

Programs of Study (POS)

Illinois State Board of Education
&
Illinois Community College Board



ISBE & ICCB

- Working collaboratively to develop career and technical education Programs of Study (POS)
- Identify pathways from secondary school to:
 - Two- and four-year colleges
- Align course offering at the secondary level with postsecondary level courses
- Provide context for educational reform and focus driven instruction



Perkins IV Legislation

- The new law requires the development and implementation of “programs of study.” These programs of study must:
 - Incorporate secondary education and postsecondary education elements;
 - Include academic and career and technical content in a coordinated, nonduplicative progression of courses; and
 - Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor’s degree
- States must develop the programs of study in consultation with local programs
- Each local recipient receiving funds will be required to offer the relevant courses of at least one Program of Study



Perkins IV

- POS must include:
 - Secondary and postsecondary educational content;
 - Coherent and rigorous content alignment with challenging academic standards and relevant career and technical content;
 - A sequence of courses that is coordinated and non-duplicative;
 - A sequence of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - The opportunity for secondary students to earn postsecondary credit through dual enrollment, dual credit or other means; and
 - Attainment of industry-recognized credential or certificate.



POS Goals

- Equip students with the skills and credentials required for success in high-growth, high-demand, and/or high-wage career fields;
- Close the achievement gap
- Increase curricular alignment
- Decrease the need for remediation
- Create meaningful education options for ALL students
 - Increase enrollment and persistence
 - Increase attainment of degrees and certificates
- Ensure that ALL students attain education and skills Needed for Success
 - Increase academic and skill achievement
 - Increase entry into employment or further education

POS Goals (cont.)



- Develop model mechanisms of collaboration
 - Enhance collaboration between secondary and post-secondary educators and institutions
 - Enhance collaboration between core academic and career/technical instructors
 - Enhance collaboration between business/industry partnerships and educators
 - Focus on the development of lessons that integrate career content within lesson frameworks for core academic subjects
 - Align classroom content and advising with National Career Development Standards

ILLINOIS PROGRAMS OF STUDY COMPONENTS

Core and supporting components are still subject to further discussion

Core Components:

- Programs of Study
- Integrated Academic and CTE Curricula
- Professional Development
- Career Development
- Standards-Based Curricula That Lead to Industry Credentials and/or Certification

● **Supporting Components:**

- Articulation Agreements
- Alignment with School Reform
- Joint Advisory Committee
- Parent and Community Involvement
- Dual Credit
- Innovative Instructional Strategies
- Evaluation
- Administrative Support

ILLINOIS PROGRAMS OF STUDY COMPONENTS (cont.)

- Guidebook
 - Steps to developing a program of study
 - How to develop each component
 - How to create and maintain partnerships
 - Examples of promising practices
 - Troubleshooting strategies
 - Reporting guidelines and instructions
 - Outcome measures
 - Resources
 - Opportunities for professional development
 - Templates
 - Glossary



What does this mean for Illinois?

- **New vision for education**
- **Alignment of Career Education to education reform, workforce development and economic development**

Role Of Perkins Title II Funding

- Title II funds are being *REFOCUSSED* around CTE Programs of Study:
 - Development
 - Implementation
 - Maintenance

Role Of Perkins Title II Funding

- ICCB and ISBE are working collaboratively to:
 - Address the requirements of the law
 - Support innovation at the secondary and postsecondary levels
 - Align resources to best address local, regional, state and national needs

Role Of Perkins Title II Funding

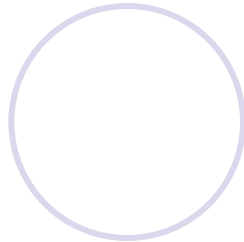
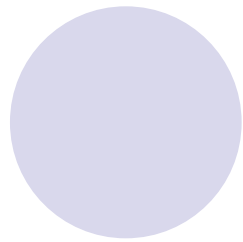
- Title II funding will be used to support a revised vision of the consortia
 - A new, more streamlined role
 - Seeks to infuse innovations & build on past success
- Title II funds will remain separate from Title I

