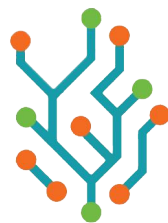
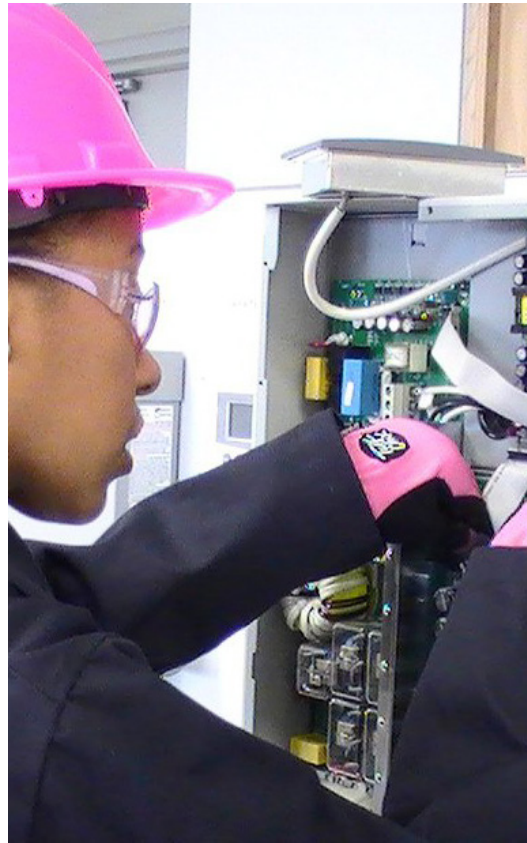


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Illinois Program of Study Expectations Tool

ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

ACKNOWLEDGMENTS

The Career and Technical Education (CTE) team at the Illinois Community College Board is pleased to share the Illinois Program of Study Expectations Tool. This tool was developed by the Illinois Center for Specialized Professional Support (ICSPS) in coordination with the Illinois Community College Board's CTE Team to assist CTE programs in developing, improving, and evaluating programs of study.

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CONTENT

| | |
|--------------------------------------|----|
| Introduction | 1 |
| Requirements..... | 2 |
| Partnership Team Instructions | 4 |
| Content & Team Members..... | 5 |
| Key Definitions | 6 |
| Continuous Quality Improvement | 10 |
| Size and Scope..... | 12 |
| POS Quality Component 1 | 14 |
| POS Quality Component 2 | 16 |
| POS Quality Component 3 | 18 |
| POS Quality Component 4 | 20 |
| POS Quality Component 5 | 22 |
| POS Quality Component 6 | 24 |
| POS Quality Component 7 | 26 |
| POS Quality Component 8 | 28 |
| POS Quality Component 9 | 30 |
| Additional Resources | 32 |

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INTRODUCTION

The Strengthening Career & Technical Education for the 21st Century Act, or Perkins V, is a federal education program that invests in secondary, postsecondary and adult Career and Technical Education (CTE) programs in all 50 states, the District of Columbia and the territories. Perkins is dedicated to the continuous improvement of and relevancy of CTE to meet the ever-changing needs of learners and employers, increasing learner access to high-quality CTE programs of study.

Perkins V calls for all states to define size, scope, and quality criteria for programs of study. The Illinois Community College Board, in collaboration with the State Board of Education and required stakeholders, defined size, scope, and quality in a way that elevates the program of study requirements and expectations.

The Illinois Program of Study Expectations Tool is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal Program of Study (POS) requirements and the high standards set in Illinois. It is intended to guide a Partnership Team - or an internal self-review team - through the various expectations and quality indicators for a single POS. The intended audience for this tool is primarily those educational partners funded by Perkins and should be representative of those listed as part of your Partnership Team reflected on Page 5.

The tool is organized around nine quality components for implementation and evaluation of a Program of Study. These components are intended to assist stakeholders in the implementation and evaluation of a Program of Study, and must be met by all Programs of Study by no later than year three of the local application under Perkins V. The quality components foster systems thinking and change at all levels of education, especially the secondary and postsecondary levels. They are based on research and promising practices that support systemic reform, educational change, and continuous improvement.

