

CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Continuous Improvement in CTE Programs of Study

Webinar
March 18, 2020

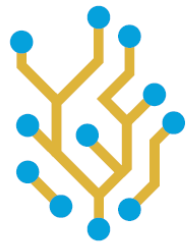


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While we are waiting for everyone to join the webinar, remember when...

- You had a teacher that brought a subject to life.
- You took a course that made academic subjects applicable to real life.
- You learned real life lessons through an unexpected situation.
 - What made these situations memorable?
 - What strategies or practices made these situations engaging and effective?
- Add your comments/thoughts about these questions in the Chat Box.





**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

ISBE CTE and Innovation Department

(217) 524-4832

General questions on the CLNA process and systems, as well as changes occurring with Perkins V – cte@isbe.net

Health Science – Whitney Mehaffy – wmehaffy@isbe.net

Tech/Engineering – Steve Parrott – sparrott@isbe.net

School Counseling – Heather Strom – hstrom@isbe.net

Ag – Erica Thieman – ethieman@isbe.net

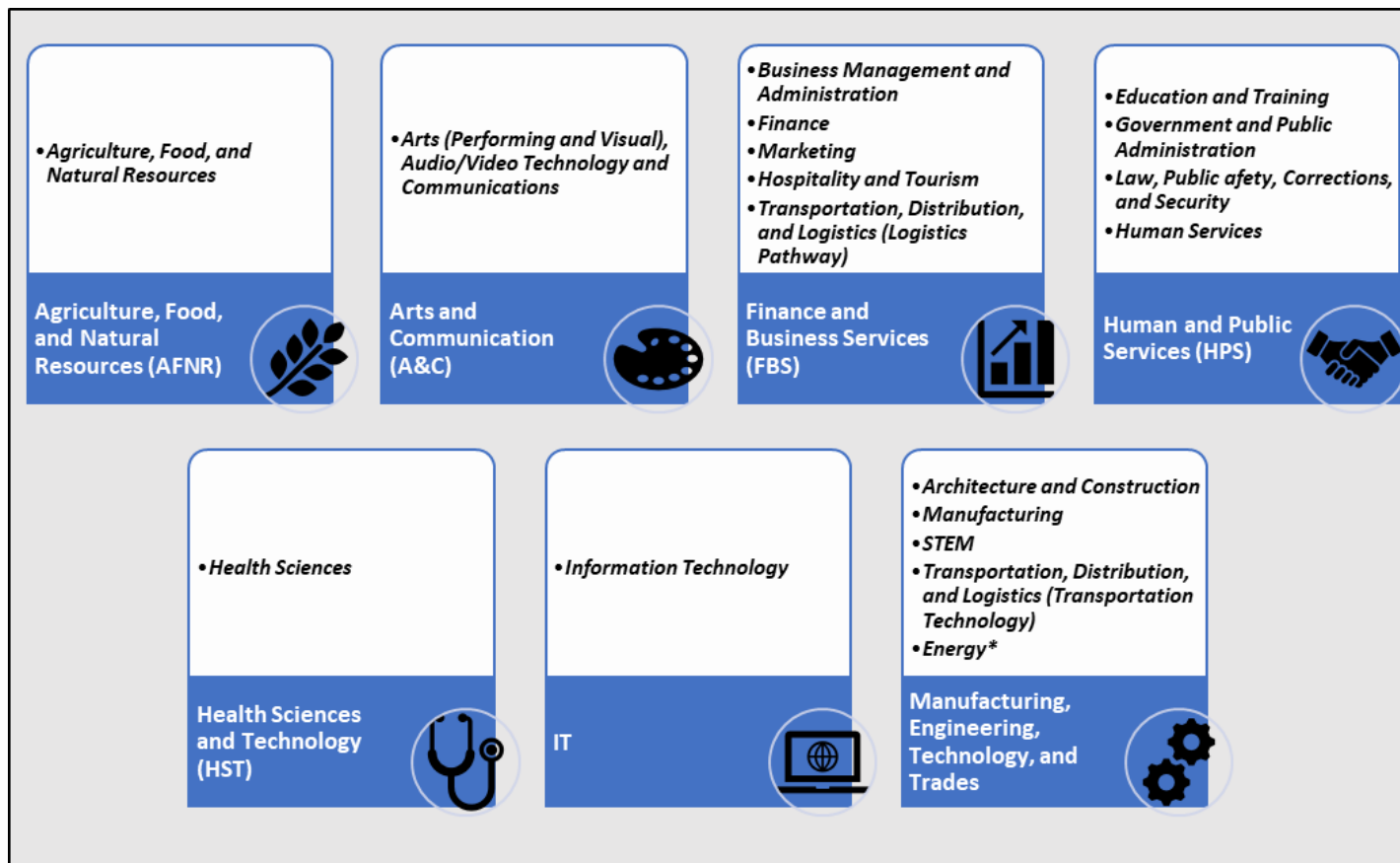
Human/Public Serv – Kristina Valentine – kvalenti@isbe.net

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Career and Technical Education Programs of Study