Role Of Perkins Title II Funding

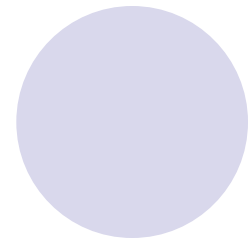
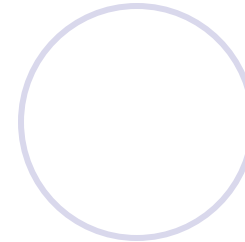
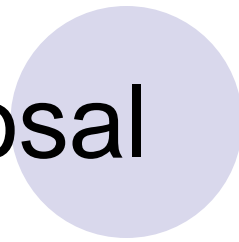
- Title II Partnerships will reorganized around the Clusters/Programs of Study Initiative
 - Development, implementation & maintenance
- Title II Partnerships will become a vital link in the development of Programs of Study
 - Facilitate the joint planning of the accountable partners

Role Of Perkins Title II Funding

- In addition, Title II Partnerships will continue to address critical needs:
 - Collaboration
 - Professional Development
 - Equal Access For Special Populations
 - Preparatory Services
 - Title I Coordination Requirements
 - Accountability



Proposal



VOCATIONAL EDUCATION	CAREER EDUCATION
For Some Students	For All Students
For a Few Jobs	For All Careers
5 “Program Areas”	16 Clusters – 81 Pathways
In Lieu of Academics	Aligns and Supports Academics
High School Focused	High School and College Partnerships

Statewide Programs of Study Advisory Committee Perkins IV Section 122

- **Statewide POS Advisory Committee**
 - Academic & CTE teacher
 - Secondary administrators
 - Guidance counselors
 - Parents
 - Students
 - Postsecondary institution (2-year and 4-year)
 - POS coordinators community organizations
 - Business and industry
 - Special populations
 - Labor organization
- **Local Partnership Committee**
 - EFE
 - POS
 - High School administrators and faculty
 - Community College
 - Four Year institutions
 - Career counselors
 - Local business and industry
 - Parents
 - Students
 - Community organizations
- **Cluster/Content Committee**
 - ISBE and ICCB
 - Business and industry
 - Postsecondary and secondary
 - Other state agencies (labor)
 - Community
 - Special population and counselors
- **Joint POS Advisory Committee**
 - Secondary and postsecondary institutions
 - Business and industry



POS Professional Development Components

- High quality, sustained, intensive program offerings
- Teacher preparation
- Impact on classroom instruction
- Impact on teachers' performance
- Assist students to meet academic and technical assessment



POS Partnerships Components

- Provide a seamless transition for students through all levels of the education system and into employment
 - Re-entry to formal education and training

POS Career Development Components

- Economic
- Sociological
- Psychological
- Educational
- Physical
- Chance factors
- School
- Work
- Family
- Cultural environment
- Social environment

