



Navigating the Nuances: Programs of Study and Career Pathways

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Agenda

- Reauthorization of Perkins V and WIOA: Definition Setting
- What is a Program of Study?
- What is a Career Pathway?
- How do they interact or align?



Reauthorization of WIOA and Perkins V

Workforce Innovation and Opportunity Act

- The Workforce Innovation and Opportunity Act was reauthorized in 2014 (formerly Workforce Investment Act)
- The vision for implementation of workforce development activities under WIOA is to **promote business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, students, and communities the opportunity to prosper and contribute to growing the state's economy.**
- WIOA formally defines: **career pathways**
- WIOA names Postsecondary Perkins as a required partner

Perkins

- Perkins is the federal authorizing program that provides funding for secondary and postsecondary CTE programs.
- Perkins IV required: program of study implementation (no reference to career pathways)
- July 31, 2018 - Perkins Act was reauthorized.
- The legislation was renamed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
- Revised program of study definition
- Adopts WIOA's definition of career pathway
- The Impetus for supporting a Comprehensive Career Pathway System with Quality Programs of Study



What is a Program of Study?

Ann Storey

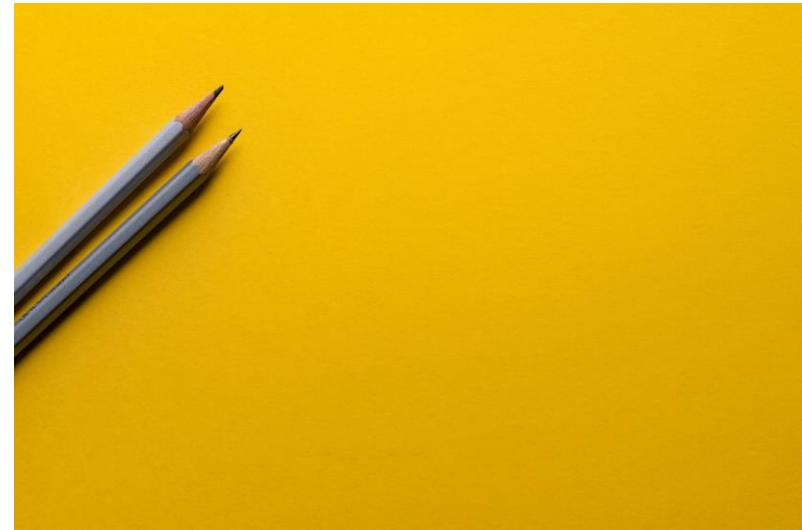
What is a Program of Study?

As defined in Perkins V, a program of study is a “coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- a. Incorporates challenging state academic standards;
- b. Addresses both academic and technical knowledge and skills, including employability skills;
- c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- d. Progresses in specificity;
- e. Has multiple entry and exit points that incorporate credentialing; and
- f. Culminates in the attainment of a recognized postsecondary credential.

Program of Study Size, Scope, and Quality

- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Perkins V requires states to define the size, scope, and quality of programs of study.
- Programs of study must meet multiple quality criteria.
- Most criteria should be met at the time of initial application; all criteria must be met no later than the start of Year 3 of the local plan. (Perkins V 25).



Program of Study Quality Criteria

- 1. Development and Engagement:** Programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study.

- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.

Program of Study Quality Criteria

3. Academic Instruction and Supports: The program of study must include challenging academic instruction, qualified teachers, and student supports and interventions to facilitate successful student progressions.

4. Recruitment and Access: Districts and colleges must develop a student recruitment and retention plan through the CLNA beginning SFY 22 to address equity gaps.

5. Instructional Sequence: Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (Perkins V 26).



Program of Study Quality Criteria

6. Work-Based Learning: Programs of Study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes:

- Team-based challenges and/or CTSOs; and
- Internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e. youth, pre-registered, non-registered research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



Program of Study Quality Criteria

7. **Instructors:** Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.
8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee (Perkins V 27).

CAREER FOCUSED COURSES

- Advanced Manufacturing & Engineering Pathway
- Advanced Manufacturing Focus
- Engineering Focus

Orientation / Introduction Grades 9-10	Skill Development Grades 10-12	Capstone / Advanced Grades 12	Postsecondary Courses Recommended 1st Year
Introduction to Technology & Engineering	Foundations of Production & Manufacturing Processes Principles of Engineering & Additional Engineering	Advanced Production & Manufacturing Processes & or Basic Welding Computer Integrated MFG & Additional Engineering	CNC Programming Manufacturing Materials and Processes Industrial Electricity CAD / CAM Technology
Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies			
Career Exploration (2)		Team-Based Challenge	
Team-Based Challenge		Career Development Experience or Youth Apprenticeship	
Science Sequence	Science Sequence	Physics »	Team-Based Challenge
Social Science Sequence	Social Science Sequence	Social Science »	Career Development Experience or Apprenticeship
Algebra	Geometry	Transitional Math: Technical	General Physics General Chemistry
Geometry	Algebra 2	Transitional Math: STEM	Social Science »
	Pre-Calculus	Pre-Calculus	Technical Math
		College Algebra »	College Algebra
		Calculus »	Calculus »
English Sequence	English Sequence	Transitional English	English Composition Oral Communication
AP or Dual Credit	Dual Credit Course	Dual Credit Course Affiliated With IAI Code	Course or Program Prepares for Industry Credential
Postsecondary Course Affiliated with IAI Code	College and Career Pathway Endorsement Earned	If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or if none, additional AAS or Maine Courses	

