Building a High-Quality Program of Study: METT Edition

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Agenda

Defining Perkins V Quality Program of Study

Exploring ISBE CTE Program of Study: Size, Scope and Quality Building your program using the nine quality components



Acronym Soup of the Day!

ISBE: Illinois State Board of Education

POS: Program of Study

CLNA: Comprehensive Local Needs Assessment

LNA: Local Needs Assessment

LMI: Labor Market Information

ADA: Americans with Disabilities Act



Program of Study: Perkins V



The Strengthening Career and 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 and relevancy of CTE to meet the everchanging needs of learners and employers, increasing learner access to high-quality CTE programs of study.



Perkins V: Size, Scope and Quality	Size	Scope	Quality
Perkins V calls for all states to define size, scope, and quality criteria for programs of study. The Illinois State Board of Education, in collaboration with the Illinois Community College Board and required stakeholders, defined size, scope, and quality in a way that elevates the program of study requirements and expectations.	Local recipients must implement and offer at least one state- approved CTE program of study in one of the nationally recognized 16 career clusters. Postsecondary recipients must follow local board policies on class size. Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market	 As defined in Perkins V, a program of study is a "coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that: a. Incorporates challenging state academic standards; b. Addresses both academic and technical knowledge and skills, including employability skills; c. Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area; d. Progresses in specificity; e. Has multiple entry and exit points that incorporate credentialing; and f. Culminates in the attainment of a recognized postsecondary credential." 	 Programs of study must meet the multiple quality criteria to have an approved program of study. 1. Development and Engagement 2. Employer-Informed Competencies and Skills 3. Academic Instruction and Supports 4. Recruitment and Access 5. Instructional Sequence 6. Work-Based Learning 7. Instructors 8. Facilities and Equipment 9. Continuous Improvement
			EDUCATION

Size

Local recipients must implement and offer at least one stateapproved CTE program of study in one of the nationally recognized 16 career clusters.

- All programs of study are aligned to state, regional, or local indemand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the Comprehensive Local Needs Assessment (CLNA).



Scope

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. Most of these components are embedded in the quality components.



Scope

A Program of Study means coordinated, non-duplicative sequence of academic and technical content at from the secondary to postsecondary level that:



incorporates challenging State academic standards



addresses both academic and technical knowledge and skills, including employability skills



is aligned with the needs of industries in the economy of the State, region, Tribal community or local area



progresses in specificity

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has multiple entry and exit points that incorporate credentialing; and,



culminates in the attainment of a recognized postsecondary credential. A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry



Program of Study Quality Components







Leveraging a Stakeholder Group



Development and Engagement

Building an Advisory Board

All Programs of Study must be developed through close 5-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study (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, or 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.

Purpose

- authentic collaborative partnerships
- shared decision marking
- collaborative cultures
- aligned vision, mission, and goals

Expectations

Advisory committee is established, meets at least annually, and includes key stakeholders:

- ✓ Secondary and Postsecondary
- ✓ Business and Industry
- ✓ Local Workforce Boards
- ✓ Adult Education
- ✓ Community-Based Organizations



Continuous Improvement

Evaluating programs using multiple forms of assessment

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

- Programmatic activities are evaluated using multiple forms of assessment and measurement Data is used to:
- inform a culture of program improvement
- foster local improvement and regional development
- inform program development and implementation with labor market data
- A data collection system is developed with the capacity to:
- collect longitudinal data
- collect reliable and valid data at each educational level
- provide disaggregated and cohort-based gap analysis on different student groups
- assist partnerships to set specific performance targets and establish measurable goals

Expectations

 Multiple assessment measures are utilized for program planning and improvement using Labor Market Data, Perkins performance data, CLNA/LNA etc.



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Instruction



Employer-Informed Competencies and Skills

Employability Skills Integrated into the Curriculum

Programs of Study must align instruction and experiences to a progression of employerinformed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, or in-demand occupations.

Purpose

- includes input and involvement from business, industry, and community partners
- is aligned with relevant educational, state, and industry standards
- includes multiple measures of assessments and skills

- ✓ Adoption of employer-informed technical and essential employability competencies
- Professional development offered to faculty to support alignment to employerinformed skills and competencies
- ✓ Regular meetings with business industry and community partners



Fully articulated sequence of courses

Programs of Study must provide a non-duplicative, fully-articulated sequence of courses from K-12 through postsecondary. There must be multiple entry and exit points and stackable credentials must be incorporated. The middle school and secondary Programs of Study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to cluster-specific orientation (Group 1) or introductory (Group 2) course with related career awareness activities;
- Include an orientation (Group 1) or introductory (Group 2) course providing a broad understanding of specific cluster or cluster grouping that applies to the program of study in which the student is enrolled and that includes career exploration;
- Include a skills level (Group 3) course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities and/or training for an industry-recognized credential; and Include instruction and evaluation in safety as appropriate within the curriculum.



