

INTRODUCTION TO
PROGRAMS OF STUDY

UNDERSTANDING CTE PROGRAMS OF STUDY EXPECTATIONS TOOL

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The Illinois Center for Specialized Professional Support creates, supports, and delivers professional development for career, technical and adult education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.



Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

OBJECTIVES...

- Participants will learn what goes into a CTE Program of Study as defined by Perkins V.
- Participants will be able to apply the CTE POS tool to their programmatic needs.





Foundation of Programs of Study

- The State of Illinois is dedicated to ensuring that *all* students have access to rigorous and relevant educational opportunities that prepares them for success in college and careers.
- In order to achieve this goal, all Illinois educational systems must work collectively and collaboratively to create an aligned educational structure that improves student learning. Career and Technical Education (CTE) programs, which combine challenging academic coursework with relevant, career-focused content, are uniquely positioned to respond to this challenge.

WHAT ARE PROGRAMS OF STUDY?

CLUSTERS, PATHWAYS, PROGRAMS OF STUDY



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students



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Career Connected Learning
for All Students

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) envisioned that all students would achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions in the 21st century global economy. To this end, Perkins IV required states to offer "career and technical programs of study" that include academic, career, and technical content that prepare students to make successful transitions to postsecondary education and the workplace. The Strengthening Career and Technical Education Act (Perkins V) affirms the definition of a program of study adding the following language: "is aligned to the needs of industries in the state, region, Tribal community, or local area; has multiple entry and exit points" that allow for credentialing; and ultimately culminates in the attainment of a recognized postsecondary credential."

FEDERAL REQUIREMENT

CARL D. PERKIN LEGISLATION



TRANSFORMATION OF
PERKINS FROM 1984, 1990,
1998, 2006, 2018



INCREASED
ACCOUNTABILITY

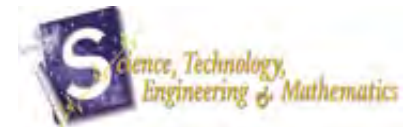


EMPHASIZED ACCESS



CURRICULUM
INTEGRATION

THE 16 CAREER CLUSTERS



WHAT ARE CAREER PATHWAYS?

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 PATHWAYS SHOULD...

- Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2;
- Includes counseling to support an individual in achieving the individual's education and career goals;

CAREER PATHWAYS SHOULD... CONT'

- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster;
- Organizes 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;
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

PROGRAMS OF STUDY

Perkins V requires curricular alignment between secondary and postsecondary institutions through the implementation of programs of study.

Local education agencies and postsecondary institutions must offer at least one program of study that:

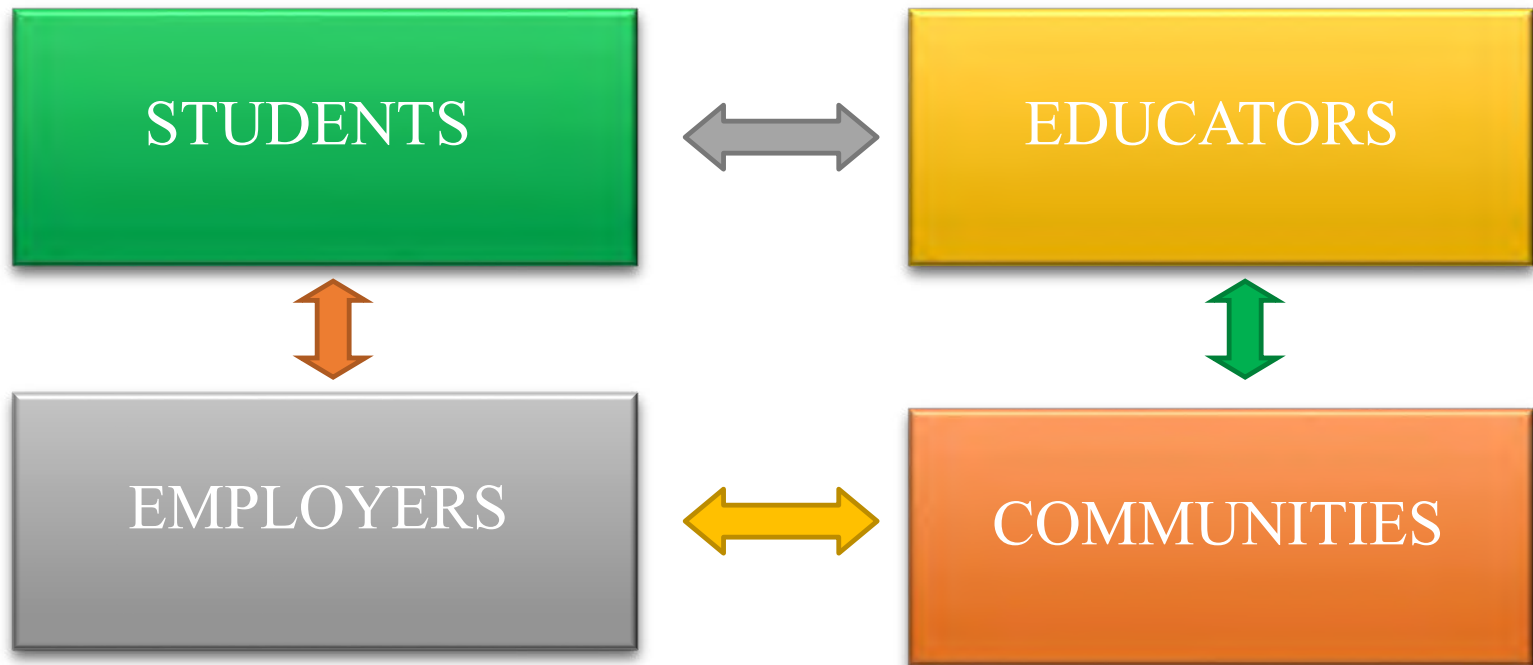
- incorporates challenging State academic standards;
 - addresses both academic and technical knowledge and skills, including employability skills;
 - is aligned with the needs of industries in the economy of the State, region, or local area;
 - progresses in specificity;
 - has multiple entry and exit points that incorporate credentialing; and
 - culminates in the attainment of a recognized postsecondary credential.
- calls for programs to be aligned to the state, regional, and/or local labor markets



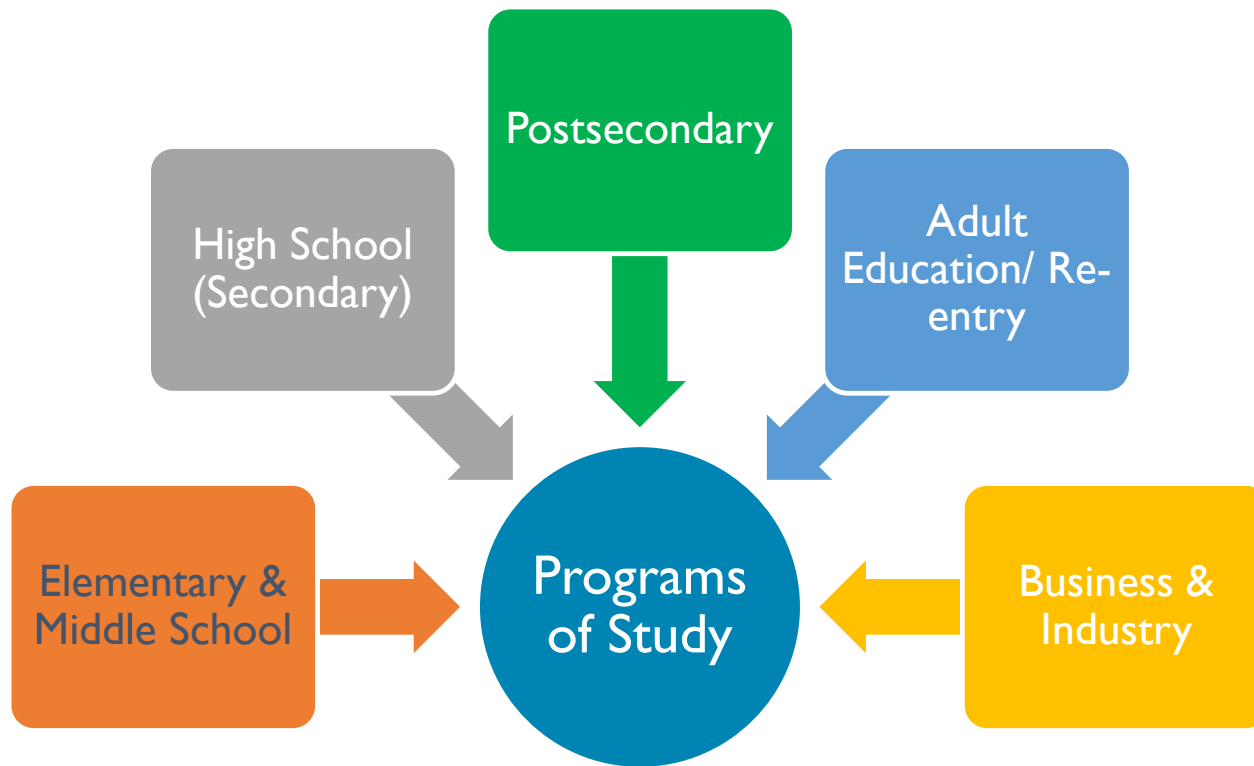
WHAT IS A PROGRAMS OF STUDY?