New Program of Study Models

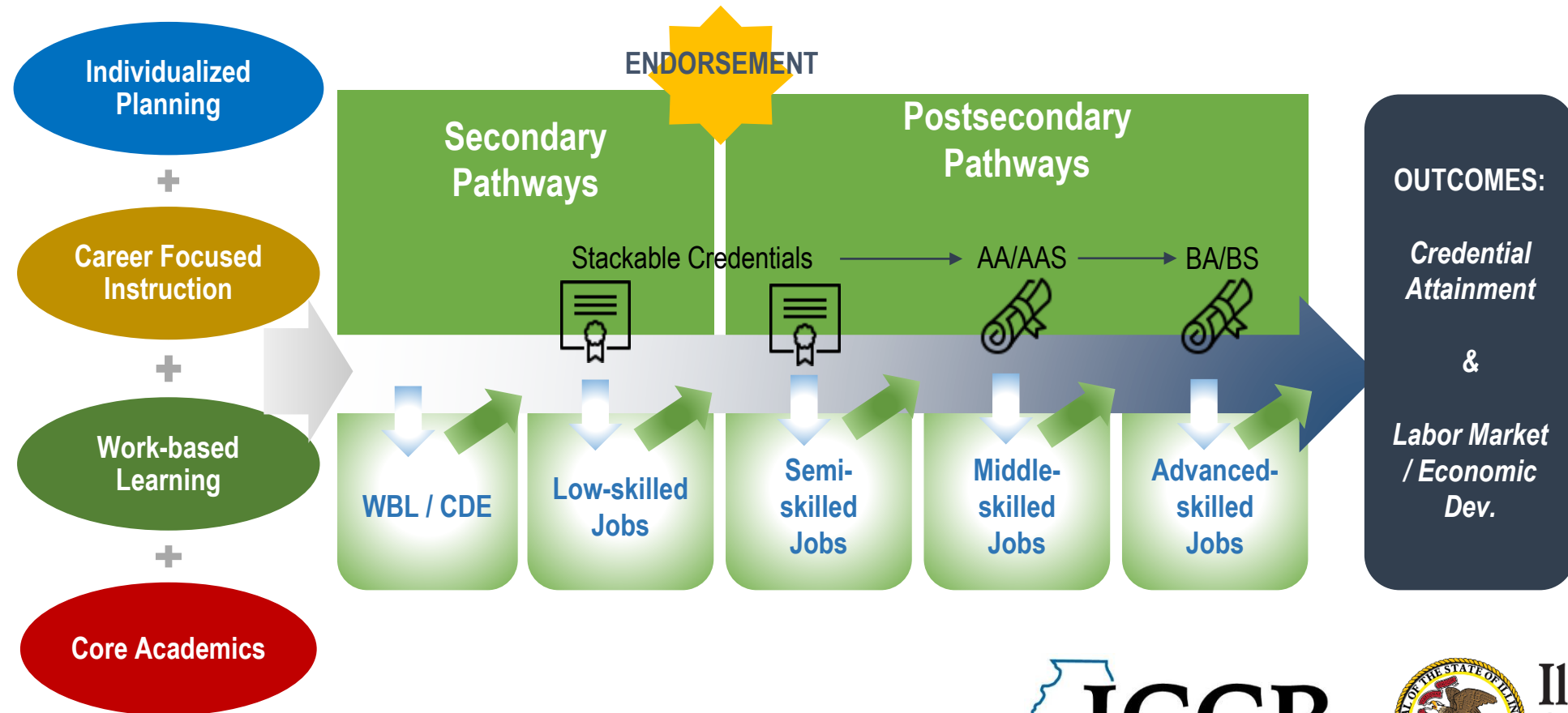
- Health Care
- Information Technology
- Manufacturing
- Education



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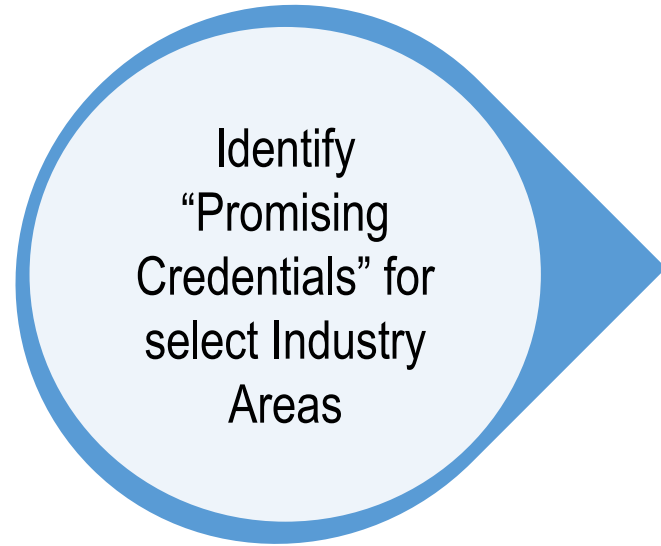
Career Connected Learning
for All Students

Program of Study Alignment to a College and Career Pathways and Endorsement



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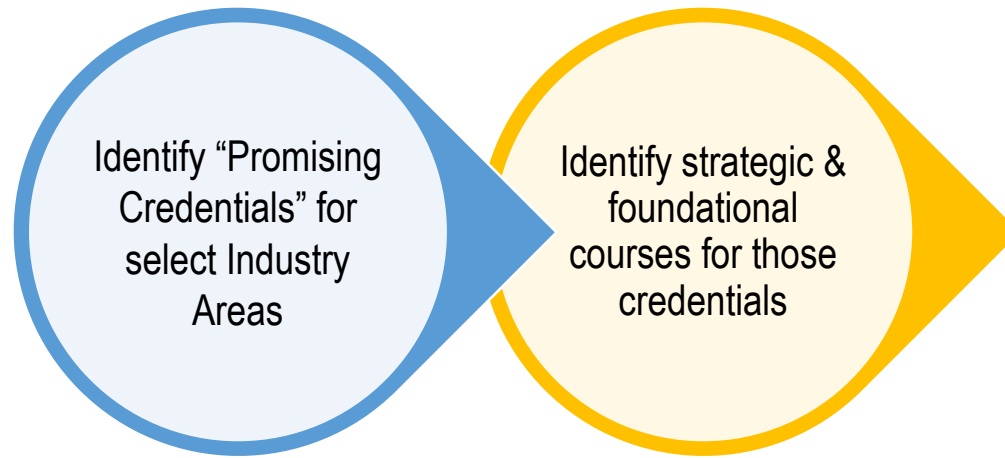
Backwards Map Analysis



Promising Credential in a Selected Industry

Leads to High Priority Occupations, Living Wage Accessibility, Clearly mapped program paths with stackable credentials and multiple entry and exit points

Backwards Map Analysis



Promising Credential in a Selected Industry

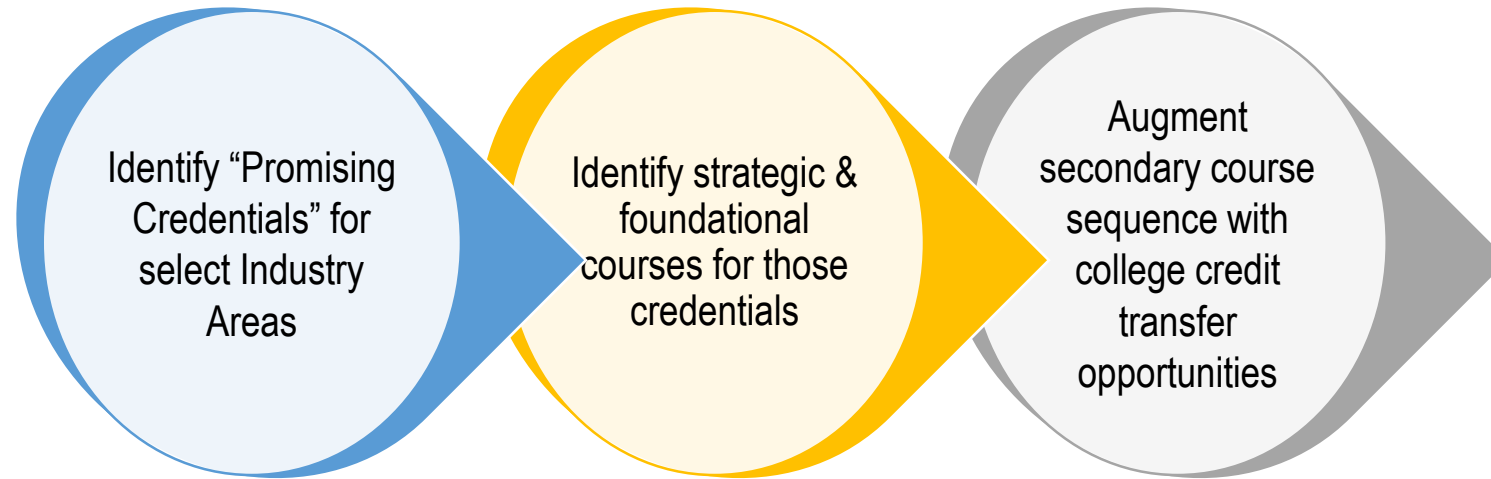
Leads to High Priority Occupations, Living Wage Accessibility, Clearly mapped program paths with stackable credentials and multiple entry and exit points