Fully articulated sequence of courses

Purpose

- consists of aligned and non-duplicative secondary and postsecondary elements
- includes a coherent sequence of courses that may lead to an associate degree or higher
- includes strategic dual credit opportunities in CTE and academic courses incorporates credit transfer opportunities
- multiple entry and exit points
- stackable credentials
- students to build and/or increase their career knowledge in order to make informed decisions

- Sequences are coordinated and nonduplicative across the specific high school land college (may include career exploration activities in middle school)
- ✓ POS culminates in a postsecondary credential, certificate, or Associate degree, or higher
- ✓ Local dual credit agreement/articulation agreement reflects the strategic dual credit opportunities in the POS
- Evidence of alignment and efforts aimed at reducing remediation
- ✓ Attainment and/or training for industry recognized credential in the POS
- POS provides guidance and instruction on career clusters with related career awareness activities (prior to Group 1 or Group 2 course)
- POS includes a Group 1 or Group 2 course which provides broad understanding of POS cluster and career exploration opportunities
- POS includes a Group 3 course which develops competencies and skills needed for entry level employment or further postsecondary education
- POS includes instruction and evaluation in safety



Fully articulated sequence of courses: Group 1 or 2, and 3 through the Matrices

Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to cluster-specific orientation (Group 1) or introductory (Group 2) course with related career awareness activities;

Include an orientation (Group 1) or introductory (Group 2) course providing a broad understanding of specific cluster or cluster grouping that applies to the program of study in which the student is enrolled and that includes career exploration;

Include a skills level (Group 3) course developing competencies and skills needed for entry-level employment or further postsecondary education; Incorporate credit transfer opportunities and/or training for an industryrecognized credential



Fully articulated sequence of courses: Welding Pathway Example

CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Science, Technology, Engineering, & Energy Manufa Mathematics		Manufacturing	Manufacturing	Manufacturing	Manufacturing
CIP	15.0000	15.1701	47.0105	48.0501	48.0506	48.0508	48.0703
TEACHER LICENSURE ENDORSEMENT	PEL with TEED (Technology Education) ELS with SENS (STEM & Energy Systems)	PEL with TEED (Technology Education) ELS with SENS (STEM & Energy Systems)	PEL with TEED (Technology Education) ELS with MIEL (Industrial Electronics)	PEL with TEED (Technology Education) ELS with MNMC (Machinist)	PEL with TEED (Technology Education) ELS with ACHV (HVAC) ELS with MSWK (Sheet-working)	PEL with TEED (Technology Education) ELS with MWEL (Welding Technology)	PEL with TEED (Technology Education) ELS with MCAB (Cabinetmaking)
РАТНИМАУ	Engineering Technology, Energy Systems General Technology/Technician.		Industrial Electronics Technology/Technician	Machine Tool Technology/ Machinist	Sheet Metal Technology/ Sheet-working	Welding Technology/ Welder	Cabinetmaking and Millwork
			GROUP 1: ORIENTATION COL	URSES (Minimum Selection: O	ne course from Group 1 or 2)		
ORIENTATION COURSES	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001	Career Exploration 22151A001
	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002	Introduction to Technology and Engineering (Industrial) 21052A002
	Transportation Technology 20001A001	Transportation Technology 20001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001	Exploration of Manufacturing Occupations 13001A001
	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001	Production Technology 13052A001
	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001	Communication Technology 11002A001
	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001	Energy Utilization Technology 20101A001
			Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001	Transportation Technology 20001A001