Programs of Study are sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements which include both academic and career and technical education content, and lead to the attainment of an industry recognized credential, certificate, or degree.

WHO BENEFITS FROM CAREER PATHWAYS



CONNECTING EDUCATIONAL SYSTEMS TO EASE STUDENT TRANSITION



BUILDING ON OUR STRONG FOUNDATION.

- Build on and transform existing programs
- Develop new programs
- Benchmark to national and international standards
- Implement career clusters, pathways, and programs of study



PARTNERS INCLUDE...

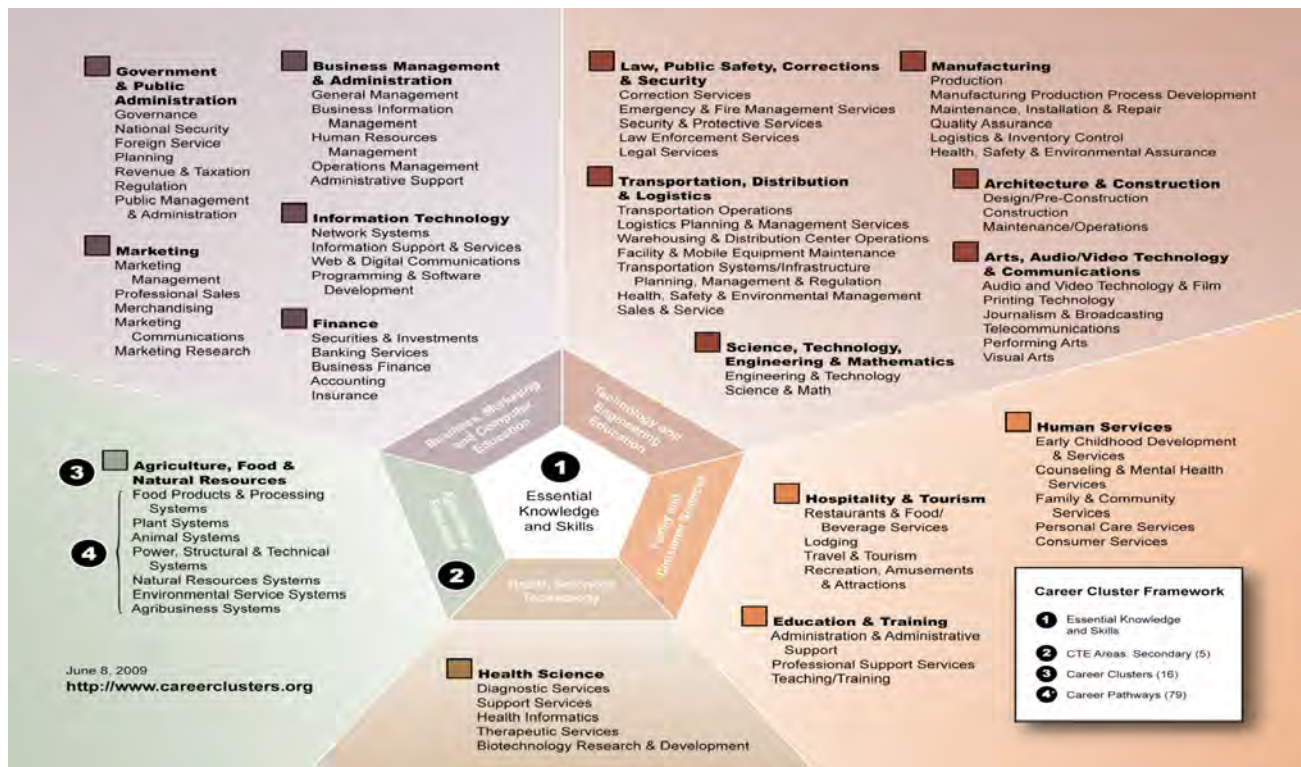
- Business and industry
- Community-based organizations
- Secondary education
- Community College
- University
- Adult education providers