Identify Strategic Foundational Courses

Find career-focused courses that map to multiple credentials within an industry and can be accessed for credit transfer opportunities at secondary level

Recommend core subject sequences that can map down to TM placements or credit transfer opportunities

Backwards Map Analysis



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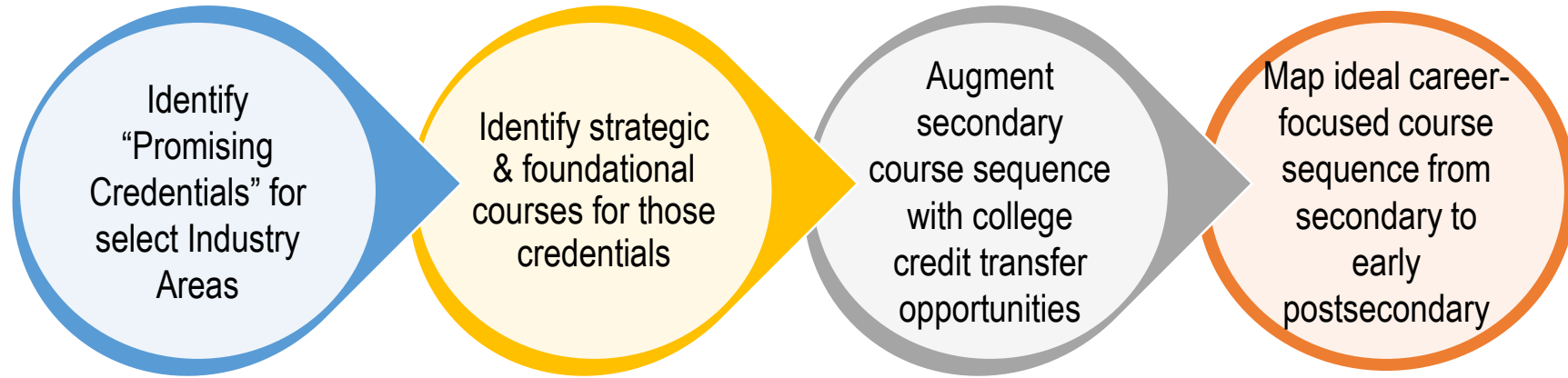
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Recommend core subject sequences that can map down to TM placements or credit transfer opportunities

College Credit Transfer Opportunities

Target additional dual credit or AP courses based on likeliness of student eligibility, teacher certification in dual credit, and accessibility for Dual Enrollment no later than junior year

Backwards Map Analysis



Promising Credential in a Selected Industry

Leads to High Priority Occupations, Living Wage Accessibility, Clearly mapped program paths with stackable credentials and multiple entry and exit points

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Find career-focused courses that map to multiple credentials within an industry and can be accessed for credit transfer opportunities at secondary level

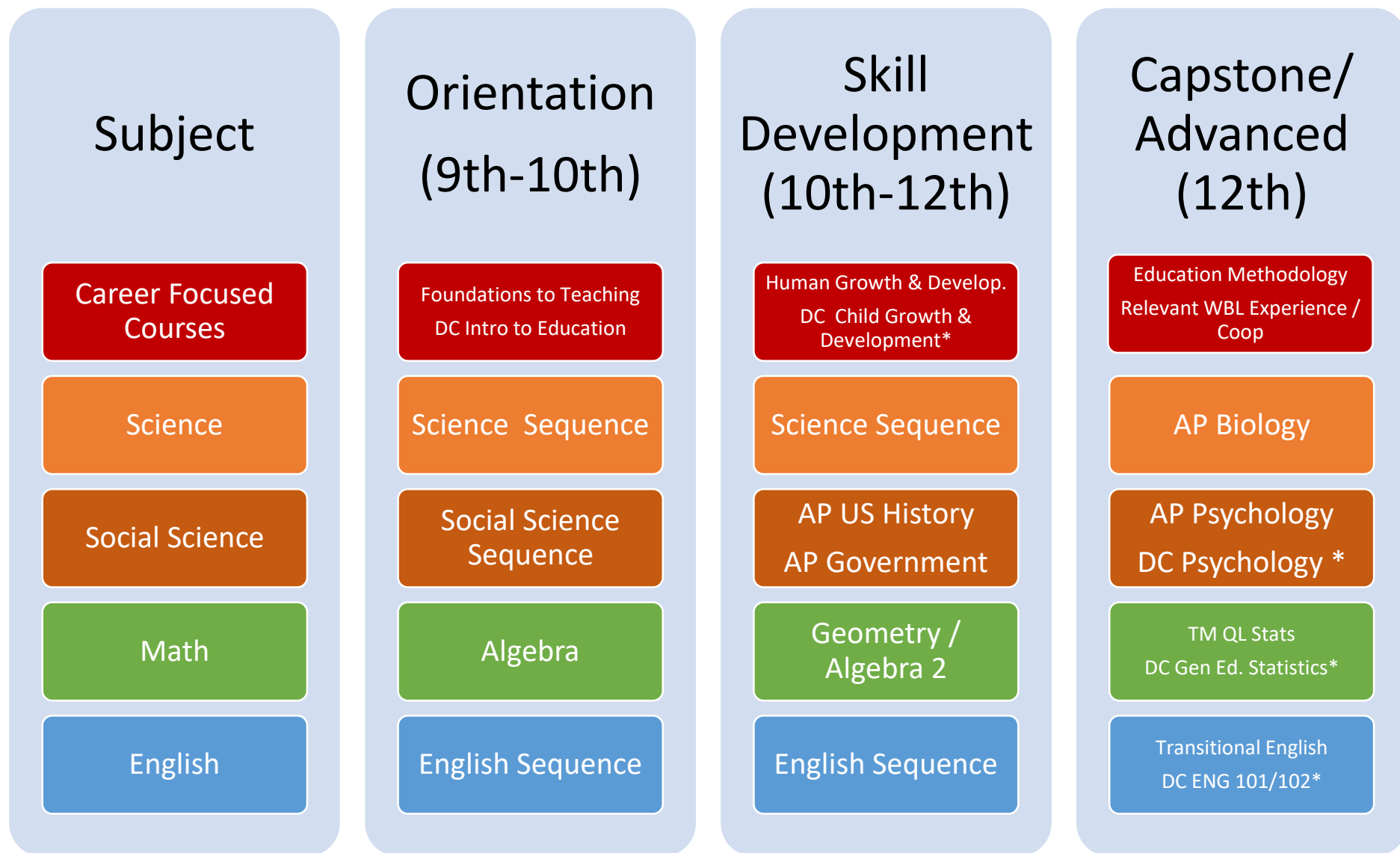
Recommend core subject sequences that can map down to TM placements or credit transfer opportunities