Fully articulated sequence of courses: Welding Pathway Example

CAREER PROGRAMS IN STEM AND MANUFACTURING (2023-2024)									
CAREER CLUSTER	Science, Technology, Engineering, & Mathematics	Energy	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing		
CIP	15.0000	15.1701	47.0105 48.0501 48.0506		48.0508	48.0703			
	GROUP 2: INTRODUCTORY COURSES								
TO RY CO URSES	Foundations of Technology 21052A001	Foundations of Technology 21052A001	Foundations of Technology 21052A001	Foundations of Technology 21052A001	Foundations of Technology 21052A001	Foundations of Technology 21052A001	Foundations of Technology 21052A001		
	Industrial Safety 13004A001	Industrial Safety 13004A001	Industrial Safety 13004A001	Industrial Safety 13004A001	Industrial Safety 13004A001	Industrial Safety 13004A001	Industrial Safety 13004A001		
	Introduction to Engineering Design 21006A001	Beginning Electricity 17102A005	Blueprint Reading 21108A001	Beginning Welding 13207A003	Blueprint Reading 21108A001	Beginning Welding 13207A003	Beginning Cabinetmaking 17007A003		
sobuc	Blueprint Reading 21108A001	Blueprint Reading 21108A001	Beginning Electricity 17102A005	Blueprint Reading 21108A001		Blueprint Reading 21108A001	Blueprint Reading 21108A001		
LNI	Geometry in Construction 17017A002			Beginning Drafting 21102A002			Geometry in Construction 17017A002		
				Beginning Machining 13203A007					
			GROUP 3	SKILLS COURSE (Minimum Se	lection 1)				
SKILLS COURSES	Principles of Engineering 21004A001	Energy & Power 20101A002	Industrial Electronics I 17104A001	Machine Tool Technology/Machinist I 13203A001	Sheet Metal Technology I 13205A001	Welding Technology I 13207A001	Cabinetmaking & Millwork I 17007A001		
	Principles of Technology I 21001A001		Industrial Maintenance I 13302A001	Precision Metal Production I 13055A001					
	Technological Design and Innovation 21054A001			Machine Shop Technology I 13203A005					
				Computer Integrated Manufacturing 21010A001					
			(SROUP 4: ADVANCED COURSE	s				
	Principles of Technology II 21001A002	Principles of Technology II 21001A002	Industrial Electronics II 17104A002	Machine Tool Technology/Machinist II 13203A002	Sheet Metal Technology II 13205A002	Welding Technology II 13207A002	Cabinetmaking & Millwork II 17007A002		
ADVANCED COURSES	Engineering Design 21006A002	Industrial Electronics II 17104A002	Industrial Maintenance II 13302A002	Machine Shop Technology II 13203A006					
	Robotics 21009A001	Wind Turbine Maintenance 21051A001	Mechatronics 13102A001	Robotics 21009A001					
	Emerging Technologies 21053A001	Emerging Technologies 21053A001	Wind Turbine Maintenance 21061A001	Precision Metal Production II 13055A002					
	Technology, Society, and Sustainability 21054A004	Technology, Society, and Sustainability 21054A004	Digital Electronics 21008A001	Emerging Technologies 21053A001					
	Aerospace Engineering 21013A001	Alternative Energy 18506A001							
	Digital Electronics 21008A001	Digital Electronics 21008A001							
	School Vo	ar 2023-2024 Undate	d 5/5/2023				2		



Fully articulated sequence of courses: Welding Pathway Example

Group	State Course Code	State Course Title	State Course Description
Group 1	22151A001	Career Exploration	Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and
			interests with the goal of helping them make informed decisions about their careers. These courses expose
			students to various sources of information on career and training options and may also assist them in
			developing job search and employability skills.
Group 1	21052A002	Introduction to	Introduction to Technology & Engineering is comprised of the following areas: Production, Transportation,
		Technology and	Communication, Energy Utilization and Engineering Design but is not limited to these areas only. This course
		Engineering	will cover the resources, technical processes, industrial applications, material sciences, technological impact
		(Industrial)	and occupations encompassed by that system.
Group 1	13052A001	Production Technology	Production Technology is a course designed to foster an awareness and understanding of manufacturing and
			construction technology. Through a variety of learning activities, students are exposed to many career
			opportunities in the production field. Experiences in manufacturing include product design, materials and
			processes, tools and equipment including computers, safety procedures, corporate structure, management,
			research and development, production planning, mass production, marketing, and servicing. In construction,
			students are exposed to site preparation, foundations, building structures, installing utilities, and finishing and
			servicing structures.
Group 1	11002A001	Communication	Communication Technology is a course designed to foster an awareness and understanding of the technologies
		Technology	used to communicate in our modern society. Students gain experience in the areas of design and drafting,
			radio and television broadcasting, computers in communication, photography, graphic arts, and
			telecommunications.
Group 1	20001A001	Transportation	Transportation Technology is a course designed to foster an awareness and understanding of the various
		Technology	transportation customs that make up our mobile society. Through laboratory activities, students are exposed
			to the technologies of and career opportunities involved in material handling, atmospheric and space
			transportation, marine transportation, terrestrial transportation, and computer uses in transportation
			technology.
Group 1	20101A001	Energy Utilization	Energy Utilization Technology is a course designed to foster an awareness and understanding of how we use
		Technology	energy in our industrial technological society. Areas of study include conversion of energy, electrical
			fundamentals, solar energy resources, alternate energy resources such as wind, water, and geothermal; fossil
			fuels, nuclear power, energy conservation, and computer uses in energy technology. Students use laboratory
			experiences to become familiar with current energy technologies.
Group 1	13001A001	Exploration of	Exploration of Manufacturing Occupations courses introduce and expose students to the career opportunities
		Manufacturing	pertaining to the processing and production of goods. Course topics vary and may include (but are not limited
		Occupations	to) systems pertinent to the manufacturing process, properties of various raw materials, and the methods used
			to transform materials into consumer products. Course activities depend upon the careers being explored;
			course topics may include entrepreneurship, labor laws, and customer service.
Group 2	21052A001	Foundations of	The course employs teaching/learning strategies that enable students to build their own understanding of new
		Technology	ideas. It is designed to engage students in exploring and deepening their understanding of "big ideas"
			regarding technology and apply technological processes to solve real problems and develop knowledge and
			skills to design, modify, use and apply technology in the following areas: engineering design, manufacturing
			technologies, construction technologies, energy & power, information & communication technologies and
			emerging technologies.