POSTSECONDARY OPTIONS

Bachelor's of Science Applied Manufacturing

Bachelor's of Science Engineering

SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child ¹	Median Hourly Wage ²	Growth in IL: Annual Job Openings ²	Growth in IL: % Change Over 10 years ²	Stackable?
1 Welding	Welders, Cutters, Welder Fitters	N	\$19.28	1,540	5%	Not Typically Stackable
Machine Tool Technology	Tool and Die Makers	Y	\$25.34	450	-5%	Typically Stacks to Related Bachelor's Program at Select IL Universities
2 Precision Machining	Machinists	N	\$19.44	3,630	4%	Typically Stacks to Further Certificates or an AAS
	Computer Numerically Controlled Machine Tool Programmers,	Y	\$25.65	160	18%	

Career Pathways

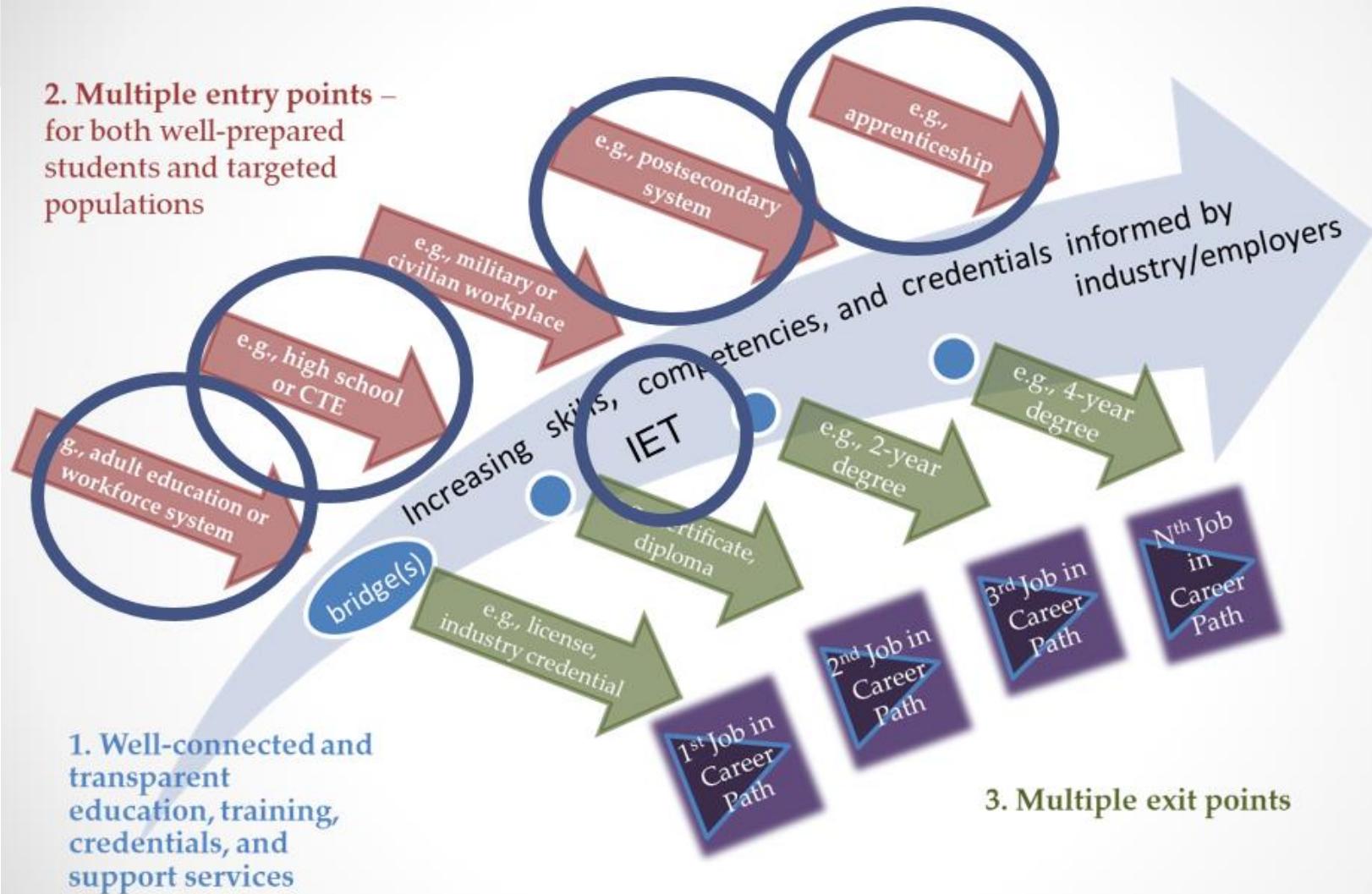
Janelle Jones

Career Pathway

A combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

Career Pathway Dictionary Nov. 2018

**2. Multiple entry points –
for both well-prepared
students and targeted
