



Illinois Community College Board

PROGRAMS OF STUDY  
LOCAL IMPLEMENTATION GRANT

FY 2011

July 1, 2010 – June 30, 2011

## INTRODUCTION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) seeks to foster significant changes in Illinois' educational landscape in order to provide students with the academic and technical skills necessary to successfully transition from secondary to postsecondary education and to employment. The development of programs of study, based on the Illinois Programs of Study (POS) model is critical to this effort.

Illinois has embraced the idea that program of study development is a continuous process. In other words, the development and improvement of programs of study is never "done." To this end, and to position POS as an improvement strategy, the Illinois Community College Board (ICCB) is using the "Pathways to Results (PTR)" initiative to develop metrics, methods, and tools to continuously improve program and student results. Through this process Perkins Title I and Title II recipients will identify a program(s) of study to be improved. This occurs in six stages:

- LAUNCH
- EQUITY ASSESSMENT
- PROCESS MAPPING
- PROCESS IMPROVEMENT
- REVIEW AND REFLECTION
- SYSTEM CHANGE

To launch this process, ICCB is providing an opportunity for Postsecondary Perkins (Title I) and Partnerships for College and Career Success (Title II) grant recipients to apply for funding to jump start the development, implementation, and evaluation of Programs of Study by utilizing the *FY11 POS Local Implementation Grant*. This grant introduces the PTR process.

- For Further details on the PTR process, see Appendix B.
- All (16) Career Clusters are open to any local area who wishes to apply for grant funding.
- The ICCB will fund up to 10 Programs of Study Implementation Grants.

## PURPOSE

The purpose of this grant is to provide resources to support local efforts in the development, improvement and implementation of aligned Programs of Study, as defined in the Perkins IV legislation. Recipients will be required to engage in the Pathways to Results (PTR) process to assist with this implementation.

## DUE DATE & DELIVERY

- **Three copies of the POS Local Implementation Grant must be POSTMARKED to the ICCB on or before (August 12, 2010). Grant plans should be sent to:**

ATTN: Kristy Morelock  
401 E. Capitol Avenue  
Springfield, IL 62701

- A verification of receipt will be emailed back to the sender.
- Submissions should include *all* required elements.

## ELIGIBLE APPLICANTS

- Illinois Community Colleges (Perkins Title I recipients)
- Partnerships for College and Career Success (PCCS) Projects (Perkins, Title II recipients).  
*NOTE: This includes EFE regions that are funded as PCCS recipients.*

## FUNDING SOURCE & PERIOD

- These grants are provided through Illinois Community College Board Perkins (Title I) Leadership dollars.
- Grant Period: July 1, 2010 through June 30, 2011.
  - Grant funds must be obligated by June 30, 2011.
  - Grant funds must be requested by August 1, 2011.
  - Grant funds must be expended by August 31, 2011.

## GRANT OBJECTIVES

FY11 Programs of Study Local Implementation Grant funds may only be used for projects and activities that address both of the following Grant Objectives-

- **OBJECTIVE 1** – Develop and implement Programs of Study consistent with the requirements of the Carl D. Perkins Career and Technical Education Act (Perkins IV) and the Illinois POS guiding principles, design elements and POS expectation tool, that:
  - Connects secondary and postsecondary educational elements;
  - Are created utilizing input from key stakeholders including teachers and business/industry representatives, among others;
  - Based on state economic and workforce development needs of your local area;
  - Are listed in the Program of Study Inventory as a part of the FY11 Perkins Title I or Title II grant plans (Note: sites may propose outside of this inventory, but a short justification must be attached to the application—see **APPLICATION** section below).
- **OBJECTIVE 2** – In partnership with the ICCB, the Office of Community College Research and Leadership (OCCRL), and the Illinois Center for Specialized Professional Support (ICSPPS) engage as a participant in the PTR Continuous Improvement Process.

## USE OF FUNDS & ALLOWABLE EXPENDITURES

- Grant Recipients may only use Programs of Study Local Implementation Grant funds for projects or activities that support the Grant Objectives (listed above).
- Grant award recipients are responsible for monitoring and properly expending the funds.
- Grant funds must supplement, not supplant, any funds currently being directed towards these goals.
- Continuation of funding is contingent upon performance of the grantee throughout the grant process.

## GRANT AMOUNTS

- Grants will be funded to a maximum of \$25,000.

## APPLICATION

- In order to apply for funding, each eligible applicant must submit a ***FY 2011 Program of Study Implementation Grant Plan*** that addresses each of the two Grant Objectives listed above.
- Each eligible applicant may submit for up to three separate POS *within* the application but only for one PROGRAMS OF STUDY LOCAL IMPLEMENTATION GRANT.
- The maximum amount of funding remains at \$25,000 regardless of POS submissions.
  - A separate application is *not* required for each POS (though a POS expectation tool must be completed and attached for each—see below).

