

Illinois CTE Secondary Program of Study Expectations Tool

INTRODUCTION

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 of and relevancy of CTE to meet the ever-changing needs of learners and employers, increasing learner access to high-quality CTE programs of study.

Perkins V calls for all states to define size, scope, and quality criteria for programs of study. The Illinois 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.

The CTE Secondary Program of Study Expectations Tool is organized around nine quality components for implementation and evaluation of a Program of Study. The tool is designed to be an interactive instrument to help CTE Systems ensure they are meeting both the federal Program of Study (POS) requirements and the high standards set in Illinois. It is intended to guide CTE Systems through various expectations and quality indicators for a single POS.

Requirements

Perkins V requires curricular alignment between secondary and postsecondary institutions through the implementation of Programs of Study. Illinois CTE Systems must offer at least one program of study that:

- A. incorporates challenge State academic standards;
- B. addresses both academic and technical knowledge and skills, including employability skills;
- C. is aligned with the needs of industries in the economy of the State, region, or local area;
- D. progresses in specificity;
- E. has multiple entry and exit points that incorporate credentialing; and
- F. culminates in the attainment of a recognized postsecondary credential.

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

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

Continuous Quality Improvement (CQI) Applied to Programs of Study

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

- The function of Programs of Study is to improve student access, equity, and outcomes. Once a program is developed, it should be continuously assessed for improvement.
- A continuous improvement model is integrated in how Advance CTE, the Association for Career and Technical Education (ACTE), and the Office of Career, Technical, and Adult Education (OCTAE) measure programs of study.
- CQI can enhance school reform efforts because of its focus on academic achievement outcomes for diverse learners, and other related outcomes, critical to student transition to careers and college.

Instructions

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

The tool includes the following items:

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

Determining Status: Ultimately, CTE Systems are asked to determine whether each POS complies with the various components and if the project has achieved quality status. It requires significant knowledge of the POS being analyzed, and the Illinois POS components in general.

Program of Study
Cluster: _____
Endorsement Area: _____
Program of Study with CIP: _____ _____
Date of Review: _____
Secondary Partnership Team Lead: _____
Postsecondary Partnership Team Lead: _____
Potential Credentials Earned with Program of Study: _____ _____ _____ _____
What labor market information was collected and made available? _____ _____ _____ _____

Team Members
Secondary Representatives (teachers, school counselors, administrators, support personnel): _____ _____ _____
Postsecondary Representatives (faculty, advisory professionals, administration, support personnel): _____ _____
Local Workforce Representatives: _____
Parents/Students: _____
Special Populations Representatives: _____
Business Representatives from CTE Program Advisory Council: _____
Other: _____ _____ _____

Size Criteria

- Local recipients must implement and offer at least one state-approved CTE Program of Study in one of the nationally recognized 16 career cluster, and the state recognized energy cluster.
- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information.
- 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).

How are the class and program enrollment minimums and maximums justified by the Program of Study (POS) local advisory committee?

Are there steps that can be taken to adjust the size of the program (e.g. recruitment, entry and exit points, employer partners, etc.)?

Scope Criteria

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry. Most of these components are embedded in the quality components.

Identify the academic standards, technical knowledge skills and employability skills incorporated into this POS

POS Quality Component 1: Development and Engagement

All Programs of Study must be developed through close **K-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.

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

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

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. Leadership supports: <ul style="list-style-type: none"> a. authentic collaborative partnerships b. shared decision making c. collaborative cultures d. aligned vision, mission, and goals 	<ul style="list-style-type: none"> • Advisory committee is established, meets at least annually, and includes key stakeholders: <ul style="list-style-type: none"> ○ Secondary and Postsecondary ○ Business and Industry ○ Local Workforce Boards ○ Adult Education ○ Community-Based Organizations • Advisory committee reviews and supports program of study by: <ul style="list-style-type: none"> ○ Reviewing labor market information (LMI) ○ Providing input on current industry practices ○ Identifying high-skill, high-wage, or in-demand occupations and related competencies ○ Considering long-term industry trends and future of work ○ Participating in the continuous improvement process • Program needs and revisions are informed by data and evaluations conducted as part of the CLNA or Program Review or employer partner feedback 	<ul style="list-style-type: none"> ✓ Partners named (institutions and individuals) ✓ Meeting schedule and minutes ✓ Developed timeline for major decisions ✓ Published vision, mission, and goals ✓ Advisory committee members named and affiliations ✓ Meetings scheduled ✓ Minutes available 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. Leadership establishes: <ul style="list-style-type: none"> a. advisory committee 			<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