College Credit Transfer Opportunities

Target additional dual credit or AP courses based on likeliness of student eligibility, teacher certification in dual credit, and accessibility for Dual Enrollment no later than junior year

Focused Secondary Course Sequence

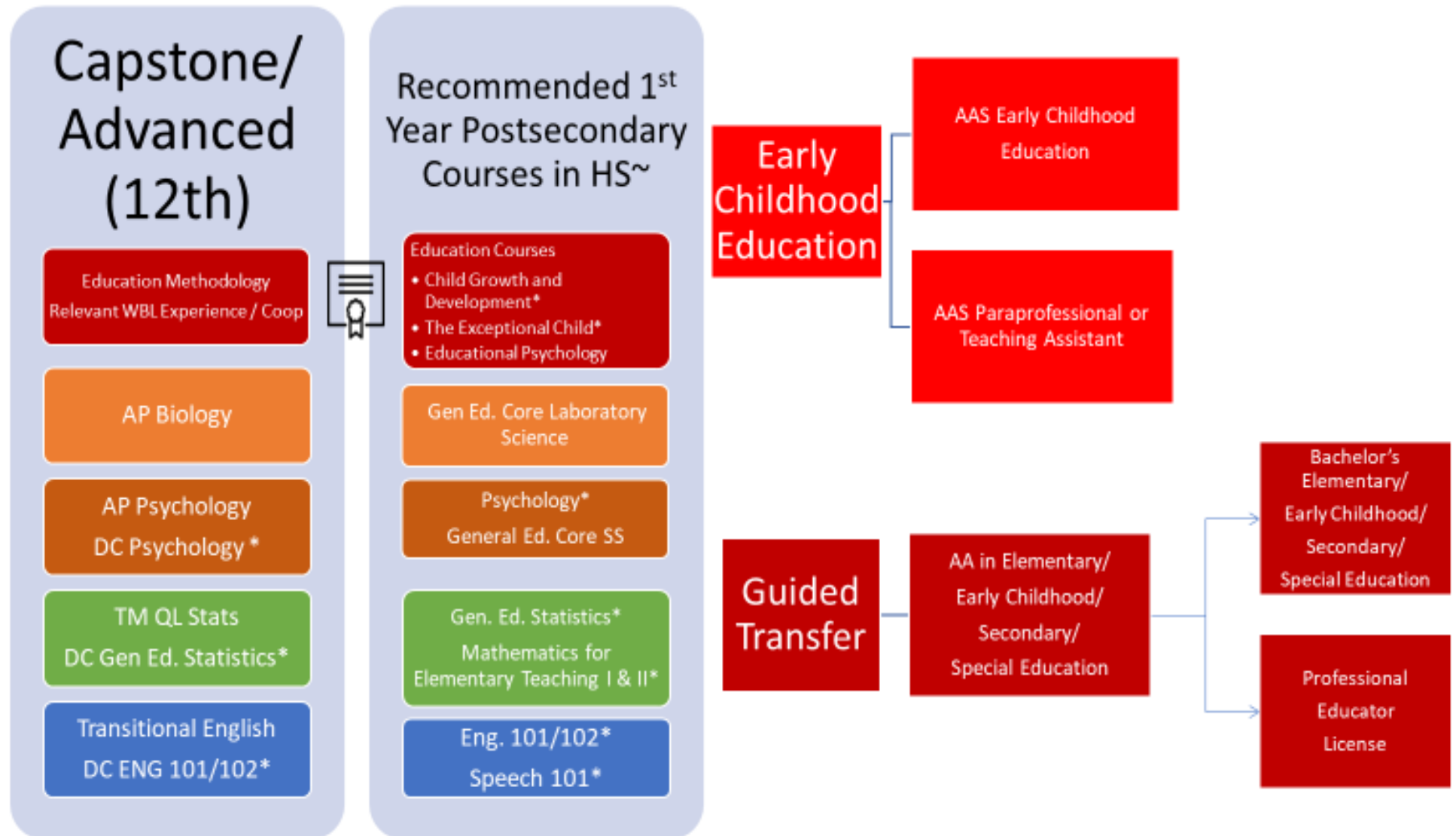
Consider typical scheduling practices, build in work-based learning or capstone opportunities, and maintain flexibility throughout HS and first 1-2 years of ensuring multiple entry and exit points



* Indicates a Dual Credit Course Affiliated with an IAI Course Code



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* IAI Course

~If accomplished through early college credit students should take the next required course in the subject or, if none, additional AAS or Major Course

EDUCATION PROGRAM OF STUDY MATRIX: MIDDLE -HIGH SCHOOL-POSTSECONDARY

This Career Program of Study can serve as a guide, along with other career planning materials, as learners continue along 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. The program of study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. Additional career exploration opportunities should also be offered at upper elementary grade levels to promote higher engagement and learner focus in subsequent years.