The grant plan must include the following components:

### 1) **Grant Cover Sheet**

- a) Eligible Applicant Name;
- b) Primary Contact Name, Title, Address, Phone, Fax, and E-Mail
- c) The specific Cluster/Pathway/Program(s) of study(s) the grant plan focuses on, including CIP code.
- d) Attach a justification for the POS chosen if it is not included in the POS inventory submitted as a part of the Title I or Title II plan submission. This should be a separate page behind the cover sheet.

### 2) **Leadership Team**

- a) Contact information for the project lead and the individual responsible for fiscal administration.
- b) Names, titles and affiliations of those who will participate as part of the leadership team on this project. At a minimum this should include secondary and postsecondary representatives, as well as the secondary and postsecondary institutional researcher, or equivalent individual, along with business and industry representatives.
- c) A letter of support from the Institutional Researcher or equivalent.
  - The Pathways to Results process emphasizes the use of data to help improvement teams understand the nature of the improvement opportunities. While teams will be encouraged to assemble their own data, each team will be required to produce a common set of equity and outcome assessment reports at the secondary and postsecondary levels during Phase Two. Institutional Research personnel at the community college will be required to review the postsecondary reports so it is essential they be a part of this improvement team and fully support the production of these reports potentially in October 2010.

3) **Elements for Consideration:** Please include responses to **all** of the following:

***Improvement Charter***

- a) **Problem/Opportunity for Improvement:**
  - What problem(s) is the team attempting to solve, or what opportunity for improvement does the team intend to implement? How does this relate to the items identified in your Programs of Study Expectations Tool (see item h) below)?
- b) **Rationale:**
  - What is the rationale for why the problem/opportunity should be addressed?
  - Why is the project worth doing?
  - Why is it important to do it now?
  - What are the possible consequences of not doing this project?
- c) **Project Scope:**
  - What aspects of your overall process for preparing students do you expect may be affected by the improvement project?
  - What organizations will be affected by the improvement project?
- d) **Improvement Goals:**
  - What are the goals of this improvement project?
  - How will the team determine if these goals have been achieved?
- e) **Team Members and Roles:**
  - Specify the members of the improvement team, their roles within the team including their expected contribution, and their contact information.
  - What other stakeholders might be involved?
- f) **Students and other beneficiaries:**
  - Which students are most intended to benefit from this improvement project, and in what manner?
  - Are there others who are meant to benefit?
- g) **Other Resources:**
  - What other resources could support this improvement project?

***Programs of Study Expectations Tool***

- h) One Illinois Programs of Study Expectations Tool is to be completed for each POS in which the applicant is seeking to include (Appendix C).

***Project Budget***

- i) Project budget and budget narrative (Appendix A).

***Illinois Program of Study Template***

- j) One completed Illinois Programs of Study Template (Appendix D) for each POS in which applicant is seeking to include.

**NOTE:** Completion of the **Elements for Consideration** addresses both required Grant Objectives.

**GRANT DELIVERABLES**

1. One to three documented improvements to Program(s) of Study in the Cluster/Pathway focus area based upon the work through PTR;
2. Revised Illinois Programs of Study Expectations Tool at end of grant period;
3. Revised Illinois Programs of Study template at end of grant period;
4. Participation in a minimum of two (2) statewide Pathways to Results trainings;

5. Participation in other professional development aimed specifically at the PTR and POS process, as needed;
6. Quarterly Leadership Team Meetings that include the ICCB facilitator and OCCRL facilitator;
7. Phase Reports documenting continued progress of the Grant as each phase is completed;
8. Final Grant Expenditure Report.

## **CONTACTS & INFORMATION**

### **Program Contact:**

Kristy Morelock

Associate Director for Career and Technical Education - Programs of Study

217-558-4929

[kristy.morelock@illinois.gov](mailto:kristy.morelock@illinois.gov)

**APPENDIX A**

**ILLINOIS COMMUNITY COLLEGE BOARD  
Programs of Study Local Implementation Grant Budget Form**

Eligible Applicant					
Contact Name				Title	
Phone		Fax		E-Mail	
Budget Category		Amount	Narrative Description		
General Administration (may not exceed 5%)					
Salaries					
Employee Benefits					
Contractual Services					
General Materials and Supplies					
Travel Expenses					
Capital Outlay					
Other Expenditures **					
TOTAL					

\*\*Other Expenditures - Must be approved in writing by ICCB staff.