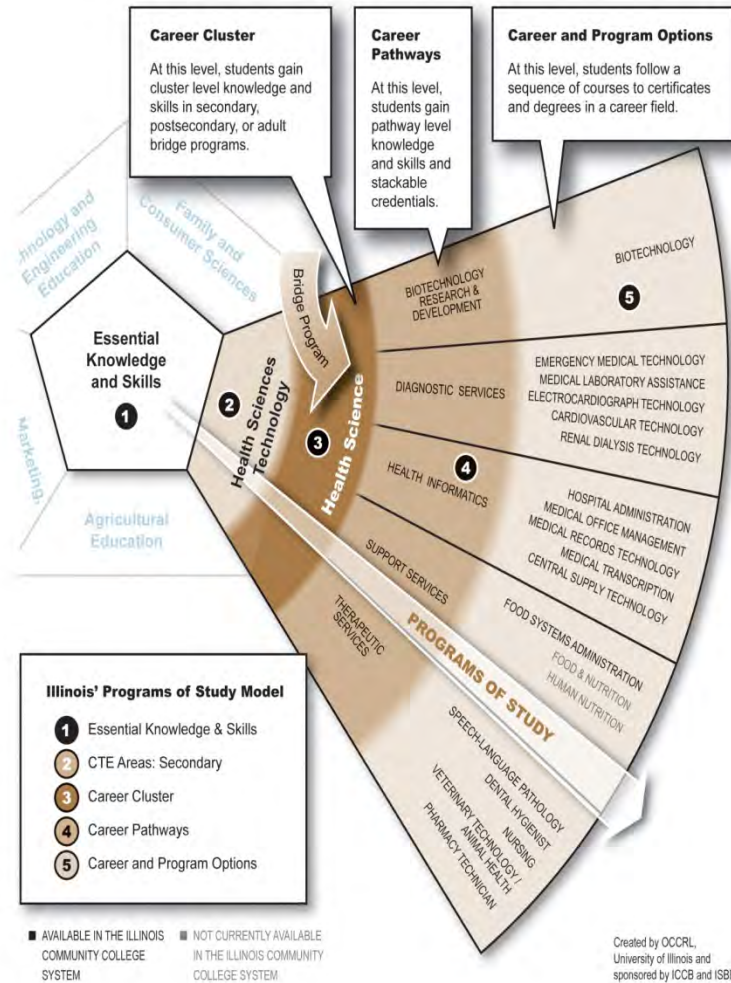
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ILLINOIS CLUSTER MODEL