Engagement and learner goals in subsequent years:								Sample Occupations	
	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses		
Student Success Plans outlining career goals should be utilized through the advisement process.								Occupations Requiring on-the-job training or Industry-Recognized Credential -Behavioral Technician -Child Care Worker -Teacher Aide/Assistant -After-school Child Care Teacher -Youth Enrichment Instructor	
Middle School	7	ELA 7	Math 7	Science 7	Social Studies 7		Career Exploration		
	8	ELA 8	Math 8	Science 8	Social Studies 8		Employability Skills		
Courses with an asterisk () indicate the potential for exploring credit transfer opportunities with local community colleges*									
Secondary	9	ELA 9	Algebra I	NGSS Aligned Science 9	United States History	All programs of study should meet local and state high school graduation requirements and college entrance requirements. Participations in a CTSO are also important for developing appropriate skills and competencies.	Human Services Career Exploration	Occupations Requiring an Associate's Degree: -Early Childhood Educator -Paraprofessional Educator	
	10	ELA 10	Geometry	NGSS Aligned Science 10	World History or Economics		Foundations to Teaching or DC Introduction to Education*		
	11	ELA 11	Algebra II	Biology* or AP Biology	American Government* or AP Government		Human Growth and Development or DC Child Growth & Development*	Occupations Requiring a Bachelor's Degree: -Behavioral Therapist -Career and Technical Education Teacher -Education Consultant -Elementary School Teacher -Middle School Teacher -Secondary School Teacher -Special Education Teacher -Curriculum Sales Associate	
	12	Transitional English or DC ENG 101/102*	TM QL & Statistics or DC Gen Ed Statistics*	Physics* or AP Physics	Psychology* or AP Psychology		Education Methodology Instructional Technology Education Workplace Experience		
Courses with a double asterisk () indicate courses that might have already been met with an appropriate dual credit agreement**									
Postsecondary	13	English Composition**	Gen Ed Math** or Gen Ed Statistics	Biology** or Physics**	Psychology** or Human Growth & Development**	All programs of study should meet learners' career goals with regards to required degrees, licenses, certifications or journey worker status. Participations in appropriate student organizations are also important for developing appropriate skills and competencies.	Continue required courses in learners' chosen area of specialization to complete the desired certification and/or credential.	Occupations Requiring an Advanced Degree: -Curriculum Developer -Instructional Coordinator -Postsecondary Teacher -School Administrator -Superintendent -School Counselor	
	14	Speech or Oral Communication	Statistics or Calculus	Earth Science	Sociology				
	15	Continue courses in learners' chosen area of specialization							
	16								

	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses	Sample Occupations
Student Success Plans outlining career goals should be utilized through the advisement process.								Occupations Requiring on-the-job training or Industry-Recognized Credential -Behavioral Technician -Child Care Worker -Teacher Aide/Assistant -After-school Child Care Teacher -Youth Enrichment Instructor
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	11	ELA 11	Algebra II	Biology* or AP Biology	American Government* or AP Government		Human Growth and Development or DC Child Growth & Development*	
	12	Transitional English or DC ENG 101/102*	TM QL & Statistics or DC Gen Ed Statistics*	Physics* or AP Physics	Psychology* or AP Psychology		Education Methodology* Education Workplace Experience	
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	14	Speech or Oral Communication	Statistics or Calculus	Earth Science	Sociology			
	15	Continue courses in learners' chosen area of specialization						
	16							

Districts have options of entry points based on local needs

- Encourage planning that aligns core subject sequences and career and technical courses to emphasize college and career readiness

	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses
Student Success Plans outlining career goals should be utilized through the advisement process.							
Middle School	7	ELA 7	Math 7	Science 7	Social Studies 7		Career Exploration
	8	ELA 8	Math 8	Science 8	Social Studies 8		Employability Skills
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Secondary	9	ELA 9	Algebra I	NGSS Aligned Science 9	United States History	All programs of study should meet local and state high school graduation requirements and college entrance requirements. Participations in a CTSO are also important for developing appropriate skills and competencies.	Human Services Career Exploration
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	11	ELA 11	Algebra II	Biology* or AP Biology	American Government* or AP Government		Human Growth and Development or DC Child Growth & Development*
	12	Transitional English or DC ENG 101/102*	TM QL & Statistics or DC Gen Ed Statistics*	Physics* or AP Physics	Psychology* or AP Psychology		Education Methodology Instructional Technology Education Workplace Experience

	12	Transitional English or DC ENG 101/102*	TM QL & Statistics or DC Gen Ed Statistics*	Physics* or AP Physics	Psychology* or AP Psychology
Courses with a double asterisk () indicate courses that might have already been n					
P o s t s e c o n d a r y	13	English Composition**	Gen Ed Math** or Gen Ed Statistics	Biology** or Physics**	Psychology** or Human Growth & Development**
	14	Speech or Oral Communication	Statistics or Calculus	Earth Science	Sociology
	15	Continue courses in learners' chosen area of specialization			
	16				

- Provide guidance and planning for seamless course sequencing and increased credit transfer opportunities

Category	IAI	Course Title	SUM
Communications	C2900	Oral Communication / Speech 101	25
	MC904	Intercultural Communication	2
	MC901	Interpersonal Communication	2
English/ Writing	C1900	Composition 1	40
	C1901R	Composition	11
Math	M1904	General Education Mathematics	11
		College Algebra	9
	M1902	General Education Statistics	8
	M1901	Quantitative Literacy	3
		Technical Math	2
Science		Human Anatomy/Physiology 1 of 2	34
		Human Anatomy/Physiology 2 of 2	32
	P1902L	General Education Chemistry	19
		Human Anatomy and Physiology Combined	18
		Microbiology	17
		Medical Terminology	15
	L1900L	General Biology for Non-Majors	14
	L1910L	General Biology for Majors	12
	L1904L	Human Biology	5
	P1900	General Education Physics	1
Social Science	S6900	General Psychology	33
	S7900	Introduction to Sociology	11
	S6902	Life-span Developmental Psychology	9
	S6903	Child Psychology	2

Sample Occupations
Occupations Requiring on-the-job training or Industry-Recognized Credential -Behavioral Technician -Child Care Worker -Teacher Aide/Assistant -After-school Child Care Teacher -Youth Enrichment Instructor
Occupations Requiring an Associate's Degree: -Early Childhood Educator -Paraprofessional Educator
Occupations Requiring a Bachelor's Degree: -Behavioral Therapist -Career and Technical Education Teacher -Education Consultant -Elementary School Teacher -Middle School Teacher -Secondary School Teacher -Special Education Teacher -Curriculum Sales Associate
Occupations Requiring an Advanced Degree: -Curriculum Developer -Instructional Coordinator -Postsecondary Teacher -School Administrator -Superintendent -School Counselor

Career opportunities available at various exit points

Occupations Requiring on-the-job training or Industry-Recognized Credential

-Behavioral Technician
 -Child Care Worker
 -Teacher Aide/Assistant
 -After-school Child Care Teacher
 -Youth Enrichment Instructor