**Budget Modification Process:**

Budget modifications of up to 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, are allowed without ICCB approval. Budget Modifications over 20% or \$10,000 (whichever is higher) of any specific line, either as an addition to or subtraction from, require prior ICCB approval.

Requests for a budget modification should be made by the project director and included a revised budget and address the following questions in justifying the need for the amendment:

- 1.) What was the original intent of the funds?
- 2.) Why are the funds no longer being used for this purpose?
- 3.) What is the new intended purpose for the funds?

All budget modifications are to be sent to: Kristy Morelock at [kristy.morelock@illinois.gov](mailto:kristy.morelock@illinois.gov).

## APPENDIX B

### PATHWAYS TO RESULTS APPLIED TO PROGRAMS OF STUDY

**Pathways to Results** is an initiative of the State of Illinois focused on improving student transition results for critical career pathways. It will do so by developing metrics, methods and tools that community colleges and Partnerships for College and Career Success can use to continuously improve the results obtained by students in these career pathways. Through this process there are a number of objectives.

1. Integrate career cluster-based regional skill planning with the implementation of programs of study.
2. Develop and implement a continuous improvement process that targets opportunities for program improvement and enhanced outcomes.
3. Improve key career pathway transition outcomes, including student transition outcomes.
4. Improve access of community colleges and PCCS to data and tools to support continuous improvement.
5. Improve equity in access and results for students.

In FY08-09, the ICCB, ISBE, OCCRL and ICSPS developed a set of guiding principles and design elements intended to assist in the implementation and evaluation of Programs of Study. The guiding principles are aligned with multiple federal educational acts and educational change models and are intended to foster systems thinking and a continuous improvement approach to change at all levels of education. The principles and elements were reviewed and revised by panels of practitioners and educational leaders throughout the state. The guiding principles are included in the PTR model below to demonstrate a consistent, unified approach to improvement based on efforts started in the previous year through the self assessment process and advancing the implementation of Programs of Study using the Pathways to Results continuous improvement model.

The Pathways to Results Initiative requires that practitioners work through multiple steps that lead to system change, with each step being aligned with at least one of the POS Guiding Principles (see <http://ocrl.illinois.edu/projects/perkins/principles>). The PTR process is a resource to the development, implementation, and evaluation of Programs of Study as explored through the FY11 Programs of Study Local Implementation Grant funds. An initial presentation of the sequential process, the associated Guiding Principles, the Principle statements and sample activities is outlined below.

Additional information on the Pathways to Results continuous improvement process is available at <http://ocrl.illinois.edu/projects/pathways>

## LAUNCH

### **Guiding Principle 1: Leadership, Organization, and Support**

Principle Statement: Programs of Study are developed, supported, and led with guidance from collaborative partners.

- All relevant partners are identified, organized, and convened to collaborate on the development, implementation, and evaluation of the Program of Study to be generated through the FY11 Programs of Study Local Implementation Grant in order to gain endorsement from all.

## EQUITY & OUTCOMES ASSESSMENT

### **Guiding Principle 2: Access, Equity, and Opportunity**

Principle Statement: Each and every student has access to educational opportunities and services that enable their success.

- Obtain and Analyze data
  - Identify students in the program area;
  - Identify how well students are being served currently;
  - Identify how well students are performing currently;
  - Identify ways to assess student retention, completion, and remediation needs of the program.
- Gather and analyze data on different performance measures pertaining to students (in total and for specific subgroups and special populations) consistent with Perkins IV for the state, region, and local area with the ultimate goal of using data to set goals for program improvement.
- Access labor market data to determine current regional economic and workforce needs to ensure the Program of Study associated with FY11 Programs of Study Local Implementation Grant funds meets economic development needs and the needs of the students.
- Gather and analyze data to identify local status and progress in areas related to student transition outcomes through the pathway, such as achievement gaps, remediation, program completion, and credentialing.
- Use results to identify issues and problems with student access and outcomes that require process improvement, including processes that need to change to promote implementation and evaluation of Programs of Study in the program area associated with the FY11 Programs of Study Local Implementation Grant.

## PROCESS MAPPING

### **Guiding Principle 3: Alignment and Transition**

Principle Statement: Education and training providers, with input from business, industry, and the community, enhance alignment that facilitates student preparation and transition through the educational pipeline.

### **Guiding Principle 4: Enhanced Curriculum and Instruction**

Principle Statement: Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.

- Initiate a process mapping that involves curriculum review to examine curricular content, assessments, alignment, and instructional processes that support Programs of Study under Perkins IV. The process consists of the following steps that will be further outlined and supported with professional development from ICCB, OCCRL and ICSPS:
  - 1) Select relevant data,
  - 2) Individually review data,
  - 3) Conduct small group review,
  - 4) Compare small group findings,
  - 5) Identify immediate revision points,
  - 6) Determine points for further research and planning,
  - 7) Take action, and,
  - 8) Plan for continuous review.
- The above 8-step curriculum review process will involve faculty-to-faculty discussions across all educational levels to review and complete Knowledge and Skills Templates along with existing POS course sequences.