REQUIREMENTS

Perkins V requires curricular alignment between secondary and postsecondary institutions through the implementation of Programs of Study. Secondary institutions should seek further guidance from the Illinois State Board of Education. Postsecondary institutions must offer at least one program of study 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, 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.

The Program of Study Expectations Tool reinforces the definitions of size, scope, and quality laid out in the Illinois State Plan for Perkins V. The Tool is organized around these definitions, including the nine quality components:

1. Development and Engagement
2. Employer-Informed Competencies and Skills
3. Instructional Sequence
4. Work-Based Learning
5. Recruitment and Access
6. Academic Instruction and Supports
7. Instructors
8. Facilities and Equipment
9. Continuous Improvement



Partnership Team Instructions

Using the Tool: Each page of the tool highlights a different quality component. The user is asked to consider the specific component and associated design elements in order to make a determination of overall “Status.” The “Expectation” column demonstrates the ways the design element can be achieved. The “Acceptable Supporting Materials” column provides examples of materials that can be used to verify implementation.

The tool includes the following items:

- POS Quality Component and Description
- Associated Perkins V POS Requirements Met (from the federal law)
- Resources to Support POS Development
- Related POS Design Elements and Expectations
- Acceptable Supporting Materials
- Status

Determining Status: Ultimately, the partnership team is asked to determine whether each POS complies with the various quality components and if the project has achieved quality status. It requires significant knowledge of the POS being analyzed, and the Illinois POS approach in general. This is not a simple task, and it cannot be accomplished without a significant investment of time and resources to examine the entire scope of the project.

Program of Study:

Cluster: _____

Endorsement Area: _____

Program of Study with CIP: _____

Date of Review: _____

Secondary Partnership Team Lead:

Postsecondary Partnership Team Lead:

Potential Credentials Earned with Program of Study:

What labor market information was collected and made available?

Partnership Team Members:

CTE Dean/Perkins Administrator – College

CTE Faculty – College

EFE Director

Secondary CTE Faculty

LWIA Representative

Adult Education Representative

Community Based Organization (CBO)

Business Representative from
CTE Program Advisory Council

Other

KEY DEFINITIONS

Illinois Career Pathway Definition: A career pathway is 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 building their skills as they progress along a continuum of education and training and advance in sector-specific employment. A successful pathway is often comprised of one or more career pathway programs.





A Career Pathway should:

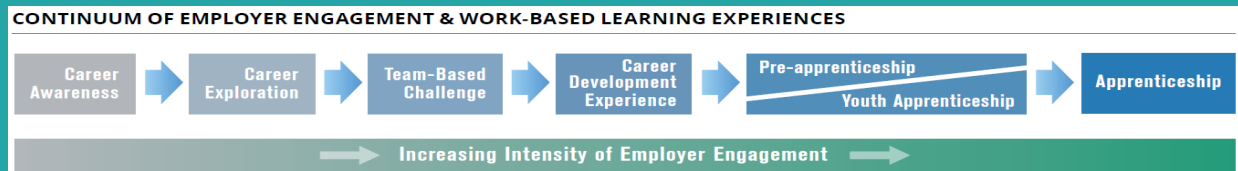
- ✓ Align with the skill needs of industries in the economy of the State or regional economy
- ✓ Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships
- ✓ Include counseling to support an individual in achieving their education and career goals
- ✓ Include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- ✓ 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
- ✓ Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
- ✓ Help an individual enter or advance within a specific occupation or occupational cluster

Dual Credit: An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual Credit is governed by ICCB Administrative Rules (section 1501.507-11) and the Dual Credit Quality Act.

ICAPS/IET: Perkins V supports a partnership with Adult Education through Integrated Education and Training (IET). The Integrated Career & Academic Preparation System (ICAPS), is the implementation of IET in Illinois. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. Through ICAPS/IET programs, students work to complete their high school equivalency and are co-enrolled in credit CTE courses/certificates through an integrated instructional model supplemented by support courses, comprehensive student support services, and augmented by team teaching that includes CTE faculty and basic skills instructors. The models provide career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs.