Occupations Requiring an Associate's Degree:

-Early Childhood Educator
 -Paraprofessional Educator

Occupations Requiring a Bachelor's Degree:

-Behavioral Therapist
 -Career and Technical Education Teacher
 -Education Consultant
 -Elementary School Teacher
 -Middle School Teacher
 -Secondary School Teacher
 -Special Education Teacher
 -Curriculum Sales Associate

Occupations Requiring an Advanced Degree:

-Curriculum Developer
 -Instructional Coordinator
 -Postsecondary Teacher
 -School Administrator
 -Superintendent
 -School Counselor

- Allow flexibility and exit points for students as they progress through the career pathway



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CTE Course Codes, Titles, Definitions		
State Codes	Course Title	Course Definitions
	Human Services Career Exploration (Orientation)	Human Services Career Exploration courses introduce and expose students to the career opportunities pertaining to the provision of personal and consumer services for other human beings. Course topics vary and may include (but are not limited to) caring for others, education, cosmetology, apparel/textiles, entrepreneurship, labor laws, and customer service. Course activities depend upon the careers being explored.
	Foundations to Teaching (Introductory)	This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.
	Human Growth and Development (Introductory)	This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, change, stress, neglect and abuse, and care of the care-giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course.
	Educational Methodology (Skills)	This course provides opportunity for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio.
	Instructional Technology (Advanced)	Instructional Technology courses address the implementation of technical devices and processes that are used to improve and facilitate learning. Content includes, but is not limited to, productivity tools, interactive multimedia, communications, educational software and hardware, instructional applications, and ethical, legal, social, and professional issues.
	Education—Workplace Experience (Capstone)	Education—Workplace Experience courses provide students with work experience in fields related to education. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

NURSING PROGRAM OF STUDY MATRIX: MIDDLE -HIGH SCHOOL-POSTSECONDARY (FULL SEQUENCE)								
This Career Program of Study can serve as a guide, along with other career planning materials, as learners continue along 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. The program of study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. Additional career exploration opportunities should also be offered at upper elementary grade levels to promote higher engagement and learner focus in subsequent years.								
	Grade	English	Math	Science	Social Studies	Required Courses, Electives, and Learner Activities	Career and Technical Courses	Sample Occupations
Student Success Plans outlining career goals should be utilized through the advisement process.								Occupations Requiring on-the-job training or Industry-Recognized Credential -Certified Nursing Assistant -Geriatric Aide -Home Health Aide -Hospice Aide -Nurse Aide -Patient Care Technician
Middle School	7	ELA 7	Math 7	Science 7	Social Studies 7		*Career Exploration	
	8	ELA 8	Math 8	Science 8	Social Studies 8		*Employability Skills	
Courses with an asterisk () indicate the potential for exploring credit transfer opportunities with local community colleges*								
Secondary	9	ELA 9	Algebra I	NGSS Aligned Science 9	United States History	All programs of study should meet local and state high school graduation requirements and college entrance requirements. Participations in a CTSO are also important for developing appropriate skills and competencies.	Orientation to Health Occupations*	Occupations Requiring an Associate's Degree: -Licensed Practical Nurse -Critical Care Technician -Clinical Operations Coordinator
	10	ELA 10	Geometry	NGSS Aligned Science 10	American Government		Health Occupations Introductory Skills Medical Terminology* Anatomy & Physiology for Health Sciences*	
	11	ELA 11	Algebra II	Biology* or AP Biology	World History or Economics		Introduction to Pathophysiology and Pharmacology	
	12	Transitional English or DC ENG 101/102*	TM Quantitative Literacy & Statistics or DC Gen Ed Math*	Anatomy & Physiology* or Chemistry*	Psychology* or AP Psychology		Nursing Assistant* Therapeutic Services Workplace Experience	Occupations Requiring a Bachelor's Degree: -Medical Case Manager -Nurse Consultant -Registered Nurse -Research Nurse
Courses with a double asterisk () indicate courses that might have already been met with an appropriate dual credit agreement**								
Postsecondary	13	English Composition**	Gen Ed Math or General Statistics	Biology** or Microbiology	Psychology** or Human Growth & Development	All programs of study should meet learners' career goals with regards to required degrees, licenses, certifications or journey worker status. Participations in appropriate student organizations are also important for developing appropriate skills and competencies.	Continue required courses in learners' chosen area of specialization to complete the desired certification and/or credential.	Occupations Requiring an Advanced Degree: -Clinical Nurse Educator -Clinical Nurse Specialist -Director of Nursing -Family Nurse Practitioner -Nurse Anesthetist -Nurse Midwife -Psychiatric Nurse Practitioner -Public Health Nurse
	14	Speech or Oral Communication	Statistics or Calculus	Chemistry	Sociology			
	15	Continue courses in learners' chosen area of specialization						
	16							

- Provides guidance and support in documenting and planning components of a quality program

Additional Learning Opportunities Continuum			
Early Career Opportunities Learning about work	Credit Transfer & WBL Opportunities	Industry Recognized Credentials	Student Organization
<input type="checkbox"/> Career Planning	<input type="checkbox"/> Dual Enrollment / Dual Credit	<input type="checkbox"/> Certification / License	<input type="checkbox"/> Business Professionals of America (BPA)
<input type="checkbox"/> Career Fairs	<input type="checkbox"/> Advanced Placement	<input type="checkbox"/> Certification / License	<input type="checkbox"/> Future Business Leaders of America (FBLA)
<input type="checkbox"/> Industry Speakers	<input type="checkbox"/> Articulated Credit	<input type="checkbox"/> Other	<input type="checkbox"/> Family, Career and Community Leaders of America
<input type="checkbox"/> Informational Interviews	<input type="checkbox"/> Pre-Apprenticeship		<input type="checkbox"/> Future Farmers of America - Illinois (FFA)
<input type="checkbox"/> Career Presentations	<input type="checkbox"/> Clinical Experiences		<input type="checkbox"/> Illinois DECA
<input type="checkbox"/> Worksite Tours	<input type="checkbox"/> Project-based Learning		<input type="checkbox"/> Future Health Professionals (HOSA)
<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> Other		<input type="checkbox"/> Skills USA Illinois
<input type="checkbox"/> Internships			<input type="checkbox"/> Technology Student Association (TSA)
<input type="checkbox"/> Job Shadow			<input type="checkbox"/> Other
<input type="checkbox"/> Other			List Other:

Feeder Middle School(s):	
College/Universities and Articulated Credit Agreements:	
LEA Additional Graduation Requirements	