POS Quality Component 2: Employer-Informed Competencies and Skills

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

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Essential Employability Skills Framework
- ❖ College and Career Pathway Endorsement Framework and Technical Competencies
- ❖ Employer Feedback

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS:</p> <p>a. includes input and involvement from business, industry, and community partners</p> <p>b. is aligned with relevant educational, state, and industry standards</p> <p>c. includes multiple measures of assessments and skills</p>	<ul style="list-style-type: none"> • Adoption of employer-informed technical and essential employability competencies • Professional development offered to faculty to support alignment to employer-informed skills and competencies • Regular meetings with business industry and community partners 	<ul style="list-style-type: none"> ✓ Sample lesson plans and syllabi that include alignment to employer-informed technical and essential employability competencies ✓ Advisory council roster/meeting materials ✓ Notes/minutes/materials from data review efforts ✓ Locally adopted competencies and assessment methods 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

POS Quality Component 3: Academic Instruction and Supports

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.

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Career Pathway Dictionary
- ❖ Civil Rights Self-Assessment

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS provides:</p> <p>a. student support to assist underserved, under-represented, and special populations students to promote student success</p> <p>2. The POS assists:</p> <p>a. all learners to overcome educational gaps and barriers</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✓ Notes/minutes/materials from review of past efforts and effective practices ✓ Notes//minutes/materials from data review efforts ✓ Notes/minutes/materials from meetings with counselors and staff delineated ✓ Results from reviews of past efforts, including: <ul style="list-style-type: none"> ○ recruitment and retention strategies for special populations and underserved student populations ○ examination of equity and outcomes data by race/ethnicity, and by special population group ○ examination of postsecondary outcomes data by race/ethnicity and special populations group 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
<p>3. The POS course sequence and pedagogy:</p> <p>a. reduces the need for remedial/developmental education</p> <p>b. incorporates challenging academic instruction</p>	<ul style="list-style-type: none"> • Incorporation of Illinois Learning Standards 	<ul style="list-style-type: none"> ✓ Lesson plan demonstrating incorporation of standards 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

POS Quality Component 4: Recruitment and Access

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

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Special Populations Super Strategy Documents
- ❖ Civil Rights Self-Assessment
- ❖ PaCE Framework

DESIGN ELEMENTS	EXPECTACTIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS:</p> <p>a. is accessible to all students</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Race, color, national origin ○ Sex ○ Disability ○ Special populations • Students have access to career exploration, academic advising, and support with transitions through the POS • Students have access to comprehensive individualized support services, such as, but not limited to, childcare, transportation, and financial aid (where appropriate) • POS ensures equal access to disabled and non-disabled students to CTE programs • Recruitment materials and promotional activities should be accessible for all individuals regardless of race, color, national origin, sex, disability, or age • Class and program enrollment minimums and maximums are justified by the POS local advisory committee 	<ul style="list-style-type: none"> ✓ Trainings available to advisors and other support staff ✓ Course sequences that include transparent pre-requisite requirements ✓ Recruitment and retention plan to address equity gaps ✓ Recruitment and marketing materials ✓ Advisory committee course enrollment approval process 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
<p>2. Student supports:</p> <p>a. reduce need for remedial education</p> <p>b. are comprehensive in nature</p>	<ul style="list-style-type: none"> • Identification process for student need • Referrals to local partner agencies, when applicable • Utilization of Super Strategy documents for Special Populations • Reasonable accommodations are provided based on student need 	<ul style="list-style-type: none"> ✓ Student supports offered ✓ Documentation of referral process ✓ Target populations being supported 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

POS Quality Component 5: Instructional Sequence

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.

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Program of Study Models
- ❖ Local Dual Credit Partnership Agreements

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. The POS:</p> <p>a. consists of aligned and non-duplicative secondary and postsecondary elements</p> <p>b. includes a coherent sequence of courses that may lead to an associate degree or higher</p> <p>c. includes strategic dual credit opportunities in CTE and academic courses</p> <p>d. incorporates credit transfer opportunities</p>	<ul style="list-style-type: none"> • Sequences are coordinated and non-duplicative 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 	<ul style="list-style-type: none"> ✓ Coordinated non-duplicative sequence of courses ✓ Dual credit agreement/list of offerings ✓ Determination of entry and exit points within the sequence ✓ Advisory council meeting materials, including discussions with industry partners and sequencing decisions ✓ Documentation on how sequence is designed to reduce remediation ✓ Student-centered materials discussing postsecondary options and career options 	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>
<p>2. The POS allows for:</p> <p>a. multiple entry and exit points</p> <p>b. stackable credentials</p> <p>c. students to build and/or increase their career knowledge in order to make informed decisions</p>	<ul style="list-style-type: none"> • POS is part of a larger stackable sequence • Where appropriate, includes entry and exit points that accelerate opportunities for student careers • 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 	<ul style="list-style-type: none"> ✓ Listing of industry-recognized credentials incorporated into POS 	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>