To learn more visit icapsillinois.com

Work-based Learning (WBL): Provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their Program of Study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Work-based learning within a Program of Study consists of a continuum of experiences as depicted and defined with the Career Pathways Dictionary. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.



Perkins V Special Populations: The term ‘special populations’ means:

- Individuals with disabilities (both cognitive and physical)
- Individuals from economically disadvantaged families – including low income youth and adults
- Individuals preparing for nontraditional fields
- Single parents – including pregnant and parenting teens
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

Universal Design for Learning (UDL): A scientifically valid framework for guiding educational practice that:

- provides flexibility in the ways information is presented, the ways students respond or demonstrate knowledge and skills, and the ways students are engaged; and
- reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. (From HEA)

For additional information and definitions review the [Career Pathways Dictionary](#)

Continuous Quality Improvement (CQI) Applied to Programs of Study

Why is CQI important to the implementation of Programs of Study?

- The function of Programs of Study is to improve student access, equity, and outcomes. Once a program is developed, it should be continuously assessed for improvement.
- A continuous improvement model is integrated in how Advance CTE and the Office of Career, Technical, and Adult Education (OCTAE) measure programs of study.
- The concepts present in the CQI process are previously expressed in state work on POS, including the development of POS guiding principles and design elements presented in the initial Illinois Program of Study Guide developed in 2009.
- CQI can enhance school reform efforts because of its focus on academic achievement outcomes for diverse learners, and other related outcomes, critical to student transition to college and careers.



Size Criteria

- *Local recipients must implement and offer at least one state-approved CTE Program of Study in one of the nationally recognized 16 career clusters.*
- *All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information.*
- *Postsecondary recipients must follow local board policies on class size.*

Does/will the size of the program appropriately meet the local labor market demand?

What steps will need to be taken to adjust the size of the program (e.g. recruitment, entry and exit points, employer partners, etc.)?

Scope Criteria

A Program of Study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

What are the program objectives?

What action steps need to be taken to ensure the program scope is met?

1

POS Quality Component 1: Development and Engagement

All Programs of Study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the Comprehensive Local Needs Assessment (CLNA), and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple Programs of Study within a cluster or related cluster grouping). The advisory committee must review labor market information (LMI); provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment Results**
- » **Program Review**
- » **Labor Market Information**
- » **Program of Study Models**
- » **Advisory Committee Feedback**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|--|--|---|--|
| <p>1) Leadership supports:</p> <p>a. authentic collaborative partnerships</p> <p>b. shared decision making</p> <p>c. collaborative cultures</p> <p>d. aligned vision, mission, and goals</p> | <ul style="list-style-type: none"> Advisory committee is established, meets annually, and includes key stakeholders: <ul style="list-style-type: none"> Secondary Business & Industry Local Workforce Boards Adult Education Community-Based Organizations <p>See Advisory Committee Guidebook</p> Partnership operates under a signed memorandum of understanding (MOU) Statement of partnership vision, mission, and goals <ul style="list-style-type: none"> Short term Long term | <ul style="list-style-type: none"> Letters of commitment and support from key stakeholders Partners named (institutions and individuals) Contact information documented Meeting schedule and minutes Operational rules for partnership Developed timeline for major decisions | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) Leadership establishes:</p> <p>a. memorandum of understanding</p> <p>b. joint secondary and postsecondary advisory committee to support POS</p> | <ul style="list-style-type: none"> Partnership operates under published rules that support collaboration Strategic, operational, fiscal, and communication plans aligned with P-20 educational system Partnership engages with LWIA | <ul style="list-style-type: none"> Published vision, mission, and goals Formal MOU among partners Advisory committee members named Meetings scheduled Minutes available Roles and responsibilities defined and designated | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>3) Leadership commits to providing:</p> <p>a. tangible and intangible resources</p> <p>b. technical assistance and technology to support POS</p> | <ul style="list-style-type: none"> Program needs and revisions are informed by data and evaluations conducted as a part of the CLNA or Program Review or employer partner feedback Fiscal support/contributions of partners documented | <ul style="list-style-type: none"> Annual plans document resource-commitment of partners Technical assistance plan is developed | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