## PROCESS IMPROVEMENT

### **Guiding Principle 5: Professional Preparation and Development**

Principle Statement: Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.

- To support process improvement, professional development is necessary for faculty, staff, administrators, and other partners.
  - Review Perkins IV guidelines and goals for professional development activities;
  - Identify critical professional development needs based on local and regional data;
  - Implement effective professional development, engaging the assistance provided by ICCB and ICSPS.

- Facilitated professional development
  - Attend workshops sponsored by ICCB and OCCRL designed to integrate PTR into the POS process;
  - Continue ongoing professional development via webinars and facilitated activities with state staff, OCCRL, and ICSPS.

## REVIEW AND REFLECTION

### **Guiding Principle 6: Program Improvement and Accountability**

Principle Statement: Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

- Using outcome-oriented measures and indicators review and reflect on areas of needed improvement and areas of strength in order to fully develop, implement, and evaluate Programs of Study.
- Document individual and organizational learning that has resulted from the PTR process and identify implications for changing other aspects of the development, implementation, and evaluation of Programs of Study.
- Identify data critical to process improvement and refine data collection processes, including creating or refining data sharing agreements.
- Monitor results to measure program improvements, including changes in student and program outcomes such as reduction in remediation, growth in dual credit enrollment, and improvement of curricular alignment processes.

## SYSTEM CHANGE

### **Guiding Principle 1: Leadership, Organization, and Support**

Principle Statement: Programs of Study are developed, supported, and led with guidance from collaborative partners.

### **Guiding Principle 2: Access, Equity, and Opportunity**

Principle Statement: Each and every student has access to educational opportunities and services that enable their success.

### **Guiding Principle 3: Alignment and Transition**

Principle Statement: Education and training providers, with input from business, industry, and the community, enhance alignment that facilitates student preparation and transition through the educational pipeline.

### **Guiding Principle 4: Enhanced Curriculum and Instruction**

Principle Statement: Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.

### **Guiding Principle 5: Professional Preparation and Development**

Principle Statement: Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.

### **Guiding Principle 6: Program Improvement and Accountability**

Principle Statement: Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

- Leaders support the implementation of change as a result of the institutions participation in the PTR process.
- Programs of study are developed and improved with a continuous focus on the factors that affect equity.
- Alignment is part of the curriculum development conversation at the start of a new program of study and is addressed as an area for improvement in current programs.
- Staff is provided professional development that includes a sustained focus on programs of study development with the issues identified in the problem as well as the six principles at the forefront of that development.
- Curriculum and pedagogy is enhanced in the program of study through the PTR process. This enhancement focuses on maintaining rigorous standards and is focused on student outcomes
- Data is used as a part of each decision point in the development and implementation of a program of study.

## Appendix C

### Illinois Program of Study Expectations



The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) calls for states to create secondary-to-postsecondary sequences of academic and career technical (CTE) coursework that lead students to attain a postsecondary degree, or industry-recognized certificate or credential.

Specifically, Perkins IV mandates that Programs of Study (POS), at a minimum:

- Incorporate and align secondary and postsecondary education elements;
- Include academic and CTE content in a coordinated, non-duplicative progression of courses;
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

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**A *program of study* is a structured sequence of academic and career and technical education courses that lead to a postsecondary-level credential (United States Department of Education, Office of Vocational and Adult Education, 2010)**

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Cluster: \_\_\_\_\_ Pathway: \_\_\_\_\_ Program of Study: \_\_\_\_\_

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## Overview

The **Illinois Programs 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 requirements AND the high standards set in Illinois. It is intended to guide a reviewer - or an internal self-review team - through the various Expectations and quality indicators.

The intended audience for this tool is primarily those educational partners funded by Perkins, Title I and Perkins, Title II. This includes:

- Partnerships for College and Career Success;
- Education-for-Employment Regions;
- High schools;
- Community Colleges

The tool is organized around the **six guiding principles for implementation and evaluation of Programs of Study**. These principles are intended to assist stakeholders in the implementation and evaluation of Programs of Study. The guiding principles 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.

## Using the Tool

Each page of the tool highlights a different guiding principle. The user is asked to consider the specific principle and associated “*design elements*” in order to make a determination of overall “Expectations.” To simplify and expedite this effort, the principle/design elements have been grouped together based on similar characteristics. The “*Evidence*” column demonstrates the possible ways the design element can be achieved. The “*Examples of Acceptable Supporting Material*” column provides examples of materials that can be used to verify implementation.