Early Career Opportunities Learning about work	Credit Transfer & WBL Opportunities
<input type="checkbox"/> Career Planning	<input type="checkbox"/> Dual Enrollment / Dual Credit
<input type="checkbox"/> Career Fairs	<input type="checkbox"/> Advanced Placement
<input type="checkbox"/> Industry Speakers	<input type="checkbox"/> Articulated Credit
<input type="checkbox"/> Informational Interviews	<input type="checkbox"/> Pre-Apprenticeship
<input type="checkbox"/> Career Presentations	<input type="checkbox"/> Clinical Experiences
<input type="checkbox"/> Worksite Tours	<input type="checkbox"/> Project-based Learning
<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> Other
<input type="checkbox"/> Internships	
<input type="checkbox"/> Job Shadow	
<input type="checkbox"/> Other	

Industry Recognized Credentials	Student Organization
<input type="checkbox"/> Certification / License	<input type="checkbox"/> Business Professionals of America (BPA)
<input type="checkbox"/> Certification / License	<input type="checkbox"/> Future Business Leaders of America (FBLA)
<input type="checkbox"/> Other	<input type="checkbox"/> Family, Career and Community Leaders of America
	<input type="checkbox"/> Future Farmers of America - Illinois (FFA)
	<input type="checkbox"/> Illinois DECA
	<input type="checkbox"/> Future Health Professionals (HOSA)
	<input type="checkbox"/> Skills USA Illinois
	<input type="checkbox"/> Technology Student Association (TSA)
	<input type="checkbox"/> Other
	List Other:



Pause for Questions



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Approved Secondary Program Review

Career Cluster	CIP	Action
Agriculture, Food and Natural Resources	01.0000 - Agriculture, General.	Maintain
Agriculture, Food and Natural Resources	01.0101 - Agricultural Business and Management, General.	Maintain
Agriculture, Food and Natural Resources	01.0201 - Agricultural Mechanization, General.	Maintain
Agriculture, Food and Natural Resources	01.0401 - Agricultural and Food Products Processing.	New
Agriculture, Food and Natural Resources	01.0601 - Applied Horticulture/ Horticulture Operations, General.	Maintain
Agriculture, Food and Natural Resources	01.0901 - Animal Sciences, General.	New
Agriculture, Food and Natural Resources	03.0101 - Natural Resources/ Conservation, General.	Maintain
Agriculture, Food and Natural Resources	15.0507 - Environmental/ Environmental Engineering Technology/Technician.	New
Architecture and Construction	15.1301 - Drafting and Design Technology/Technician, General.	Maintain
Architecture and Construction	46.0000 - Construction Trades, General.	Maintain
Architecture and Construction	46.0302 - Electrician.	Maintain
Architecture and Construction	46.0401 - Building/Property Maintenance.	Maintain
Architecture and Construction	47.0201 - Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	Maintain

Architecture and Construction	47.0302 - Heavy Equipment Technology/Technician.	Maintain
Architecture and Construction	46.0301 - Electrical and Power Transmission Installation/Installer, General.	Retired/Discontinued, coursework offered in 46.0302 - Electrician.
Architecture and Construction	46.0503 - Plumbing Technology/Plumber.	Retired/Discontinued, coursework offered in 46.0000 - Construction Trades, General.
Arts, Audio/Video Technology and Communications	10.0301 - Graphic Communications, General.	New
Arts, Audio/Video Technology and Communications	10.0202 - Radio and Television Broadcasting Technology/Technician.	Maintain
Arts, Audio/Video Technology and Communications	50.0406 - Commercial Photography.	Maintain
Arts, Audio/Video Technology and Communications	10.0303 - Prepress/Desktop Publishing and Digital Imaging Design.	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Arts, Audio/Video Technology and Communications	50.0102 - Digital Arts	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Arts, Audio/Video Technology and Communications	50.0402 - Commercial and Advertising Art.	Retired/Discontinued, coursework offered in 10.0301 - Graphic Communications, General.
Business, Management and Administration	52.0201 - Business Administration and Management, General.	New

Considerations during the CIP Review:

- Positive prospects to the long-term employment projections for Illinois Department of Economic Security and the U.S. Bureau of Labor Statistics
- Alignment to a high-skill, high-wage, and in-demand career pathway
- Student enrollment
- Multiple entry and exit points

Proposed Update CTE Program Matrices

Starting in school year 2020-2021, there will be five levels of CTE courses (previously there were only three):

- **Group 1 Orientation Courses:** Exploratory coursework, could be offered at the secondary level or prior-to-secondary in 7th or 8th grade.
- **Group 2 Introductory Courses:** Introductory coursework for the program of study.
- **Group 3 Skills Courses:** More in-depth courses for program concentrators.
- **Group 4 Advanced Courses:** More advanced courses for learners completing a program of study to allow for specialization.
- **Group 5 Workplace Experience:** Similar model to the existing Cooperative Education coursework that is designed to give students relevant work experience within their program of study.

CAREER PROGRAMS IN INFORMATION TECHNOLOGY (PROPOSED FEBRUARY 2020)

CAREER CLUSTER	Information Technology	Information Technology	Information Technology	Information Technology
CIP	11.0201	11.0701	11.0801	11.0901
PROGRAM TITLE	Computer Programming/ Programmer, General	Computer Science	Web Page, Digital/ Multimedia and Information Resources Design	Computer Networking
	GROUP 1: ORIENTATION COURSES (Minimum Selection: One course from Group 1 or 2)			
ORIENTATION COURSES	Introduction to Computer Technology	Introduction to Computer Technology	Introduction to Computer Technology	Introduction to Computer Technology
	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy
	Keyboarding & Formatting	Keyboarding & Formatting	Keyboarding & Formatting	Keyboarding & Formatting
	GROUP 2: INTRODUCTORY COURSES			
INTRODUCTORY COURSES	Computer Concepts and Software Applications	Computer Concepts and Software Applications	Computer Concepts and Software Applications	Computer Concepts and Software Applications
	Computer and Information Technology	Computer and Information Technology	Computer and Information Technology	Computer and Information Technology
	Exploring Computer Science	Exploring Computer Science	Exploring Computer Science	Exploring Computer Science
	GROUP 3: SKILLS COURSE (Minimum Selection 1)			
SKILLS COURSE	Computer Operations and Programming 1	Computer Sciences Principles	Webpage and Interactive Media Development 1	Computer Networking 1
	GROUP 4: ADVANCED COURSES			
ADVANCED COURSES	Computer Operations and Programming 2	Information Management	Webpage and Interactive Media Development 2	Computer Networking 2
	Artificial Intelligence	Database Management and Data Warehousing	Interactive Media	Cybersecurity
	C++ Programming	Database Applications	Telecommunications	Essentials of Network Operating Systems
	Java Programming	Computer Forensics	Mobile Applications	Computer Forensics
	GROUP 5: WORKPLACE EXPERIENCE COURSES			
WORKPLACE EXPERIENCE	Computer Programming—Workplace Experience	Information Technology—Workplace Experience	Media Technology—Workplace Experience	Networking Systems—Workplace Experience



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CTE Program Concentrator

Starting in school year 2020-2021, to be considered a CTE Program Concentrator, a student **MUST** do the following:

- Complete at least two courses from Levels 2-5.
- The Level 5 Workplace/Experience/Capstone is recommended but not required by ISBE.