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CAREER PROGRAMS IN STEM AND MANUFACTURING (2023-2024)



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Instructional Sequence Fully articulated sequence of courses: Construction Model Program of Study

Course examples

Career Exploration (22151A001)

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job asench and employability skills.

Introduction to Technology and Industrial Engineering (21052A002)

Introduction to Technology and Engineering is composed of the following areas: production, transportation, communication, energy utilization, and engineering design, but is not limited to these areas only. This course will cover the resources, technical processes, industriat applications, material sciences, technological impact and occupations encompassed by that system.

Foundations of Technology (21052A001)

The course employs teaching/learning strategies that enable students to build their own understanding of new ideas. It is designed to engage students in exploring and deepening their understanding of "big ideas" regarding technology and apply technological processes to solve real problems and develop knowledge and skills to design, modify, use, and apply technology in the following areas: engineering design, manufacturing technologies, construction technologies, energy and power, information and communication technologies.

Beginning Construction (17001A001)

Beginning Construction course expose students to the opportunities available in construction-related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects and may engage in a variety of small projects.

Construction Trades I (12151A001)

This course provides experiences related to the erection, installation, and maintenance of residential buildings and related fixtures. Planned learning activities allow students to understand fundamental principles and methods and develop technical skills related to masonry, carpentry, and finish work. Instruction includes safety principles and practices. recognition of standard lumber sizes; foundation layout methods; building concepts and procedures; local, state, and national codes; cost estimating; and blueprint reading.

Construction Trades II (17002A002)

This course provides learning experiences related to the erection, instaliation, maintenance, and repair of building structures and related utilities. Student technical skill experiences include instruction and activities in safety principles and practices; predriming maintenance control functions; joining pipes; building water distribution lines and drains; installing and maintaining plumbing fixtures and systems; installing switch and outle boxes. [light fixtures and service entrances; roughing in and trimming out lecticial devices and appliances; preparing foundations and fordings; constructing residential chinneys and freplaces; laying, jointing, and pointing brick; and advanced building and construction methods and codes. All learning experiences are designed to allow the student to acquire job-entry skills and knowledge.

Architecture and Construction Workplace Experience (17998A003)

Architecture and Construction Workplace Experience courses provide work experience in a field related to the Architecture and Construction cluster. Goals must be set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses must include classroom instruction at least once per week, that involve further study of the field, discussion of relevant topics that are responsive to the workplace experience, and employability skill development. Workplace Experience courses must to taught by an approved work-based learning educatorcoordinator. These courses should be aligned to a Career Development Experience that could include Student-Ied Enterprises: School-based Enterprises; Immersion Supervised Agricultural Experiences: Clinical Experiences in Health Science and Technology programs; Interniships: and Apprenticeship programs. Including Youth Apprenticeships. Preapprenticeships.