Component 5 continued on next page

<p>3. The POS is supported by:</p> <ul style="list-style-type: none"> a. articulation agreements b. data-sharing agreements 	<ul style="list-style-type: none"> • POS based on articulation; agreements are regularly reviewed and updated • POS uses relevant local data • Dual credit agreement 	<ul style="list-style-type: none"> ✓ Articulation agreements in POS ✓ Data sharing agreements in place ✓ Articulation review schedule ✓ Dual credit options in POS 	<ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
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POS Quality Component 6: Work-Based Learning

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

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

- ❖ [Comprehensive Local Needs Assessment Results](#)
- ❖ [Program Data Review](#)
- ❖ [Career Pathway Dictionary](#)
- ❖ [USDOL Apprenticeship Resources](#)
- ❖ [WBL Manual](#)

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. WBL Opportunities:</p> <p>a. include involvement from business, industry, and community-based organizations (CBS) across the WBL continuum</p> <p>b. include strategic placement of WBL opportunities that mirror the progression of competencies throughout the POS</p> <p>c. allow students to practice and enhance skills gained</p> <p>d. strengthen communication, teamwork, and critical thinking skills</p> <p>e. include assessment of acquired knowledge and skills</p>	<ul style="list-style-type: none"> • POS Advisory Committee includes key business/industry partners • Employers provided with ample information on WBL policies to better support students participating in WBL opportunities • External WBL opportunities include a student placement agreement • WBL experiences aligned to POS technical competencies and essential skills • Occur in authentic working environments • One or more of the following: <ul style="list-style-type: none"> ○ Internships ○ Supervised agricultural experience ○ Paid work experience ○ On-the-job training ○ Incumbent worker training ○ Transitional jobs ○ Apprenticeships ○ Student-led-enterprise ○ Remote work for a client/employer ○ School-based enterprise ○ Cooperative education ○ Research-based internships 	<ul style="list-style-type: none"> ✓ Advisory council roster/meeting materials ✓ WBL evaluation and feedback templates aligned to technical competencies and essential skills ✓ Student placement agreement ✓ Documentation of WBL provided ✓ Assessment methods ✓ USDOL Registered Apprenticeship Certification 	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>

Component 6 continued on next page

<p>2. The POS <u>MUST INCLUDE, AT MINIMUM, ONE OF THE FOLLOWING</u>:</p> <p>a. opportunity for students to work in groups to solve a real-word problem or work-simulation project under the advice or design of an industry partner</p> <p>b. a CTSO which are organized extracurricular collaboration of students, educators, and industry partners within a field working together to strengthen knowledge and skills of students through industry-recognized experiences</p>	<ul style="list-style-type: none"> • At least one team-based challenge opportunity aligned to POS • Significant interaction with industry partner which includes opportunity for feedback and reflection • Team-based challenges based on real-word problem or work-simulation project • Team-based challenges that include student tea collaboration • CTSO membership and engagement activities in a Nationally or State recognized career and technical student organizations (CTSO) • Student participation in a regional or state level conference or competition sponsored by CTSO (in-person or virtual) 	<ul style="list-style-type: none"> ✓ TBC feedback assessment template ✓ TBC planning checklist for appropriate POS area or alternative TBC overview document ✓ CTSO conference registration materials ✓ CTSO judges remarks for competitive events ✓ CTSO meeting calendar ✓ CTSO charter 	<p><input type="checkbox"/> EXCEEDS</p> <p><input type="checkbox"/> MEETS</p> <p><input type="checkbox"/> WORKING TOWARDS</p>
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POS Quality Component 7: Instructors

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

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Dual Credit Quality Act
- ❖ ISBE CTE Licensing and Endorsements Guidance
- ❖ ISBE CTE Program Matrices