POS Quality Component 2: Employer-Informed Competencies and Skills

Programs of Study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Essential Employability Skills Framework**
- » **College and Career Pathway Endorsement Framework and Technical Competencies**
- » **Employer Feedback**
- » **Specialized Accreditor Program Guidelines**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|---|--|--|---|
| <p>1) The POS curriculum:</p> <p>a. includes input and involvement from business, industry, and community partners</p> <p>b. is aligned with relevant educational, state, and industry standards</p> <p>c. integrates academic and technical content</p> <p>d. provides career exploration, development, and guidance throughout the educational system</p> <p>e. progresses in specificity that aligns to the progression of competencies and includes stackable credentials and embedded certifications</p> <p>f. includes multiple measures of assessments</p> | <ul style="list-style-type: none"> • Academic core curriculum offered • Support for academic integration woven throughout the local application • Strategic dual credit offerings associated with POS • Adoption of employer-informed technical and essential employability competencies <p>See Postsecondary and Workforce Readiness Competencies</p> <ul style="list-style-type: none"> • Supportive career exploration offered to POS students • Assessment results connected with grant planning • Cross-curricular meetings • Professional development offered to faculty to help expand integrated learning • POS incorporates the appropriate College and Career Pathway Endorsement | <ul style="list-style-type: none"> ✓ 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) ✓ Voluntary compliance plan developed as a result of the formal civil rights review ✓ Locally adopted competencies and assessment methods | <p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p> |

3

POS Quality Component 3: Instructional Sequence

Programs of Study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Program of Study Models**
- » **Local Dual Credit Partnership Agreements**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|--|--|---|--|
| <p>1) The POS curriculum:</p> <p>a. consists of aligned and non-duplicative secondary and postsecondary elements</p> <p>b. includes a coherent sequence of courses that may lead to an associate degree or higher</p> <p>c. includes strategic dual credit opportunities in CTE and/or academic courses</p> <p>d. incorporates WBL opportunities</p> | <ul style="list-style-type: none"> Sequence aligned with Illinois State Standards Sequences are coordinated and non-duplicative across the specific high school and college (may include career exploration activities in middle school) Completers are prepared to attain a postsecondary credential, certificate, Associate degree, or higher Local dual credit agreement reflects the strategic dual credit opportunities in the POS curriculum Evidence of alignment efforts aimed at reducing remediation Sequences are aligned with industry standards | <ul style="list-style-type: none"> ✓ Coordinated non-duplicative sequences of courses ✓ Dual credit agreement/list of offerings ✓ Determine entry and exit points within the sequence ✓ Advisory council meeting materials, including: <ul style="list-style-type: none"> o Discussions with industry partners o Sequencing decisions ✓ Opportunities for WBL ✓ Documentation on how sequence is designed to reduce remediation <ul style="list-style-type: none"> o Alignment of secondary-postsecondary academic outcome | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) The POS allows for:</p> <p>a. multiple entry and exit points</p> <p>b. stackable credentials</p> <p>c. students to build and/or increase their “college knowledge” in order to make informed decisions</p> | <ul style="list-style-type: none"> Sequence demonstrates evidence of curricular mapping POS is part of a larger “stackable” curriculum Informing all students of postsecondary and career options is infused into the POS which may include the use of the PaCE Framework Where appropriate, includes entry and exit points that accelerate opportunities for adult education learners, veterans, and students in non-credit programs | <ul style="list-style-type: none"> ✓ Curriculum mapping notes/materials ✓ Completion of ISBE Program Quality Rubric by Secondary Partners ✓ Student-centered materials discussing: <ul style="list-style-type: none"> o Postsecondary options o Career options | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>3) The POS is supported by:</p> <p>a. articulation agreements</p> <p>b. data-sharing agreements</p> | <ul style="list-style-type: none"> POS based on articulation <ul style="list-style-type: none"> o agreements are regularly reviewed and updated POS uses relevant local data Dual credit agreement | <ul style="list-style-type: none"> ✓ Articulation agreements in POS ✓ Data sharing agreements in place ✓ Articulation review schedule ✓ Dual credit options in POS | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