ILLINOIS CLUSTER MODEL



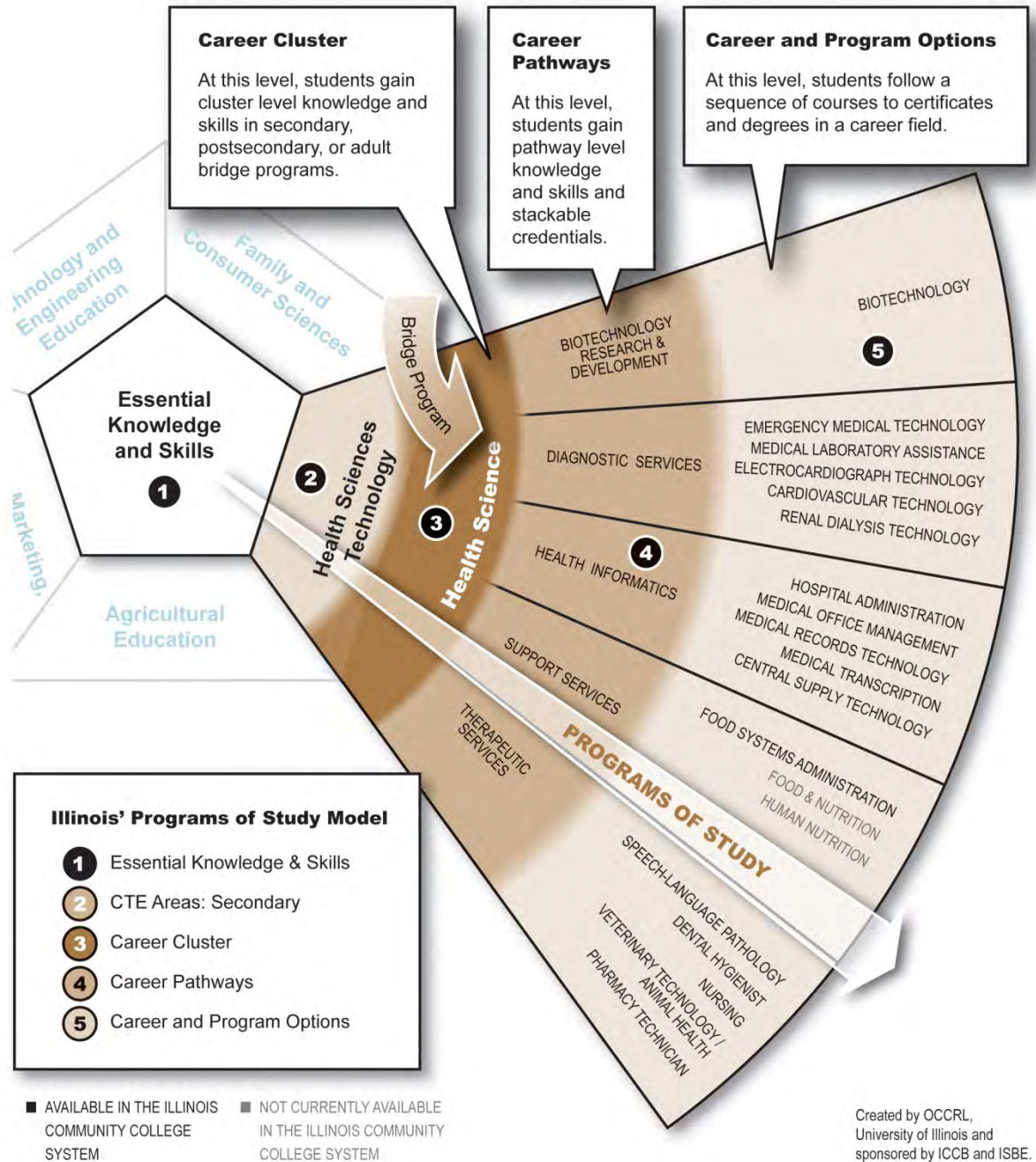
The Illinois' Career Cluster Model shows the relationship between:

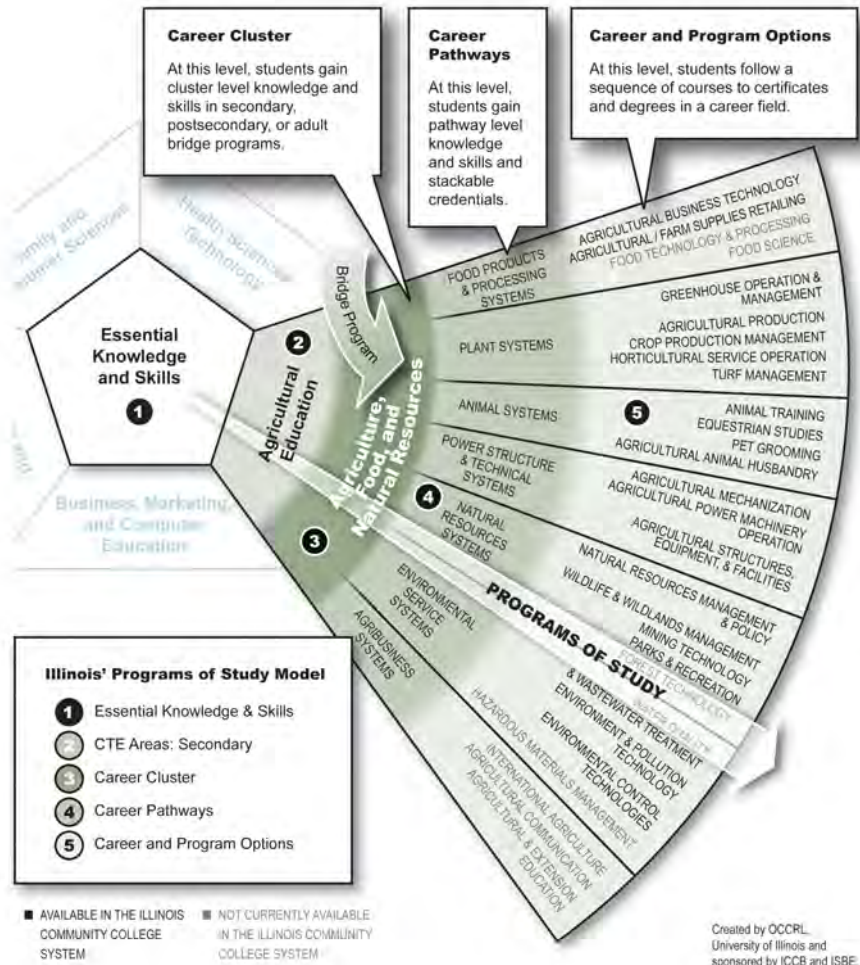
- One of Illinois' five, secondary career and technical education areas (Health Sciences Technology)
- The related career cluster (Health Science)
- The five pathways within that cluster
- Sample programs of study within the pathway.

It also illustrates:

- Essential knowledge and skills
- Cluster level knowledge and skills
- Pathway level knowledge and skills
- Programs of study
- Career development
- Adult Bridge Programs

Career Cluster: Health Science





CAREER CLUSTER: AGRICULTURE, FOOD, AND NATURAL RESOURCES

SECONDARY AND POSTSECONDARY ALIGNMENT

In Illinois, CTE alignment includes secondary education and postsecondary education through:

- ✓ Aligned curricula
- ✓ Seamless transition
- ✓ Dual credit opportunities
- ✓ Career development
- ✓ Professional development
- ✓ Articulation agreements
- ✓ Data-sharing agreements
- ✓ Partnerships and collaboration
- ✓ Continuous improvement

COMPONENTS & SUBCOMPONENTS

1. Align Secondary and Postsecondary Educational Elements
2. Rigorous Academic and Technical Standards and Assessments
3. Credit Transfer Agreements
4. Partnerships Among Education, Business and other key stakeholders
5. Legislation and Policies
6. Guidance Counseling and Advisement
7. Professional Development
8. Accountability and Evaluation
9. Sustainable Leadership and Shared Planning
10. Innovative Teaching and Learning Strategies



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WHAT WE KNOW!

*IMPLEMENTING STRONG ACADEMIC
AND CAREER AND TECHNICAL
EDUCATION PROGRAMS OF STUDY
INCREASES AYP*

*THIS IS EVIDENT IN DATA FROM
HIGH SCHOOLS THAT WORK SITES
IN ILLINOIS*

OVERVIEW OF THE TOOL

- The Illinois Programs of Study Expectation Tool is designed to...
 - Be Interactive
 - Meet federal requirements
 - Meet Illinois standards –support six guiding principles
 - Guide the users in designing and implementing programs of study
 - Provide examples of evidence
 - Suggest examples of supporting materials
 - Monitor status

THE F

Reference to the OVAE Components

Reference to the Principles

POS Principle 2: Access, Equity and Opportunity

Each and every student has access to equitable educational opportunities and services that enable their success.