Approved CTE Program

Starting in school year 2020-2021, for a school's CTE program to be considered for state and federal CTE funding, a Program must at minimum provide the following:

- One course from Group 1 or 2
- At least one course from Group 3
- Meet all other requirements of program size, scope, and quality within the timeframes outlined in the final, approved Illinois Perkins V State Plan.
 - “Program” includes all of the CTE coursework offered either through one educational entity or through joint agreements at multiple educational entities
 - Guidance forthcoming for Area Career Centers and Regional Programs regarding Group 1/2 requirement (often offered at Home Schools)



Pause for Questions



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Size, Scope, and Quality

Size

- Implement at least one state-approved CTE program.
- Aligned to state, regional, or local in-demand 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

Scope

- Meets Federal definition of Program of Study
- Provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- Program of Study must be specified through curricular development, evaluation, and revision
- Program of Study defined in consultation with all stakeholders, including business and industry

Quality

9 components

- Development and Engagement
- Employer-Informed Competencies and Skills
- Academic Instruction and Support
- Recruitment and Access
- Instructional Sequence
- Work-Based Learning
- Instructors
- Facilities and Equipment
- Continuous Improvement



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Secondary Program of Study Approval Process

1. CLNA

The Comprehensive Local Needs Assessment for the Local Education Agency must demonstrate need for the program.

2. Labor Market Need

Sufficient local labor market data and/or documentation of local or region industry support must be provided to justify need.

3. EFE Region Approval

CLNA and labor market data or letters of support are presented to the Education for Employment region for approval.

4. ISBE Final Approval

If the EFE approves the application, it will be forwarded to ISBE for final approval.



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Secondary – Education and Employer Program Approval Collaboration

Program of Study Approval Process

- Secondary applicant will convene local or joint advisory committee to review program of study components, including work-based learning.
- The program of study must be responsive to workforce needs as discussed by advisory committee.
- Advisory Committee includes postsecondary, local workforce/industry, parents, teachers, and others.

Local Needs Assessment Completion

- Local applicants will consult with necessary postsecondary institutions and employers to provide the following:
- Program size and enrollment must be supported with labor market information.
- The Scope component requires alignment with industry needs.
- The Quality component requires local applicants to address integration of work-based learning in programs of study.

Comprehensive Local Needs Assessment (CLNA)

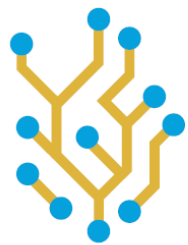
- Secondary and postsecondary institutions must all sign assurances that all parties agree to the information presented in the local needs assessments and that they will collaborate to address items surfaced in the needs assessment.

Strategies to Support Collaboration

- Braiding of Funding
- Regional Networking and Planning Events
- Technical Assistance through Development of Local Resources
- Professional Learning and Facilitated Networking Opportunities



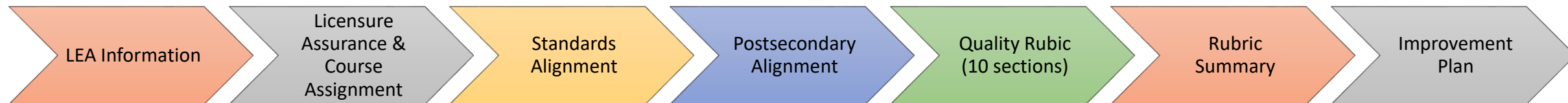
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Secondary – Continuous Quality Improvement (Program Quality Review)



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Secondary – Program Quality Components

1. Standards-Aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Effective CTE Staff
4. Facilities
5. Equipment, Technology, and Materials
6. Student Career Development (Essential Employability Skills)
7. Career and Technical Student Organizations (CTSOs) or Team-Based Challenges
8. Business and Community Partners
9. Work-Based Learning
10. Data and Program Improvement

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Standards-Aligned and Integrated Curriculum	0	1	2	3
a) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.				
b) The curriculum is based on state adopted, industry-validated technical standards and competencies.				
c) The curriculum incorporates state adopted employability skill standards that help students succeed in the workplace.				

- a) First question of each quality component determines access, equity, and opportunity

Program of Study Snap Shot: Averages at a Glance

Access, Equity, & Opportunity

0

Data & Program Improvement

0

Program of Study:

Effective CTE
Staff

0

Appropriate
Facilities,
Equipment,
Technology, &
Materials

0

Stakeholder
Engagement

0

Rigorous Academic & Relevant
Technical Curriculum

0

Continuum of Career Development
Opportunities

0

Standards-Aligned &
Integrated Curriculum

0

Sequencing &
Articulation

0

Work-based
Learning

0

Student
Career
Development

0

Career &
Technical
Student
Organizations

0



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Feedback and Future Professional Learning

- Webinar Materials and Feedback:
 - Webinar Presentation and Resources:
 - ✓ Download from the Webinar Toolbar,
 - ✓ Access through hyperlinks on the next slide, OR
 - ✓ <https://www.isbe.net/perkins> under Webinars and Presentations (posted after webinar recording available)
 - [Feedback Survey for DRAFT Program of Study Models and PQR](#)
 - [Feedback Survey for Proposed CTE Program Matrices](#)
 - Survey Submission Deadline – Wednesday, April 15, 2020
- Next School Year, ISBE will offer professional learning on:
 - Completing the PQR
 - Defining Program Quality Components further and sharing best practices

Today's Presentation and Resources

- Today's Presentation and Resources:
 - Download from the Webinar Toolbar AND
 - Will be posted once webinar recording available at <https://www.isbe.net/perkins> under Webinars and Presentations
- CIP Crosswalk – <https://tinyurl.com/ub4yog8>
- Program of Study Models – <https://tinyurl.com/rgyaam8>
- Program Quality Review – <https://tinyurl.com/vrub9hy>

Questions?

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Thank
you!