The tool includes the following items:

- POS Principle and Description
- Related Office of Vocational and Adult Education (OVAE) POS Components
- Associated Perkins IV POS Requirements (from the federal law)
- Related POS Design Elements
- Evidence
- Examples of Acceptable Supporting Material
- Status

## **Determining Status**

Ultimately, the user is asked to determine whether or not the POS project complies with the various compliance items ***and*** if the project has achieved any or all of the quality items. It requires significant knowledge of the POS being specifically 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.

## **Next Steps**

After a thorough review has been completed, it is critical that the result be carefully considered by the Partnership and/or any relevant stakeholders. The grant applicant can help determine what can be done to maximize the strengths of the POS, overcome identified barriers and enhance student success in the region. This is an effective way to launch a coordinated continuous quality improvement process and can help identify how to best utilize resources when submitting an application for the Local Programs of Study Implementation Grant.

## POS Principle 1: Leadership, Organization and Support

*Programs of Study are developed, supported, and led with guidance from collaborative partners.*

OVAE POS Components: #1 Local Policy Development, #2 Partnerships

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b><u>A CTE Program of Study must include the following:</u></b></p> <p>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</p>	<p>1) Leadership supports:</p> <ul style="list-style-type: none"> <li>a) authentic collaborative partnerships</li> <li>b) shared decision making</li> <li>c) a collaborative culture</li> <li>d) aligned vision, mission and goals</li> </ul>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Partnership Advisory Committee is established and active</li> <li>• Partnership Advisory Committee includes key secondary and postsecondary educational partners</li> <li>• Partnership operates under a signed MOU</li> <li>• Joint secondary and postsecondary advisory committee developed in selected POS                             <ul style="list-style-type: none"> <li>○ Includes industry representation</li> </ul> </li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Statement of partnership vision, mission and goals                             <ul style="list-style-type: none"> <li>○ short term</li> <li>○ long term</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Letters of commitment and support from key stakeholders (sample attached)</li> <li><input type="checkbox"/> Partners named (institutions and individuals)</li> <li><input type="checkbox"/> Contact information documented in POS self-assessment (sects 1 &amp; 2)</li> <li><input type="checkbox"/> Partnership meeting schedule and minutes</li> <li><input type="checkbox"/> Operational rules for Partnership</li> <li><input type="checkbox"/> Completed section 1 &amp; 2 of POS self-assessment (Module 1 &amp; 2)</li> <li><input type="checkbox"/> Developed and completed Pathways to Results Charter                             <ul style="list-style-type: none"> <li>○ or comparable form</li> </ul> </li> <li><input type="checkbox"/> Developed timeline for major decisions</li> <li><input type="checkbox"/> Published vision, mission and goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
	<p>2) Leadership establishes:</p> <ul style="list-style-type: none"> <li>a) memorandum of understanding</li> <li>b) joint secondary and postsecondary advisory committee developed to support POS</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership operates under published rules that support collaboration</li> <li>• Strategic, operational, fiscal, and communication plans aligned with P-20 educational system</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal MOU among partners based on section 1&amp; 2 of the POS self-assessment</li> <li><input type="checkbox"/> Advisory committee members named</li> <li><input type="checkbox"/> Meetings scheduled</li> <li><input type="checkbox"/> Minutes available</li> <li><input type="checkbox"/> Roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 1: Leadership, Organization and Support**

*Programs of Study are developed, supported, and led with guidance from collaborative partners.*

**OVAE POS Components: #1 Local Policy Development, #2 Partnerships**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
	3) Leadership commits to providing: <ul style="list-style-type: none"> <li>a) tangible and intangible resources</li> <li>b) technical assistance and technology to support POS</li> </ul>	<b>C MINIMUM EXPECTATIONS</b> <ul style="list-style-type: none"> <li>• Technical Assistance to support POS is included in annual planning</li> </ul> <b>QUALITY EVIDENCE</b> <ul style="list-style-type: none"> <li>• Fiscal support/contributions of partners documented</li> </ul>	delineated  <input type="checkbox"/> Annual plans documents resource commitment of partners <input type="checkbox"/> Technical Assistance plan is developed (sample attached)	<input type="checkbox"/> ABOVE <input type="checkbox"/> MEET <input type="checkbox"/> WORKING TOWARDS

