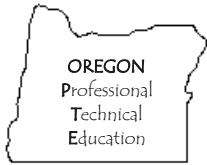


**Office of Educational Improvement & Innovation**

255 Capitol Street NE  
Salem, OR 97310-0203

Phone: 503-378-3600/FAX 503-378-5156  
<http://www.ode.state.or.us/search/results/?id=147>



**SECONDARY CAREER & TECHNICAL EDUCATION  
PROGRAM RENEWAL APPLICATION**

<b>High School Name:</b>		<b><u>Institutional Code:</u></b>	
<b>Effective beginning School Year:</b>		<b>Total Credits Required to Complete Program:</b>	

List the title of the local CTE Program Area being submitted, the Classification of Instructional Programs (CIP) Code and CIP Title.

<b>Program Title</b>	
<b>Program <u>CIP Code</u> Number</b>	
<b>Program CIP Title</b>	

Name of School/District and/or Program Contact Person(s)	Title	Phone Number	FAX Number	Email Address

Career Areas	TSPC Career & Technical Endorsement (For this program, check the appropriate CTE Endorsement.)
<b>Arts, Information &amp; Communications</b>	<input type="checkbox"/> Communication Journalism <input type="checkbox"/> Communications Technologies <input type="checkbox"/> Design & Applied Arts
<b>Business &amp; Management</b>	<input type="checkbox"/> Administrative Services (IT) <input type="checkbox"/> Financial Services <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Marketing/ Management
<b>Health Services</b>	<input type="checkbox"/> Health Services <input type="checkbox"/> Leisure & Fitness
<b>Human Resources</b>	<input type="checkbox"/> Education <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Personal Services <input type="checkbox"/> Legal & Protective Services <input type="checkbox"/> Social Services
<b>Industrial &amp; Engineering Systems</b>	<input type="checkbox"/> Computer Technology <input type="checkbox"/> Construction <input type="checkbox"/> Engineering Technology <input type="checkbox"/> Mechanical Systems <input type="checkbox"/> Manufacturing Technology
<b>Ag, Food, &amp; Natural Resource Systems</b>	<input type="checkbox"/> Agriculture Science & Technology <input type="checkbox"/> Forestry/ Natural Resources <input type="checkbox"/> Integrated Environmental Technology

## CTE QUALITY ASSURANCE 3.0—PROGRAM RENEWAL

### CTE Student Performance Data Analysis

[PLEASE return this page with your Program Renewal Application]

A 3-year analysis of 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 CTE concentrator performance data may guide you toward identifying appropriate priority goals and strategies for CTE program improvement.

CTE Concentrator Performance Reports with student performance targets are available at <http://www.ode.state.or.us/data/stats/opte/> (Career and Technical Education Reports, Secondary Performance Measurement Charts.)

CTE Core Indicator	Current Year CTE Target Performance <small>Year:</small>	Current Year School-wide Performance <small>Year:</small>	Year 1 CTE Performance <small>Year:</small>	Year 2 CTE Performance <small>Year:</small>	Year 3 CTE Performance <small>Year:</small>
1S1a—Academic Attainment <i>(Reading)</i> *	*				
1S1b—Academic Attainment <i>(Writing)</i> *	*				
1S1c—Academic Attainment <i>(Mathematics)</i> *	*				
1S2—Technical Skill Attainment	95.00%				
2S1—High School Completion	92.60%				
3S1—Secondary Placement	85.00%				
4S1—Nontraditional Participation	50.00%				
4S2—Nontraditional Completion	92.60%				

#### \* Annual Statewide Academic Targets for All Schools and Districts

School Year	Reading &/or Writing	Mathematics	School Year	Reading &/or Writing	Mathematics
2002- 2003	40%	39%	2008- 2009	60%	59%
2003- 2004	40%	39%	2009- 2010	60%	59%
2004- 2005	50%	49%	2010- 2011	70%	70%
2005- 2006	50%	49%	2011- 2012	80%	80%
2006- 2007	50%	49%	2012- 2013	90%	90%
2007- 2008	60%	59%	2013- 2014	100%	100%

#### ***Suggested Guiding Questions*** for development of your CTE Program Renewal Action Plan:

1. Does your program's CTE student performance meet statewide academic performance?
2. Does your program's CTE concentrator performance meet statewide core indicator performance:
  - Technical skills attainment?
  - Earning of a diploma?
  - Placement in postsecondary education or other post-high school options?
  - Participation and completion in programs leading to non-traditional employment?
3. What might be the cause of your CTE program's current performance if it lags behind statewide academic and/or core indicator performance?
4. What questions does your program performance raise?
5. Is your program's CTE concentrator performance consistent with school-wide student performance data?

**PROGRAM RENEWAL ASSESSMENT**

**CRITERION 1: DESIGN**

The PROGRAM has the curriculum, instruction and student evaluation systems in place to provide a coherent sequence of learning that provides students with explicit instruction and experiences to demonstrate attainment of academic, technical and career related learning standards.