Full sequence

	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses
-	7	ELA 7	Math 7	Science 7	Social Studies 7		Career Exploration
Mide	8	ELA 8	Math 8	Science 8	Social Studies 8		Introduction to Technology and Industrial Engineering
	9	ELA 9	Algebra I	NGSS Aligned Science 9	U.S. History		Foundations of Technology
	10	ELA 10	Geometry	NGSS Aligned Science 10	World History	All programs of study should meet local and state high school graduation	Beginning Construction
Secondary	11	ELA 11	Algebra II	Biology*	Economics	requirements and college entrance requirements. Participation in a Career and Technical Student Organization is also	Construction Trades I*
	12	Transitional English or English Composition*	TM Technical Math or TM STEM* or College Algebra*	Physics* or AP Physics	U.S. Government	important for developing appropriate skills and competencies.	Construction Trades II* Architecture & Construction Workplace Experience
ndary	13 14	English Composition"	English Composition" College Algebra** Si or Calculus Si			All programs of study should meet learner's career goals with regard to required degrees, licenses, certifications,	Continue required courses in learner's chosen area of
Postseco	15		Continue courses in learner's	or journey worker status. Participation in appropriate student organizations is also important for developing appropriate skills and competencies.	specialization to complete the desired certification and/ or credential.		
	16						

AP/dual credit opportunities
 Skip to next course in sequence if accomplished through credit transfer opportunity
 Postsecondary course arfiliated with Illinois Articulation Initiative Code



Work-Based Learning Authentic Learning Experiences

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

Team-based challenges and/or CTSOs; and

One or more of the following:

- 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
- Clinical experience

<u>Team-Based Challenge</u> A Team-Based Challenge should require students to utilize and demonstrate competency with work-based knowledge and skills as they work to solve an authentic work-based problem as members of a collaborative team.



Support Services





Academic Instruction and Supports

Facilitating successful student progression through challenging academic instruction

Programs of Study must include challenging academic instruction and student supports and interventions to facilitate successful student progression into and through required coursework and avoid remediation to the extent possible.

Purpose

- assists underserved, underrepresented, and special populations students to promote student success
- overcomes educational gaps and barriers
- reduces the need for remedial/developmental education
- incorporates challenging academic instruction

- ✓ POS program planning and improvement is guided by data
- ✓ Services offered to support underserved, underrepresented, and special populations students
- ✓ Information and resources regarding support services disseminated to counselors and staff
- ✓ POS partners engage in formal, purposeful reviews of past efforts and effective practices
- ✓ Counselors and staff 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
- ✓ Incorporation of Illinois Learning Standards



Recruitment and Access

Equitable Access

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

Purpose

- Accessible to all students
- Supports reduce need for remedial education

- Recruitment and access are guided by a recruitment and retention plan that is developed after a thorough review of student enrollment data. The review should analyze gaps in student participation and outcomes disaggregated by: Race, color, national origin, sex, disability and special populations
- ✓ Students have access to career exploration, academic advising, and support with transitions through the Program
- ✓ Students have access to comprehensive individualized support services, such as, but not limited to, childcare, transportation, and financial aid (where appropriate)
- ✓ Program ensures equal access to disabled and non-disabled students to CTE program
- Recruitment materials and promotional activities should be accessible for all individuals regardless of race, color, national origin, sex, disability, or age
- ✓ Reasonable accommodations are provided based on student need



Instructors

Qualified Instructors

Instructors within Programs of Study are qualified, collaborate with industry professionals, and engage in applicable professional learning.

Purpose

- Engage in professional learning opportunities
- Collaborate with business and industry professionals (apart of the Advisory Board)
- Meet all qualifications in compliance with ISBE rules

- ✓ Professional development is coordinated with others local reform initiatives/school improvement plans
- \checkmark Professional development is comprehensive and continuous
- ✓ Outcome of the CLNA is utilized for planning and development
- \checkmark Program improvement or expansion is supported
- ✓ Best practices from local, regional, state and national sources is shared with instructors
- \checkmark Hands-on application with tools to impact the classroom
- ✓ Implementation of professional development strategies and/or best practices



Facilities and Equipment

Up-to-date equipment, materials, and accessible facilities

Purpose

- Adheres to accessibility standards
- Provides equal access to all students
- Compares in nature for all students, and students with all abilities and disabilities
- Supports the student learning objectives of the POS and match that of the local industry **Expectations**
- Professional development on elements of accessibility such as program accessibility and facility accessibility (ADA)
- ✓ Designated Coordinator for Section 504 and Title II (ADA)
- Consultation with business and industry to ensure facility and equipment alignment to industry standards



Resources





ILLINOIS CTE SECONDARY PROGRAM OF STUDY EXPECTATIONS TOOL COLLEGE & CAREER: PROGRAM OF STUDY