## 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

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b><u>A CTE Program of Study must include the following:</u></b></p> <p>A. Secondary and postsecondary education elements;</p> <p>B. coherent and rigorous content;</p> <p>C. a sequence of courses that is coordinated and non-duplicative;</p> <p>D. a sequence of courses that align sec and postsecondary education;</p> <p>E. the opportunity for secondary students to earn postsecondary credit;</p> <p>F. the attainment of a postsecondary credential or certificate</p>	<p>1) Partnership provides:</p> <p>a) services supporting underserved, under-represented, and special populations students</p> <p>b) appropriate support services to promote student success</p> <p>c) programs and support services that are universally designed to promote success</p> <p>d) access to networks and resource</p> <p>e) services that reflect learners' and their families' perspectives/interests</p> <p>2) Partnership assists:</p> <p>a) all learners to overcome educational gaps and barriers</p> <p>b) students to overcome barriers to initial entry or re-entry</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Partnership uses data for program planning and improvement</li> <li>• Services offered to support underserved, underrepresented and special populations students</li> <li>• Information and resources are disseminated to counselors and faculty</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• POS partners engage in formal, purposeful reviews of past efforts and effective practices.</li> <li>• Counselors and faculty are engaged to help identify specific recruitment and retention strategies</li> <li>• POS partners complete an equity scorecard for selected POS.</li> <li>• Civil Rights Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notes/minutes/materials from review of past efforts and effective practices</li> <li><input type="checkbox"/> Notes/minutes/materials from data review efforts</li> <li><input type="checkbox"/> proxy measures and data sets are identified (<i>if necessary</i>)</li> <li><input type="checkbox"/> copy of completed equity scorecard</li> <li><input type="checkbox"/> voluntary compliance plan developed as a result of the formal civil rights review</li> <li><input type="checkbox"/> Special Populations program guides</li> <li><input type="checkbox"/> Notes/minutes/materials from meetings with counselors and faculty delineated</li> <li><input type="checkbox"/> Results from reviews of past efforts, including:             <ul style="list-style-type: none"> <li>○ recruitment and retention strategies for special populations and underserved student populations.</li> <li>○ examination of equity and outcomes data by race/ethnicity, and by special population group</li> <li>○ examination of postsecondary access and transition data by race/ethnicity and special population group</li> </ul> </li> </ul>	<p><input type="checkbox"/> ABOVE</p> <p><input type="checkbox"/> MEET</p> <p><input type="checkbox"/> WORKING TOWARDS</p>

**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**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
	3) Partnership clearly defines special populations subgroups for accurate reporting	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Compliant definitions are established for all Partnership members</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Spec pops data is used for program improvement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Special Populations program guides reflect the established compliant definitions</li> <li><input type="checkbox"/> Notes from planning meetings indicating use of data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 3: Alignment and Transition**

*Principle Statement: Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.*

**OVAE POS Components: #2 Partnerships, #6 Course Sequences, #7 Credit Transfer Agreements**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b><u>ACTE Program of Study must include the following:</u></b></p> <p>A. Secondary and postsecondary education elements;</p> <p>B. coherent and rigorous content;</p> <p>C. a sequence of courses that is coordinated and non-duplicative;</p> <p>D. a sequence of courses that align sec. and postsecondary education.</p>	<p>1) The POS curriculum:</p> <ul style="list-style-type: none"> <li>a) consists of aligned and non-duplicative secondary and postsecondary elements</li> <li>b) includes a coherent sequence of courses that may lead to a baccalaureate degree.</li> <li>c) is aligned with relevant educational, state, and industry standard/certifications</li> </ul>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Sequence aligned with Illinois Learning Standards</li> <li>• Sequences are coordinated and non-duplicative</li> <li>• Completers are prepared to attain a postsecondary credential, certificate or Associate degree</li> <li>• Dual credit agreement</li> <li>• Evidence of alignment efforts aimed at reducing remediation</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Sequences are aligned with industry standards</li> <li>• Completers are prepared to attain a baccalaureate degree or higher</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinated non-duplicative sequences of courses</li> <li><input type="checkbox"/> Opportunities for dual credit</li> <li><input type="checkbox"/> Determine entry and exit points within the sequence</li> <li><input type="checkbox"/> Advisory council meeting materials, including:               <ul style="list-style-type: none"> <li>○ Discussions with industry partners</li> <li>○ Sequencing decisions</li> </ul> </li> <li><input type="checkbox"/> Dual credit/postsecondary credit options</li> <li><input type="checkbox"/> Documentation on how sequence is designed to reduce remediation               <ul style="list-style-type: none"> <li>○ Alignment of secondary-postsecondary academic outcome</li> </ul> </li> <li><input type="checkbox"/> Curriculum mapping notes/materials</li> <li><input type="checkbox"/> Student-centered materials discussing:               <ul style="list-style-type: none"> <li>○ Postsecondary options</li> <li>○ Career options</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
	<p>2) The POS allows for</p> <ul style="list-style-type: none"> <li>a) multiple entry and exit points</li> <li>b) stackable credentials.</li> <li>c) students to build and/or increase their “college knowledge” in order to make informed decisions</li> </ul>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Sequence demonstrates evidence of curricular mapping</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• POS is part of a larger “stackable”</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