populations**



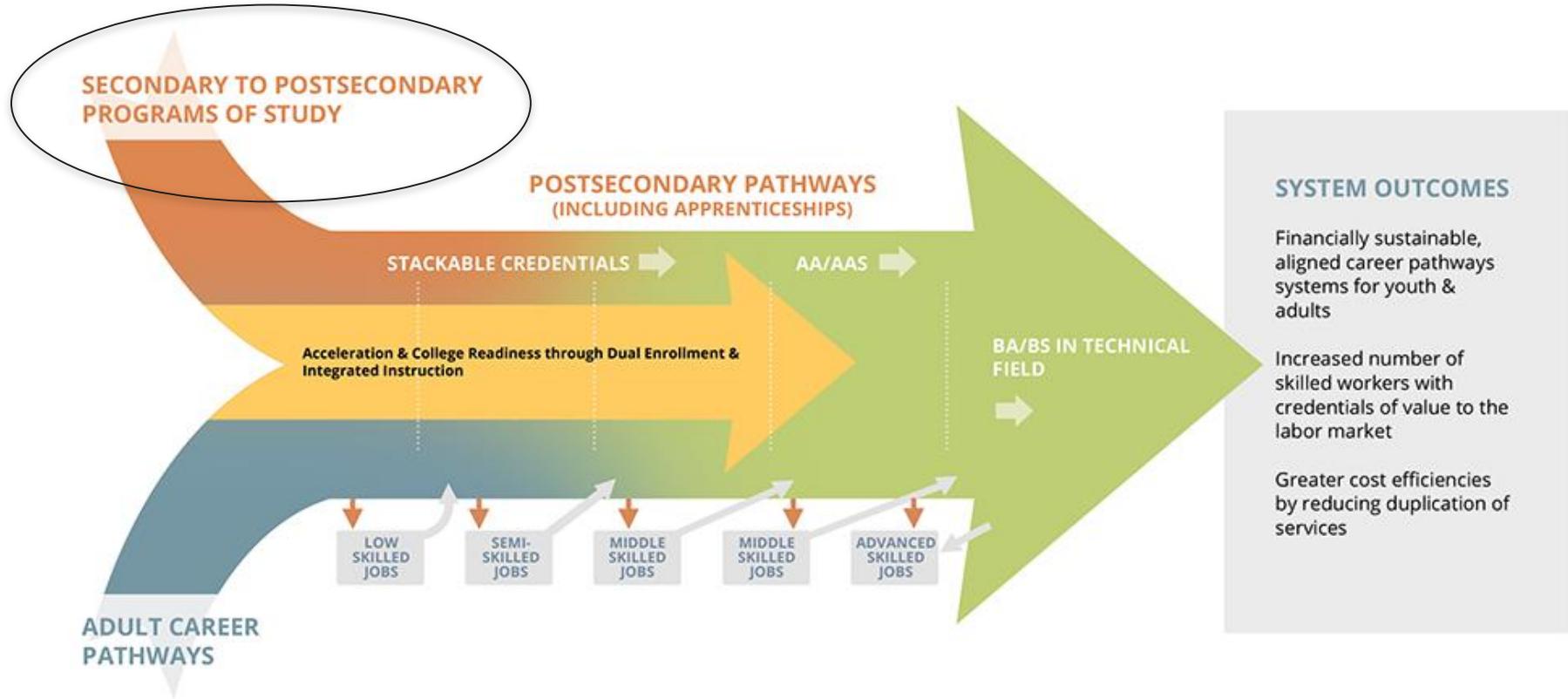
A Career Pathway Should:

1. Align with the skill needs of industries in the economy of the State or regional economy.
1. Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships.
1. Include counseling to support an individual in achieving their education and career goals.
1. Include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

A Career Pathway Should:

5. Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable
6. Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
7. Help an individual enter or advance within a specific occupation or occupational cluster

Integrated Career Pathways Model



Resources

- [Career Pathway Dictionary](#)
- [ICCB Program of Study Approval Process](#)
- [Illinois Program of Study Guides](#)
- [Perkins Act](#)
- [Perkins V State Plan](#)
- [US Department of Education Career Pathway Systems](#)
- [WIOA](#)

Questions?
