http://policy.osba.org/vernonia/AB/ACA%20D1.PDF](http://policy.osba.org/vernonia/AB/ACA%20D1.PDF)
Students that require student support services are identified by the Support Services Team and the team supply the necessary documentation that informs the instructor of what support is needed. As an instructor I review the modifications at the beginning of each semester and make sure that I make the appropriate modifications needed for each, individual, student. I also attend the IEP meetings for all student that are enrolled in the program of study. When needed, activities are modified as are the various assessments.

Vernonia High School utilizes CIS to determine career and college pathways for students. Students are also required to prepare a project regarding their career related choices. This includes a paper, community service in their career area interest, and a presentation to community members.

Because of the small size and location of the school and community recruitment is done by word of mouth and family business ties. Some of the activities that are publicized at school and in the larger community are the various field trips (inventory, wetlands restoration, surveys, etc.) The logging skills competitions that occurs various times a year are also publicized in the school and larger community.

Second and third year students become "crew leaders" and are responsible for the performance and safety of their crews. Records of the before and after safety meetings are kept. The students also have the opportunity to compete in local, regional and state logging competitions.

1. http://www.mhcc.edu/DSO/

The College is committed to a safe work environment for all employees and students, which includes zero tolerance from bullying, discrimination, and harassment along with the provision of equal opportunity in education and employment.

Equal Opportunity and Affirmative Action
The College shall comply with all local, state and federal laws related to equal opportunity and affirmative action in its employment practices, services, programs and activities. The College is committed to providing an inclusive environment and equal opportunity to all persons and prohibits all forms of discrimination based on age, gender, race, color, religion, physical or mental disability, national origin, marital status, sexual orientation, pregnancy, veteran’s status, familial relationship, expunged juvenile record, or other status or characteristic protected by law, or association with individuals in such protected status or characteristic.

Non-discrimination
The College promotes non-discrimination by maintaining a respectful working and learning environment free of all forms of discrimination and harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in discrimination of any member of the College community based on race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation. The College shall comply with all local, state and federal laws with regard to non-discrimination.

Non-bullying / Non-harassment
The College is committed to maintaining a respectful working and learning environment with a zero tolerance policy regarding all forms of bullying or harassment. It is against district policy for any manager, supervisor, faculty, staff or student to engage in bullying, harassment or discrimination of any member of the College community based on but not limited to race, color, religion, ethnicity, national origin, age, sex, marital status, disability or sexual orientation.
The College shall: provide training that disseminates non-bullying / non-harassment procedures and complaint processes; notify the College community of rights and responsibilities; investigate all complaints promptly; and take appropriate action against offenders.

Americans with Disabilities Act (ADA) and Amendments
The College, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability, is committed to maintaining employment practices, services, programs and activities that provide equity and access to qualified individuals with disabilities. The College is committed to ensure that all programs, services, and activities are accessible to people with disabilities, including College programs, services, and activities delivered online by the College through third-party vendors. All College applicants, students and employees with disabilities are to be able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as nondisabled applicants and students, with substantially equivalent ease of use; and are not to be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any College programs, services, and activities in person and/or on-line.

- See more at: http://www.mhcc.edu/BP-1100/#sthash.GQJCrlwq.dpuf

Mt. Hood Community College (MHCC) will comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability. Reasonable accommodation is defined as reasonable modifications or adjustments to programs, services, activities, course and College materials, jobs, work environment, policies, practices and / or procedures that reduce or eliminate the barriers for individuals with disabilities.

1. Student Responsibilities
Accommodations for students with disabilities are to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), (as amended), and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

The MHCC Disability Services Office coordinates all auxiliary aids, accommodations and services for students with disabilities. Students seeking services are to contact the Disability Services Office to discuss accommodations and for guidance in accessing them. Inquiries regarding applicable state and federal laws pertaining to students should also be directed to the Disability Services Office

2. Applicant Responsibilities
Applicants for employment requiring accommodation due to a disability should contact the MHCC Office of Human Resources (HR). Reasonable accommodation can be available in the application / interview process upon request, but applicants are not required to disclose a disability until the College makes an offer of employment.

3. Employee Responsibilities
College employees are to seek support for ADA compliance and its application to their position duties from the College’s Human Resources Office. The Disabilities Services Office may be an additional source of information and resources.

The law requires an employer to make a reasonable accommodation only to the known limitations of an otherwise qualified individual with a disability. Accordingly, it is the responsibility of employees to inform their manager or other College manager that an accommodation is needed to perform the essential job functions.
All College employees are accountable for ensuring that any content they post on web-based platforms is compliant with current ADA regulations and is accessible to students and employees with disabilities. This applies to web-based platforms owned by the College and/or by an outside, third-party vendor. Online instructional courses will only be provided through MHCC approved, standard Learning Management Systems (LMS.)