4

POS Quality Component 4: Work-Based Learning

Programs of Study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- *Team-based challenges and/or Career and Technical Student Organizations (CTSO); and*
- *One or more of the following, at both the secondary and postsecondary levels:*
 - ✓ *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 .*

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Career Pathway Dictionary**
- » **USDOL Apprenticeship Resources**
- » **ICCB's Apprenticeship Resources**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|--|--|--|--|
| <p>1) Partnership provides:</p> <ul style="list-style-type: none"> a. career exploration opportunities based on LMI data b. deep involvement from business, industry, and CBO c. strategic placement of WBL opportunities that mirror the progression of competencies throughout the POS d. support for paid WBL opportunities | <ul style="list-style-type: none"> • POS Advisory Committee includes key business/industry partners • Review of local LMI • Partnership with district high schools • Employers provided with ample information on college policies to better support students participating in WBL opportunities | <ul style="list-style-type: none"> ✓ LMI data ✓ Advisory council roster/meeting materials ✓ WBL evaluation and feedback templates provided to employers ✓ MOUs with employers ✓ WBL professional development supporting materials | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) WBL opportunities:</p> <ul style="list-style-type: none"> a. allow students to practice and enhance skills gained b. strengthen communication, teamwork, and critical thinking skills c. include assessment of acquired knowledge and skills | <ul style="list-style-type: none"> • Occur in authentic working environments • One or more of the following: <ul style="list-style-type: none"> o Internships o Supervised agricultural experience o Paid work experience o On-the-job training o Incumbent worker training o Transitional jobs o Apprenticeships o Student-led enterprise o Remote work for a client/employer o School-based enterprise o Cooperative education o Research-based internship o Team-based challenges o CTSO | <ul style="list-style-type: none"> ✓ Documentation of WBL provided ✓ Documentation of WBL experiences in College and Career Pathway Endorsement web-based tool ✓ Assessment methods ✓ USDOL Registered Apprenticeship Certification | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

5

POS Quality Component 5: Recruitment and Access

Programs of Study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Special Populations Super Strategy Documents**
- » **OCCRL: CTE Gateway to Equity**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|---|---|--|--|
| 1) Equitable outreach strategies | <ul style="list-style-type: none"> • Recruitment and marketing is occurring throughout the communities served by the college; the college collaborates with education and workforce partners to ensure entry points and transitions are accessible and smooth • Students have access to career exploration, academic advising, and support with transitions through the pathway • Students have access to comprehensive individualized support services, such as, but not limited to, childcare, transportation, and financial aid (where appropriate) | <ul style="list-style-type: none"> ✓ Trainings available to advisors and other support staff ✓ Course sequences that include transparent pre-requisite requirements | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| 2) Wraparound services: <ul style="list-style-type: none"> a. occur in coordination with partner entities b. reduce need for remedial education c. are comprehensive in nature | <ul style="list-style-type: none"> • Wraparound services include: <ul style="list-style-type: none"> o Academic advising o Nonacademic advising o Career services o Financial services o Social services and counseling • Identification process for student need • Referrals to local partner agencies • Utilization of Super Strategy documents for Special Populations | <ul style="list-style-type: none"> ✓ Wraparound services offered ✓ Documentation of referral process ✓ List of partner agencies ✓ Target populations being supported | <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