OVAE POS Components: #1 Local Policy Development, #8 Guidance Counseling and Academic Advisement

Reference to the POS requirements from Perkins V

Design Elements

- a) Partnership provides:
 - services supporting underserved, under-represented, and special populations students
 - appropriate support services to promote student success
- b) programs and support services that are universally designed to promote success
- c) access to networks and resource
- d) services that reflect learners' and their

Evidence

- MINIMUM EXPECTATIONS**
- Partnership uses data for program planning and improvement
 - Services offered to support underserved, underrepresented and special populations students
 - Information and resources are disseminated to counselors and faculty

Examples of Acceptable Supporting Materials

- Notes/minutes/materials from review of past efforts and effective practices
- Notes/minutes/materials from data review efforts
- proxy measures and data sets are identified (if necessary)
- copy of completed equity scorecard

Status

- ABOVE
- MEET
- WORKING TOWARDS

Reference to the design elements

EXAMPLES of materials a partnership could use to show alignment

Evidence of what aspects of a program of study align with this principle

Ability to rate your Program of Study

ACTE Program of Study must include the following:

- A. Secondary and postsecondary education elements;
- B. coherent and rigorous content;
- C. a sequence of courses that is coordinated and non-duplicative;
- D. a sequence of courses that align sec and postsecondary education;
- E. the opportunity for secondary students to earn postsecondary credit;
- F. the attainment of a postsecondary credential or certificate

- 3) Partnership clearly defines special populations subgroups for accurate reporting

- QUALITY EVIDENCE**
- Spec pops data is used for program improvement.

Special Populations program established compliant definitions for data by race/ethnicity and special population group

MINIMUM EXPECTATIONS

- Minimum Expectations are the fundamental building blocks of a Program of Study
- They meet federal requirements and Illinois grant guidelines

Evidence

MINIMUM EXPECTATIONS

- Partnership uses data for program planning and improvement
- Services offered to support underserved, underrepresented and special populations students
- Information and resources are disseminated to counselors and faculty

QUALITY EVIDENCE

- POS partners engage in formal, purposeful reviews of past efforts and effective practices.
- Counselors and faculty are engaged to help identify specific recruitment and retention strategies
- POS partners complete an equity scorecard for selected POS.
- Civil Rights Self-Assessment

QUALITY EVIDENCE

QUALITY EVIDENCE

- Professional development offered to faculty to help expand integrated learning
- Institutional researchers engaged in the POS process
- College and Career Readiness Standards utilized

- Quality Evidence are those elements which indicate advanced implementation

Examples of Acceptable Supporting Materials

Sample lesson plans and syllabi that includes problem based learning
Professional development materials supporting academic integration
Professional development materials supporting career exploration
Dual credit/articulation agreements/materials
Work-Based Learning materials
Evidence of cross-curricular meetings
Advisory council roster/meeting materials
Notes/minutes/materials from data review efforts
proxy measures and data sets are identified (if necessary)
copy of completed equity scorecard
voluntary compliance plan developed as a result of the formal civil rights review

EXAMPLES OF ACCEPTABLE SUPPORTING MATERIALS

DETERMINING STATUS OF POS



Does the program of study comply with the various compliance items of the tool AND any or all of the quality items?



Partnership must have significant knowledge of the program of study being analyzed and the Programs of Study approach in general.



Time and resource dedication from entire partnership needed.

EXAMPLES OF ACCEPTABLE SUPPORTING MATERIALS

- What is a partnership able to demonstrate that can be used to verify implementation?
- What supporting materials do not have to be submitted to the ICCB for review or approval?
 - Supporting materials should be made available or kept on file as documented evidence of compliance and quality components outlined in the Tool.
- What supporting materials can be items not listed within the set of examples provided within the tool?

FINAL
OVERVIEW OF
EXPECTATIONS
TOOL

Upon completion of the review, the local partnership will evaluate the items marked as “Working Towards.”

Select the single most urgent area will be selected for more intense follow-up.



QUESTIONS?

Thank you.