**QUALITY INDICATORS**

- A. PROGRAM curriculum, instruction and experiences are available and explicit for students to demonstrate attainment of state academic standards, career-related learning standards, extended application through a career pathway and be eligible for relevant industry certification or licensure, if available.
- B. PROGRAM design reflects the relevant alignment between academic and career and technical knowledge and skills required for success in the chosen career pathway area.
- C. PROGRAM experiences, curriculum, instruction and assessment embed industry-based knowledge and skills statements (e.g. Oregon Skill Sets), performance elements and measurement indicators into program content that is explicit for students. *(For 2005-2007 Renewals, not all Oregon Skill Sets may be available; please adjust as necessary)*
- D. PROGRAM includes opportunities for leadership development, citizenship, career preparation and personal growth that lead to student achievement and success. *(Student leadership and educational planning)*
- E. Safety instruction and drug-free workplace expectations are an integral, explicit part of the PROGRAM design. Laboratory spaces with power equipment model a safe learning environment.

③

**MEETS CRITERION**

*EACH indicator has documented evidence that illustrates implementation of this criterion.*

②

**CONDITIONALLY MEETS**

*Implementation of most indicators is evident, but indicators for this criterion have room for improvement.*

①

**IN DEVELOPMENT**

*Implementation of less than half of the indicators is evident and indicators for this criterion have room for improvement.*

Comments:

## CRITERION 2: COLLABORATION

The school district utilizes systemic methods for meaningful CTE PROGRAM consultation and alignment with appropriate stakeholders; e.g. secondary academic teachers, postsecondary institutions, employers, business and community partners, economic and workforce development entities.

### QUALITY INDICATORS

- A. PROGRAM aligns academic and career and technical education instruction through:
- Academic courses infused with technical content
  - CTE courses infused with academic content
  - Team teaching of content
  - Other (Identify) \_\_\_\_\_
- B. The PROGRAM has systemic connections in place with business, industry, labor, community and education partners to support continuous PROGRAM improvement.
- C. Business, employer, community and education partners participate in establishing PROGRAM vision, goals and priorities such as:
- Assisting in selection and implementation of appropriate Oregon Skills Set knowledge and skills statements and performance elements into the program curriculum;
  - Assisting in selection and implementation of appropriate Oregon Skill Set measurement indicators into program assessments including industry certification or licensure;
  - Playing an active role in curriculum development, implementation and evaluation;
  - Organizations supporting entrance into CTE careers that are nontraditional by gender;
  - Participating in the CTE teacher recruitment, instructor appraisal processes and ongoing teacher professional development;
  - Removing barriers to student transitions between secondary education, postsecondary education and entry into the workplace;
  - Facilitating school-based and work-based learning experiences for students and teachers.

③

**MEETS CRITERION**

*EACH indicator has documented evidence that illustrates implementation of this criterion.*

②

**CONDITIONALLY MEETS**

*Implementation of most indicators is evident, but indicators for this criterion have room for improvement.*

①

**IN DEVELOPMENT**

*Implementation of less than half of the indicators is evident and indicators for this criterion have room for improvement.*

Comments:

### CRITERION 3: CAPACITY

The school district allocates sufficient resources to implement, sustain and continuously improve the PROGRAM. *(Size, scope and quality; Perkins PL 105-332, Section 134)*

#### QUALITY INDICATORS

- A. The CTE PROGRAM is of sufficient size and scope to instruct relevant academic and technical knowledge and skills that leads to industry certification or licensure for high skill, high demand occupations.
- B. Continuous PROGRAM improvement is based on the analysis of CTE student data on the four CTE core indicators.
- C. PROGRAM student performance meets the planned state levels of performance on the four CTE core indicators each year.
- D. Resources are available to provide services for English Language Learners and students with disabilities to enable them to participate fully in the CTE PROGRAM.
- E. The PROGRAM vision and continuous improvement plan for it is aligned with the school and district vision and plan for school improvement.
- F. The school and community support the continuing professional development of teachers and counselors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.
- G. PROGRAM resources are consistent with, and sufficient for, implementing and sustaining the program's long-range vision and continuous improvement plan.
- H. The PROGRAM has the administrative support necessary for long-range development efforts and program continuous improvement that supports student attainment of academic, technical and career related learning.

③

**MEETS CRITERION**

*EACH indicator has documented evidence that illustrates implementation of this criterion.*

②

**CONDITIONALLY MEETS**

*Implementation of most indicators is evident, but indicators for this criterion have room for improvement.*

①

**IN DEVELOPMENT**

*Implementation of less than half of the indicators is evident and indicators for this criterion have room for improvement.*

Comments:

### CRITERION 4: ARTICULATION

The PROGRAM has systemic connections with postsecondary options to assure secondary program curriculum and instruction leads directly to advanced learning opportunities for CTE students in colleges, career schools, apprenticeship and/or on-the-job.