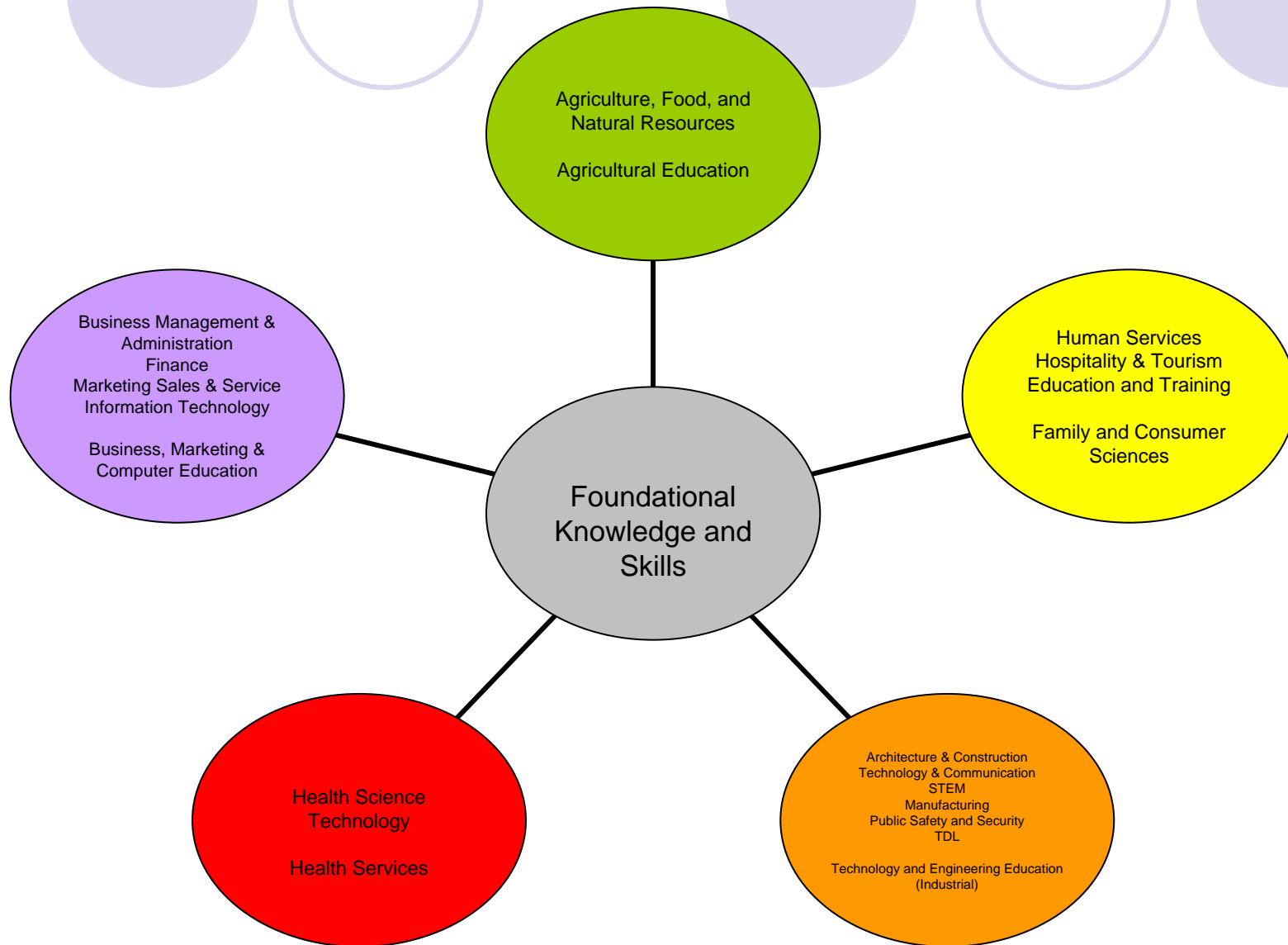
Systemically, career development intervention (programs, services, and resources) are designed to improve individual career awareness, exploration, choice, preparation and management



POS Meetings – Summary

- Advisory Committee Meetings
 - September 17, 2007
 - December 17, 2007
- State Team Committee Meeting
 - January 11, 2008

Career Clusters Framework (sample)