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
<p>1. Instructors engage in professional learning opportunities that are coordinated with:</p> <ul style="list-style-type: none"> a. secondary, postsecondary, and business/industry partners b. CLNA 	<ul style="list-style-type: none"> • Professional development is coordinated with others local reform initiatives/school improvement plans • Professional development is comprehensive and continuous • Outcome of CLNA utilized for planning and development • Supports program improvement or expansion 	<ul style="list-style-type: none"> ✓ Evidence of connections between professional development and local reform initiatives/school improvement plans ✓ Evidence that a professional development plan is based on outcomes of the CLNA ✓ Professional development materials/curricula/attendance ✓ Best practices compilations 	<ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
<p>2. Professional development opportunities are designed to:</p> <ul style="list-style-type: none"> a. improve the quality of instruction b. maximize resources c. share promising practices d. support collaboration between secondary, postsecondary, and adult educators to encourage alignment and integration 	<ul style="list-style-type: none"> • Best practices from local, regional, state and national sources is shared with instructors • Hands-on application with tools to impact the classroom • Implementation of professional development strategies and/or best practices 		<ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
<p>3. Instructors collaborate with business and industry professionals</p>	<ul style="list-style-type: none"> • At least one POS instructors is included on advisory committee 	<ul style="list-style-type: none"> ✓ Advisory committee members and affiliations 	<ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
<p>4. Instructors meet all qualifications in compliance with ISBE rules and, when applicable, the Dual Credit Quality Act</p>	<ul style="list-style-type: none"> • CTE instructor has appropriate license to instruct courses within the POS 	<ul style="list-style-type: none"> ✓ ISCS Teacher licensures and course report ✓ Dual Credit Agreement, if applicable 	<ul style="list-style-type: none"> <input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

POS Quality Component 8: Facilities and Equipment

Programs of Study are offered in **appropriate and accessible facilities** that use **industry standard technology and equipment**.

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review
- ❖ Section 605 of the Rehabilitation Act of 1974
- ❖ Title II of the Americans with Disabilities Act of 2010
- ❖ Civil Rights Self-Assessment

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

POS Quality Component 9: Continuous Improvement


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

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

- ❖ Comprehensive Local Needs Assessment Results
- ❖ Program Data Review

DESIGN ELEMENTS	EXPECTATIONS	ACCEPTABLE SUPPORTING MATERIALS	STATUS
1. Programmatic activities are evaluated using multiple forms of assessment and measurement	<ul style="list-style-type: none"> • Multiple assessment measures are utilized for program planning and improvement 	<ul style="list-style-type: none"> ✓ Notes/minutes/materials from data review efforts 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS
2. Data is used to: <ol style="list-style-type: none"> a. inform a culture of program improvement b. foster local improvement and regional development c. inform program development and implementation with labor market data 3. A data collection system is developed with the capacity to: <ol style="list-style-type: none"> a. collect longitudinal data b. collect reliable and valid data at each educational level c. provide disaggregated and cohort-based gap analysis on different student groups d. assist partnerships to set specific performance targets and establish measurable goals 	<ul style="list-style-type: none"> • Data is collected and used for planning and program improvement • LMI is used for POS planning • Perkins performance data is reviewed • Longitudinal data is collected and used for POS planning and program improvement • Data is used to perform gap analysis • Disaggregated data is reviewed to assess the pipeline of recruitment and participation 	<ul style="list-style-type: none"> ✓ Notes/minutes/materials from LMI review efforts ✓ Longitudinal data system procedures ✓ Gap analysis materials ✓ Notes/meetings from Perkins data meetings 	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> WORKING TOWARDS

ADDITIONAL RESOURCES

- ❖ [Career Pathways Dictionary](#)
- ❖ [Secondary Civil Rights Self-Assessment](#)
- ❖ [Dual Credit Quality Act](#)
- ❖ [Essential Employability Skills Framework](#)
- ❖ [Super Strategies for Special Populations](#)
- ❖ [PaCE Framework](#)
- ❖ [Illinois CTE Model Programs of Study and Program Matrices](#)
- ❖ [Cross-Sector Essential Employability Competencies](#)
- ❖ [Agriculture, Food and Natural Resources Technical Competencies](#) 
- ❖ [Arts and Communications Technical Competencies](#) 
- ❖ [Finance and Business Services Technical Competencies](#) 
- ❖ [Health Sciences and Technology Technical Competencies](#) 
- ❖ [Human and Public Services Technical Competencies](#) 
- ❖ [Information Technology Technical Competencies](#) 
- ❖ [Manufacturing, Engineering, Technology, and Trades Technical Competencies](#) 
- ❖ [Section 504 of the Rehabilitation Act of 1973](#)
- ❖ [Title II of the Americans with Disabilities Act of 2010](#)