#### QUALITY INDICATORS

- A. The PROGRAM has agreements with post-secondary partners that show evidence of secondary-postsecondary collaboration in pathway program design, operation and evaluation.
- B. PROGRAM curriculum, experiences and assessment are aligned with post-secondary opportunities to assure barrier-free continuity of student learning in their chosen career area.
- C. PROGRAM scope and sequence offers students advanced college credit opportunities such as, Tech Prep, College Now, Advanced Placement, Expanded Options and other accelerated credit-earning opportunities.
- D. Post-secondary opportunities are communicated directly to students, parents, teachers and counselors as a part of the student's educational planning.

③

#### MEETS CRITERION

*EACH indicator has documented evidence that illustrates implementation of this criterion.*

②

#### CONDITIONALLY MEETS

*Implementation of most indicators is evident, but indicators for this criterion have room for improvement.*

①

#### IN DEVELOPMENT

*Implementation of less than half of the indicators is evident and indicators for this criterion have room for improvement.*

Comments:

## PROGRAM RENEWAL ASSESSMENT SUMMARY

[Please return this page with your program renewal application]

### Program Renewal Action Plan:

*Expand space as needed*

<b>Areas of Strength</b> <i>What's working well that is worth keeping?</i>	<b>Priority Concerns</b> <i>What will be new or needs to be revised?</i>
<ul style="list-style-type: none"> <li>▪ What are the strengths</li> <li>▪ Goal for maintenance and improvement</li> <li>▪ Strategy for reaching goal</li> <li>▪ How will you know if you are successful</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the priority concerns</li> <li>▪ Strategy for addressing the priority concerns</li> <li>▪ What are the benchmarks for progress</li> <li>▪ How will you know if you are successful</li> </ul>
<u>Criterion 1: Design</u>	<u>Criterion 1: Design</u>
<u>Criterion 2: Collaboration</u>	<u>Criterion 2: Collaboration</u>
<u>Criterion 3: Capacity</u>	<u>Criterion 3: Capacity</u>
<u>Criterion 4: Articulation</u>	<u>Criterion 4: Articulation</u>

**Assurances**

<b>B. Access</b>	The school and program provide access to all students, and the regular and supplemental services necessary for CTE students to succeed in the program. (State: OAR 581-021-0045, 581-021-0046 & 581-022-1140; Federal: Title VI of the Civil Rights Act of 1964, 34 CFR Part 100; Title IX of the Education Amendments of 1972, 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973, 34 CFR Part 104; Vocational Education Programs Guidelines for Eliminating Discrimination, 34 CFR Part 100 Appendix B; Title II of the Americans with Disabilities Act of 1990, 28 CFR Part 35)
<b>C. Continuous Improvement</b>	The program participates in district planning procedures based upon regular review and evaluation to continuously update CTE program design and instructor professional development efforts. (OAR 581-022-0606)
<b>D. Accurate, Reliable and Complete Data</b>	The school district assures the data required by, and submitted to, ODE concerning CTE programs and students is accurate, reliable and complete. (OAR 581-022-1660)
<b>E. Teacher Licensure</b>	The instructional staff for the required program courses must hold a teaching licensure with a CTE endorsement in the program area of instruction. (OAR 581-022-1710)

**Certificate of Assurance**

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	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.	
<b>School District Administrator Signature</b>		<b>Date:</b>

<b>LOCAL SUPPORT and CERTIFICATE OF ASSURANCE</b>	The program advisory committee has been involved in the design and development of this program.	
<b>Advisory Committee Signature</b>		<b>Date:</b>

**For Regional Coordinator's Use Only**

Total the scores for each criterion and assess the total score against the analysis chart below. **Each** of the 4 quality assurance program standards **must** have a minimum score of a ② to be eligible for renewal as a *Standard CTE Program*.

Renewal Assessment Score (12 pts. Max.)	Analysis	Action
<input type="checkbox"/> <b>Standard</b> (8 pts.) Eligible for 4-year Standard program renewal.  <b>Expiration Date:</b> _____	Identify actions for continued improvement	Submit documents for program renewal, including the program renewal action plan.
<input type="checkbox"/> <b>Developmental</b> (4-7 pts.) Eligible for 2-year Developmental program renewal. Developmentally approved programs are still eligible for Perkins funding.  <b>Expiration Date:</b> _____  <i>A program renewal assessment score of less than 4 will <b>NOT</b> be considered for renewal at any level.</i>	Identify areas of priority concern and implement an action plan for addressing the concerns.	Submit documents for program renewal including the program renewal action plan. If action plan priority concerns are not satisfied within two years, the program will be suspended. Programs in developmental status can be re-submitted for standard approval once the renewal action plan has shown documented program improvement.

**Recommended By:**

\_\_\_\_\_  
**Regional Coordinator Signature**

\_\_\_\_\_  
**Date:**