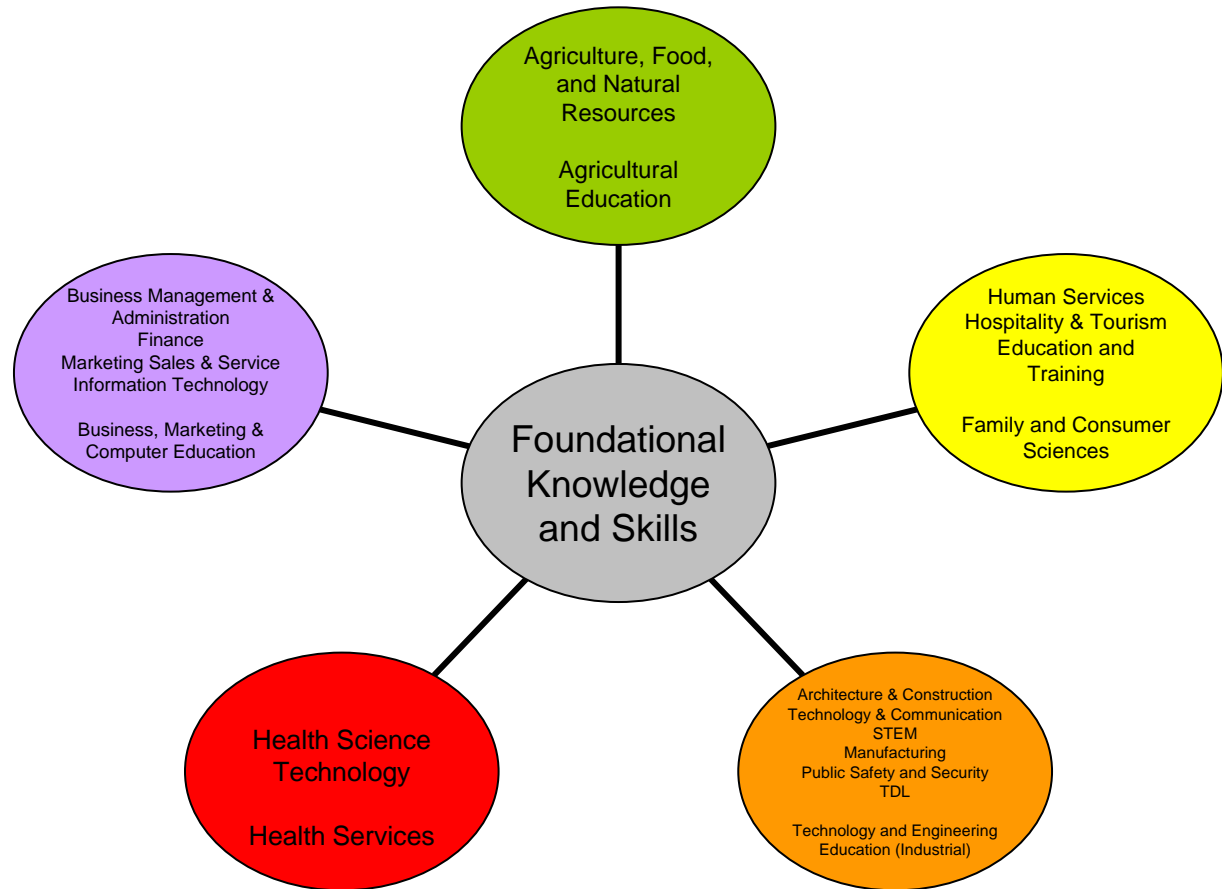


Career Clusters

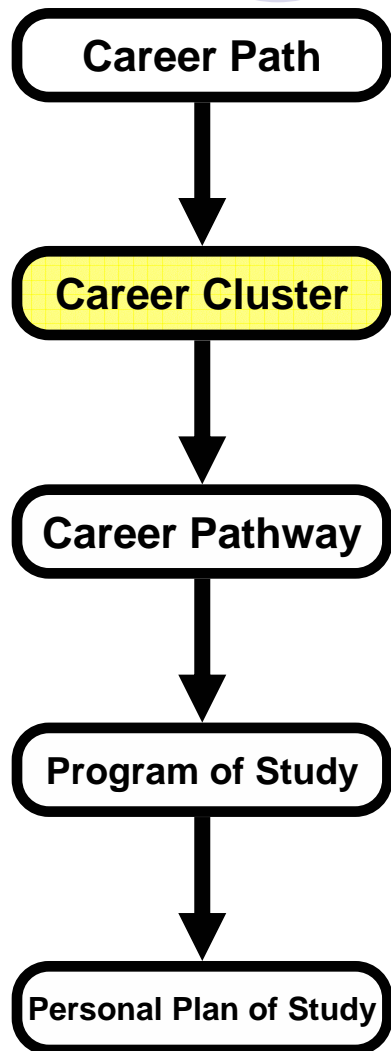
A model that:

- Fits Illinois to help individuals succeed in the workplace, education and life
- Prepares students for a broad range of career options:
 - ✓ Employment
 - ✓ Technical and postsecondary education
 - ✓ Lifelong learning
- Increases our ability to be student-centered, industry-focused, and performance-driven

Career Path (sample)



Career Cluster



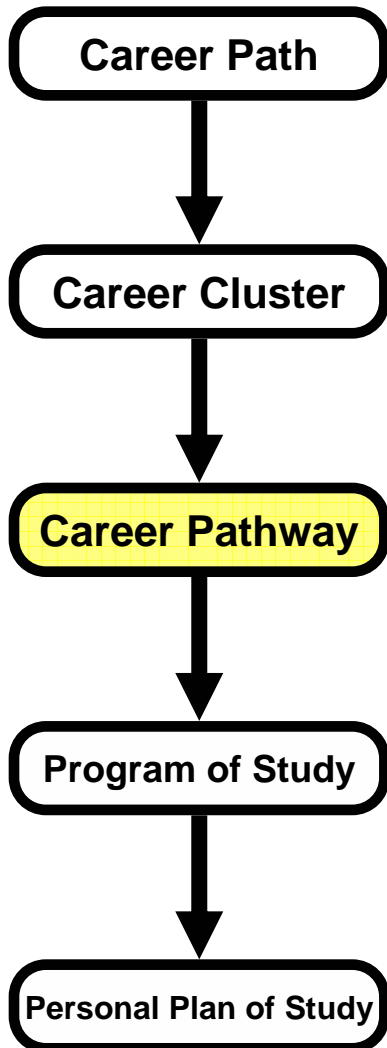
- A grouping of occupations and broad industries based on commonalities.
- Represents the knowledge and skills, both academic and technical, that all students within the cluster should achieve regardless of their career field.