6

POS Quality Component 6: Academic Instruction and Supports

Programs of Study must include challenging academic instruction and wraparound services to facilitate successful student progression.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Career Pathway Dictionary**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|--|--|--|--|
| <p>1) Partnership provides:</p> <ul style="list-style-type: none"> a. wraparound services to support underserved, under-represented, and special populations students b. appropriate support services to promote student success c. programs and support services that are universally designed to promote success d. access to networks and resources e. services that reflect learners' and their families' perspectives/ interests <p>2) Partnership assists:</p> <ul style="list-style-type: none"> a. all learners to overcome educational gaps and barriers b. students to overcome barriers to initial entry or re-entry | <ul style="list-style-type: none"> • 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 • POS partners engage in formal, purposeful reviews of past efforts and effective practices • Counselors and faculty are engaged in identifying specific recruitment and retention strategies including those to overcome gaps in enrollment and retention identified through the CLNA or statewide program review process • POS partners complete an equity scorecard for selected POS • Civil Rights Self-Assessment | <ul style="list-style-type: none"> ✓ 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 ✓ Voluntary compliance plan developed as a result of the formal civil rights review ✓ Special populations program guides ✓ Notes/minutes/materials from meetings with counselors and faculty delineated ✓ Results from reviews of past efforts, including: <ul style="list-style-type: none"> o recruitment and retention strategies for special populations and underserved student populations o examination of equity and outcomes data by race/ethnicity, and by special population group o examination of postsecondary access and transition data by race/ethnicity and special population group | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>3) Partnership clearly defines special populations subgroups for accurate reporting</p> | <ul style="list-style-type: none"> • Compliant definitions are established for all partnership members • Special populations data is used for program improvement | <ul style="list-style-type: none"> ✓ Special populations program guides reflect the established compliant definitions ✓ Notes from planning meetings indicating use of data | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>4) The POS curriculum and pedagogy are designed to:</p> <ul style="list-style-type: none"> a. reduce the need for remedial/ developmental education b. develop, improve, or expand the use of technology | <ul style="list-style-type: none"> • Alignment of academic/CTE content • Technology plan developed in conjunction with relevant stakeholders • Professional development offered on enhanced learning through technology | <ul style="list-style-type: none"> ✓ Notes from alignment meetings/ workshops ✓ Technology plan elements ✓ Professional development materials supporting technology | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

7

POS Quality Component 7: Instructors

Program of Study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » Comprehensive Local Needs Assessment
- » Program Review
- » Dual Credit Quality Act
- » ICCB Administrative Rules
- » HLC and applicable specialized accreditors' guidelines on instructor qualifications
- » ICSPS Professional Development
- » OCCRL Professional Development

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|---|--|--|--|
| <p>1) Instructors engage in professional learning opportunities that are coordinated with:</p> <ul style="list-style-type: none"> a. secondary, postsecondary, and business/industry partners b. teacher certification or licensing, in-service and pre-service learning c. CLNA | <ul style="list-style-type: none"> • Professional development is coordinated with other local reform initiatives/school improvement plans • Professional development is comprehensive and continuous • Outcome of CLNA utilized for planning and development • Supports program improvement or expansion | <ul style="list-style-type: none"> ✓ Evidence of connections between professional development and local reform initiatives/school improvement plans ✓ CLNA ✓ Evidence that a professional development plan is based on outcomes of the CLNA ✓ Professional development materials/curricula/attendance ✓ Best practices compilations | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) Professional development opportunities are designed to:</p> <ul style="list-style-type: none"> a. improve the quality of instruction b. maximize resources c. share promising practices d. support collaboration between secondary, postsecondary, and adult educators to encourage alignment and integration | <ul style="list-style-type: none"> • Best practices from local, regional, state and national sources is shared with partners • Hands-on application with tools to impact the classroom | | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>3) Instructors collaborate with business and industry professionals</p> | <ul style="list-style-type: none"> • Participation in externship programs | | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>4) Instructors meet all qualifications in compliance with ICCB Administrative Rules and, when applicable, the Dual Credit Quality Act</p> | <ul style="list-style-type: none"> • CTE instructor has 2,000 hours of work experience and appropriate recognizable credentials, depending on specific field | | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