Staff and faculty will ensure that any information posted on any MHCC online platforms for student use is ADA compliant. This includes but is not limited to: course/class materials, videos, links to videos or other online information and all posted documents. Content posted on MHCC’s web site will be ADA compliant. Content found not to be ADA compliant will not be posted. The MHCC Office of Information Technology will assist employees to help them meet this requirement.

Purchases of software will follow all MHCC approved procedures for purchasing, as managed by Administrative Services. Statements of ADA compliance will be obtained prior to purchase and/or included in new contracts.

Any exceptions to this Administrative Regulation, or parts within, requires written approval from the ADA Compliance Officer, Disabilities Services Coordinator/Counselor, The College President, Vice President of Instruction or Vice President of Student Development.

- See more at: http://www.mhcc.edu/AR-1100-B/#sthash.Wj73kQy0.dpuf

The Natural Resources Technology program, Forest Resources option, prepares students for positions of technical responsibility in natural resources management and research. Forest technicians serve in a wide variety of capacities and may work in such diverse areas as reforestation, mapping, vegetation inventory, outdoor recreation, timber appraisal, land surveying, harvesting, stream surveys, wildlife habitat enhancement and wildlife suppression. The Forest Resources option is accredited by the Society of American Foresters. - See more at: http://www.mhcc.edu/ForestResourcesCurriculum/#sthash.mZxvUXyC.OuUN9vaz.dpuf

Outdoor labs are an integral part of the coursework. Students learn practical field techniques used while employed in local forests, parks and natural areas. The courses incorporate technologically advanced equipment and software into the field data collection and analysis. In addition, each student completes a cooperative work internship, which gives college credit for on-the-job work experience. - See more at: http://www.mhcc.edu/ForestResourcesCurriculum/#sthash.mZxvUXyC.dpuf
Element 5: Professional Development

The planned professional development for this POS will:

- A. Connect to teacher effectiveness evaluations.
- B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
- C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards.
- D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student.
- E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.
- F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.
- G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

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Please address these questions through your comments in Element 5 Comment Box below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of the POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

Element 5 Comment Box: I am continually planning and attending professional development for the Forestry Program of Study that include OSU Extension presentations, conferences, and workshops (also personal meetings), OFRI (Oregon Forest Resources Institute) workshops. All of these conferences and workshops are attended by high school and community college instructors along industry professionals. These are attended on a yearly basis. I am also planning on attending the ACTE conference in Las Vegas which is also attended by high school and community college instructors.

When attending these conferences and workshops I received classroom resources in the form of current industry trends and information, classroom materials and participate in multiple collaboration opportunities.

There is usually at least one regional training for high school instructors every year which will be attended.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Email application and addenda to this mailbox—POS.Application@state.or.us, or follow an alternative process described in Step 8 of the Submission Process on the last page of this application. DEADLINE for submission: June 30, 2016
## Certification of Assurance

**Name of CTE POS**  
Natural Resources Management/Forestry

**Name of Secondary School**  
Vernonia High School

**Name of Community College**  
Mt. Hood 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 108-270, 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]

**Administrator's Name**  
Nathan Underwood

**Date:**  
6/14/16

### 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]

**Advisory Committee Member's Name**  
Margo Peyton

**Date:**  
6-14-16

### 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:**  

**CO Administrator's Name**  
Mark Wreath

### For Regional Coordinator Use Only

**Recommended Status:**

- [x] RECOMMENDED FOR STATE APPROVAL (Perkins Eligible)
- [ ] DISAPPROVED (and returned for revision)

**Regional Coordinator Signature**  
[Signature]

**Date:**  
6/29/16

### For ODE/OCCWD Use Only

**Approval Status:**

- [ ] FINAL STATE APPROVAL (Perkins Eligible)

**Expiration Date:**

**Date:**

**Education Specialist Signature**

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Oregon Department of Education | Oregon Department of Community Colleges and Workforce Development | Revised October 2016

2016 CTE Program of Study Application Form  
Page 13 of 14
Submission Process

Instructions

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

1. Do not send PDF applications. Please send in original Word format.
2. Be sure you are using the correct year’s application from ODE’s website.
3. Create a file (main folder) for storing all documents to be submitted.
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., “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. (Please name documents and folders so that they are clearly identified.)
8. Each application needs to include a completed Assurance page with all signatures included on one form—please, no duplicate pages with partial signatures.
   (For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
   a. Submit each POS application main folder with its subfolders one POS at a time.
   b. Use the electronic download process using ODE’s FTP portal. Go to the ODE Secure File Transfer site (https://district.ode.state.or.us/apps/xfers/) and follow the online directions for sending your POS folder to POS.Application@state.or.us. For technical help with this procedure, call Ron Dodge—503-947-5653, or 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.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.
Regional Coordinator: Submit application and addenda using the FTP process described in 10 above, to this mailbox: POS.Application@state.or.us. (Alternatively, using Step 10(c) above, a jump drive or CD ROM can be used to send files to ODE.)

DEADLINE for submission: June 30, 2016

(You may delete this page before submitting this application.)