Knowledge and Skill Statements

Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area

● Academics	● Technical skills
● Communications	● Leadership and Teamwork
● Problem Solving and Critical Thinking	● Safety, Health and Environment
● Information Technology	● Ethics & Legal Responsibility
● Systems	● Employability and Career Development

Career Pathway

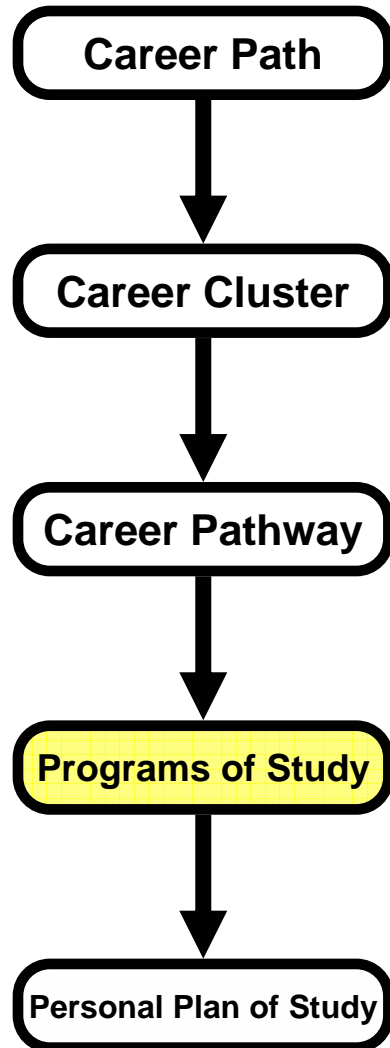


A Career Pathway represent a grouping of occupations within a cluster based on commonalities.

For example, there are 3 career pathways within the Education and Training Career Cluster:

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Programs of Study



A full range of activities, documents and process that make up a seamless education program from school to school within a given Career Cluster or Career Pathway.

Includes a three-part curriculum framework extending from secondary to two-year postsecondary to four-year postsecondary education

Sample Program of Study



Name _____
 Learner ID _____
 School/College/University _____

SAMPLE

Health Science

Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Health Science Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