POS Quality Component 8: Facilities and Equipment

Programs of Study must be offered in accessible facilities that use industry-standard technology and equipment.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » **Comprehensive Local Needs Assessment**
- » **Program Review**
- » **Section 504 of the Rehabilitation Act of 1974**
- » **Title II of the Americans with Disabilities Act of 2010**
- » **Civil Rights Self-Assessment**

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|---|---|--|--|
| <p>1) The POS is offered in a facility that:</p> <ul style="list-style-type: none"> a. adheres to accessibility standards b. provides equal access to all students c. is comparable in nature for all students, and students with all abilities and disabilities | <ul style="list-style-type: none"> • Professional development on elements of accessibility such as program accessibility and facility accessibility (ADA) • Designated Coordinator for Section 504 and Title II (ADA) | <ul style="list-style-type: none"> ✓ Professional development materials/curricula/attendance ✓ Civil Rights Self-Assessment ✓ Voluntary compliance plan developed as a result of a formal civil rights review ✓ List of applicable training completed by the coordinator ✓ Name and job description of coordinator for Section 504 and Title II | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) Facilities, equipment, and technology used support the student learning objectives of the POS and match that of the local industry</p> | <ul style="list-style-type: none"> • Consultation with business and industry to ensure coordination with local labor market needs | <ul style="list-style-type: none"> ✓ List of equipment and technology purchased with CTE funding ✓ Advisory council meetings minutes/materials including: <ul style="list-style-type: none"> o Discussions with industry partners | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

POS Quality Component 9: Continuous Improvement

Programs of Study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

Resources to Support Program of Study Development, Improvement, and Evaluation:

- » Comprehensive Local Needs Assessment
- » Program Review

| DESIGN ELEMENTS | EXPECTATIONS | ACCEPTABLE SUPPORTING MATERIALS | STATUS |
|---|---|---|--|
| <p>1) Programmatic activities are evaluated using multiple forms of assessment and measurement</p> | <ul style="list-style-type: none"> Multiple assessment measures are utilized for program planning and improvement | <ul style="list-style-type: none"> ✓ Notes/minutes/materials from data review efforts | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |
| <p>2) Data are used to:</p> <ul style="list-style-type: none"> a. inform a culture of program improvement b. foster local improvement and regional development c. inform program development and implementation with labor market data <p>3) A data collection system is developed with the capacity to:</p> <ul style="list-style-type: none"> a. collect longitudinal data b. collect reliable and valid data at each educational level c. provide disaggregated and cohort-based gap analysis on different student groups d. assist partnerships to set specific performance targets and establish measurable goals | <ul style="list-style-type: none"> Data are collected and used for annual planning and program improvement LMI is used for annual planning Data are provided by all educational partners Perkins performance data is reviewed by relevant partners Data are systematically collected from all relevant partners Data are systematically shared with relevant partners on an ongoing basis Longitudinal data are collected and used for annual planning and program improvement Data are used to perform gap analysis Disaggregated data are reviewed to assess the pipeline of recruitment and participation | <ul style="list-style-type: none"> ✓ Notes/minutes/materials from LMI review efforts ✓ Proxy measures and data sets are identified (if necessary) ✓ Copies of data sharing agreements ✓ Data dissemination guidelines ✓ Longitudinal data system procedures ✓ Gap analysis materials ✓ Notes/materials from Perkins data meetings <ul style="list-style-type: none"> o Meetings include secondary and postsecondary partners | <ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS |

ADDITIONAL RESOURCES

- » [Advisory Committee Guidebook](#)
- » [Career Pathways Dictionary](#)
- » [Civil Rights Self-Assessment](#)
- » [CTE Gateway to Equity](#)
- » [Dual Credit Quality Act](#)
- » [Essential Employability Skills Framework](#)
- » [ICCB Administrative Rules](#)
- » [Illinois Center for Specialized Professional Support](#)
- » [Office of Community College Research and Leadership](#)
- » [PaCE Framework](#)
- » [Postsecondary and Workforce Readiness Competencies](#)
- » [Section 504 of the Rehabilitation Act of 1973](#)
- » [Title II of the Americans with Disabilities Act of 2010](#)

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