### POS Principle 3: Alignment and Transition

*Principle Statement: Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.*

**OVAE POS Components: #2 Partnerships, #6 Course Sequences, #7 Credit Transfer Agreements**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
		curriculum <ul style="list-style-type: none"> <li>Informing students of postsecondary and career options is infused into the POS</li> </ul>		
	3) The POS is supported by: <ol style="list-style-type: none"> <li>Articulation agreements</li> <li>Data-sharing agreements</li> </ol>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>POS based on articulation</li> <li>POS uses relevant local data</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Articulation agreements are regularly reviewed/updated</li> <li>Dual credit agreement(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> articulation agreements in POS</li> <li><input type="checkbox"/> Data sharing agreements in place</li> <li><input type="checkbox"/> Articulation review schedule</li> <li><input type="checkbox"/> Dual Credit options in POS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 4: Enhanced Curriculum and Instruction**

*Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.*

**OVAE POS Components: #9 Teaching and Learning Strategies**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b><u>A CTE Program of Study must include the following:</u></b>                      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 secondary and postsecondary education.</p>	<p>1) The POS curriculum includes:                      a) Integrated academic and technical content                      b) career exploration, development and guidance throughout the educational system                      c) involvement from business, industry and community partners                      d) dual credit opportunities in CTE and/or academic courses                      e) multiple measures of assessments                      f) rigorous foundation of CTE and academic content</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Academic core curriculum offered as part of POS</li> <li>Support for academic integration integrated into the grant plan</li> <li>Dual Credit options associated with POS</li> <li>POS Advisory Committee includes key business/industry partners</li> <li>Supportive career exploration offered to POS students</li> <li>Assessment results connected with grant planning</li> <li>Cross-curricular meetings</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Professional development offered to faculty to help expand integrated learning</li> <li>Institutional researchers engaged in the POS process</li> <li>College and Career Readiness Standards utilized</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample lesson plans and syllabi that includes problem based learning</li> <li><input type="checkbox"/> Professional development materials supporting academic integration</li> <li><input type="checkbox"/> Professional development materials supporting career exploration</li> <li><input type="checkbox"/> Dual credit/articulation agreements/materials</li> <li><input type="checkbox"/> Work-Based Learning materials</li> <li><input type="checkbox"/> Evidence of cross-curricular meetings</li> <li><input type="checkbox"/> Advisory council roster/meeting materials</li> <li><input type="checkbox"/> Notes/minutes/materials from data review efforts</li> <li><input type="checkbox"/> proxy measures and data sets are identified (if necessary)</li> <li><input type="checkbox"/> copy of completed equity scorecard</li> <li><input type="checkbox"/> voluntary compliance plan developed as a result of the formal civil rights review</li> </ul>	<p><input type="checkbox"/> ABOVE  <input type="checkbox"/> MEET  <input type="checkbox"/> WORKING  <input type="checkbox"/> TOWARDS</p>

**POS Principle 4: Enhanced Curriculum and Instruction**

*Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.*

**OVAE POS Components: #9Teaching and Learning Strategies**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
	1) The POS curriculum and pedagogy are designed to: <ol style="list-style-type: none"> <li>a) reduce the need for remedial/developmental education</li> <li>b) develop, improve or expand the use of technology</li> </ol>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Alignment of academic/CTE content</li> <li>• Technology plan developed by relevant stakeholders</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Professional development offered on enhanced learning through technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notes from alignment meetings/workshops</li> <li><input type="checkbox"/> Technology plan elements</li> <li><input type="checkbox"/> Professional development materials supporting technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 5: Professional Preparation and Development**

*Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.*

**OVAE POS Components: #3 Professional Development, #8 Guidance Counseling and Academic Advisement**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b><u>A CTE Program of Study must include the following:</u></b></p> <p>A. Secondary and postsecondary education elements;</p> <p>B. coherent and rigorous content;</p> <p>C. a sequence of courses that is coordinated and non-</p>	<p>1) Professional development opportunities are coordinated with:</p> <p>a) teacher certification or licensing, in-service and pre-service learning</p> <p>b) needs assessment</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Professional development is coordinated with other local reform initiatives/school improvement plans.</li> <li>Outcome of needs assessment utilized for planning and development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of connections between professional development and local reform initiatives/school improvement plans</li> <li><input type="checkbox"/> Compiled Needs Assessment</li> <li><input type="checkbox"/> Evidence that professional development plan is based on needs assessment</li> <li><input type="checkbox"/> Professional development materials/curricula/attendance</li> <li><input type="checkbox"/> Best practices compilations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
	<p>2) Professional development opportunities are comprehensive and instruction-focused in order to have an impact on classroom instruction.</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Professional development plan is developed</li> <li>Coordinated professional development is offered to teachers, counselors and administrators</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Professional development is comprehensive and continuous</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 5: Professional Preparation and Development**

*Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.*

**OVAE POS Components: #3 Professional Development, #8 Guidance Counseling and Academic Advisement**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
	3) Professional development opportunities are designed to: <ul style="list-style-type: none"> <li>a) improve the quality of instruction</li> <li>b) maximize resources</li> <li>c) Share promising practices</li> <li>d) Support collaboration between secondary and postsecondary educators to encourage alignment and integration</li> </ul>	<ul style="list-style-type: none"> <li>• Best practices from local, regional, state and national sources is shared with partners</li> </ul>		<input type="checkbox"/> ABOVE <input type="checkbox"/> MEET <input type="checkbox"/> WORKING TOWARDS

**POS Principle 6: Program Improvement and Accountability**

Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

**OVAE POS Components: #1 Local Policy Development, #2 partnerships, #3 Professional Development, #4 Accountability and Evaluation Systems, #10 Technical Skill Assessment**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
<p><b>A CTE Program of Study must include the following:</b></p> <p>A. Secondary and postsecondary education elements;</p> <p>B. coherent and rigorous content;</p> <p>C. a sequence of courses that is coordinated and non-duplicative;</p> <p>D. a sequence of courses that align sec. and postsecondary</p>	<p>1) Programmatic activities are evaluated using multiple forms of assessment and measurement</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Multiple assessment measures are utilized for program planning and improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notes/minutes/materials from data review efforts</li> <li><input type="checkbox"/> Notes/minutes/materials from LMI review efforts</li> <li><input type="checkbox"/> proxy measures and data sets are identified (if necessary)</li> <li><input type="checkbox"/> Copies of data sharing agreements</li> <li><input type="checkbox"/> Data dissemination guidelines</li> <li><input type="checkbox"/> Longitudinal data system procedures</li> <li><input type="checkbox"/> Gap analysis materials</li> <li><input type="checkbox"/> Notes/materials from Perkins data meetings                             <ul style="list-style-type: none"> <li>Meetings include secondary and postsecondary partners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>
	<p>2) Data are used to:</p> <p>a) inform a culture of program improvement</p> <p>b) foster local improvement and regional development.</p> <p>c) inform program development and implementation with labor market data</p>	<p><b>MINIMUM EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>Data is collected and used for annual planning and program improvement</li> <li>LMI is used for annual planning</li> <li>Data is provided by all educational partners</li> <li>Perkins performance data is reviewed by relevant partners</li> </ul> <p><b>QUALITY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>Data is systematical collected from all relevant partners</li> <li>Data is systematical shared with relevant</li> </ul>	This cell is shared with the row above	<ul style="list-style-type: none"> <li><input type="checkbox"/> ABOVE</li> <li><input type="checkbox"/> MEET</li> <li><input type="checkbox"/> WORKING TOWARDS</li> </ul>

**POS Principle 6: Program Improvement and Accountability**

*Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.*

**OVAE POS Components: #1 Local Policy Development, #2 partnerships, #3 Professional Development, #4 Accountability and Evaluation Systems, #10 Technical Skill Assessment**

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
	3) A data collection system is developed with the capacity to: <ol style="list-style-type: none"> <li>a) collect longitudinal data</li> <li>b) collect reliable and valid data at each educational level</li> <li>c) provide disaggregated and cohort based gap analysis on different student groups</li> <li>d) assist partnerships to set specific performance targets and establish measureable goals</li> </ol>	partners on an ongoing basis <ul style="list-style-type: none"> <li>• Longitudinal data is collected and used for annual planning and program improvement</li> <li>• Data is used to perform gap analysis</li> </ul>		

**APPENDIX D: Program of Study**

Name of Cluster: \_\_\_\_\_ Name of Pathway: \_\_\_\_\_ Program of Study \_\_\_\_\_

Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses, Recommended Electives, and Learner Activities	Career & Technical Courses and/or Degree Major Courses	SAMPLE Occupations Relating to this Pathway	
Interest Inventory Administered									
Secondary	9					All plans of study need to meet <b>local and state</b> high school graduation requirements as well as college entrance requirements.			
	10								
	11								
	12								
Articulation/Dual Credit Transcribed									
Postsecondary	Year 13					All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status.			
	Year 14								
	Year 15								
	Year 16								

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