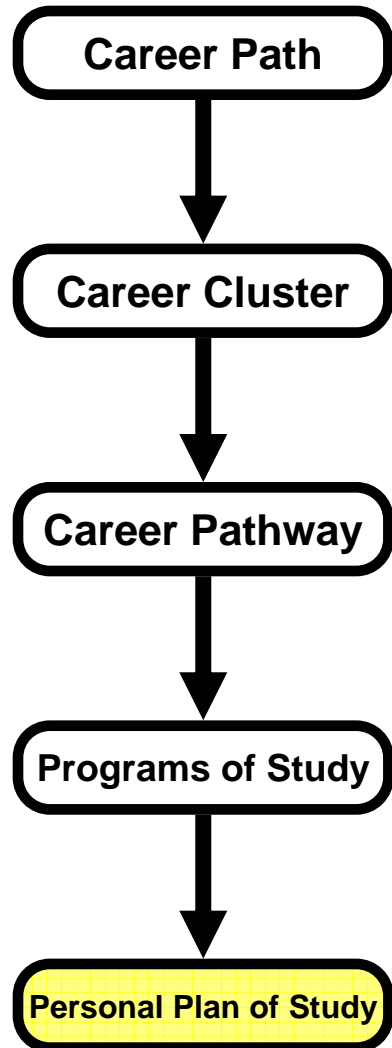
EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Health Science	SAMPLE Occupations Relating to This Career Cluster	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Dependent on chosen pathway	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. A foreign language is recommended.	**Health Science I: Introduction to Health Science **Information Technology Applications	Occupations Requiring Less than Baccalaureate Degree ► Dental Assistant/Hygienist ► EMT/Paramedic ► Health Information Coder ► Home Health Aide ► Lab Technician ► Phlebotomist ► Radiographer ► Registered Nurse Occupations Requiring Baccalaureate Degree ► Athletic Trainer ► Biochemist ► Biostatistician ► Geneticist ► Industrial Hygienist ► Nutritionist ► Occupational Therapist ► Physician (MD/DO) ► Physician's Assistant ► Psychologist ► Radiologist ► Research Scientist ► Speech/Language Pathologist ► Toxicologist ► Veterinarian	
	10	English/ Language Arts II	Dependent on chosen pathway	Dependent on chosen pathway	U.S. History		**Health Science II: Health, Safety and Ethics in the Health Environment		
	11	English/ Language Arts III	Dependent on chosen pathway	Dependent on chosen pathway	World History Sociology		**Health Science III: Employment in Health Occupations		
	College Placement Assessments-Academic/Career Advisement Provided								
	12	English/ Language Arts IV	Dependent on chosen pathway	Dependent on chosen pathway	Psychology Economics	Continue courses pertinent to the pathway selected.			
Articulation/Dual Credit Transferred-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English Composition	Dependent on chosen pathway	Dependent on chosen pathway	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Work-based learning is an integral part of this Career Cluster.	Continue courses pertinent to the pathway selected.		
	Year 4	Speech/ Oral Communication Technical Writing	Dependent on chosen pathway	Dependent on chosen pathway	American History Sociology				
	Year 15	Continue courses in the area of specialization.							
	Year 16								



** See course descriptions on page 2.

SAMPLE

Personal Plan of Study



A student's scope and sequence of coursework and co-curricular experiences based upon chosen educational and career goals.

Arranged according to secondary graduation requirements and postsecondary admissions requirements.

Required of all students in grades 9-12 and is to be reviewed annually.

Personal Plan of Study (sample)

Postsecondary	Area Career Center <input type="checkbox"/> Dental Assisting <input type="checkbox"/> Emergency Medical Technician <input type="checkbox"/> Health Information Technology <input type="checkbox"/> Massage Therapy <input type="checkbox"/> Medical Laboratory Technician <input type="checkbox"/> Practical Nursing <input type="checkbox"/> Radiologic Technology <input type="checkbox"/> Surgical Technology	Community College <input type="checkbox"/> Biotechnology <input type="checkbox"/> Dental Hygienist <input type="checkbox"/> Funeral Services <input type="checkbox"/> Occupational Therapy Assisting <input type="checkbox"/> Paramedic <input type="checkbox"/> Physical Therapy Assistant <input type="checkbox"/> Registered Nursing <input type="checkbox"/> Respiratory Care	College/University <input type="checkbox"/> Athletic Training <input type="checkbox"/> Biologist <input type="checkbox"/> Dentist <input type="checkbox"/> Dietetics <input type="checkbox"/> Education <input type="checkbox"/> Healthcare Administration <input type="checkbox"/> Pharmacist <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Physician <input type="checkbox"/> Registered Nurse <input type="checkbox"/> Social Work <input type="checkbox"/> Veterinary Science	Other <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Military <input type="checkbox"/> On-the-Job Training
	Work-based Learning Opportunities After School Employment Cooperative Occupational Experiences/Clinicals Internship/Mentorship Job-Shadowing On-The-Job Training Service Learning	Relevant High School Intra-Curricular/Co-Curricular Experiences Career and Technical Student Organization: SkillsUSA HOSA Other high school activities:		Graduation Exams ___ U.S. Constitution ___ IL. Constitution

Adapted from National Career Cluster

*12th grade year should include at least 3 academic courses including college prep math or science.

Note: All Career and Technical Education courses count as a practical arts credit.



Contact Information

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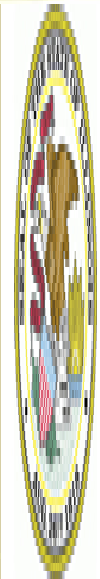
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Illinois Community College Board
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Springfield, IL 62701-1711
(217) 785-0123

The Perkins IV planning committee website can be found at
<http://occr1.ed.uiuc.edu/>

Questions???



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