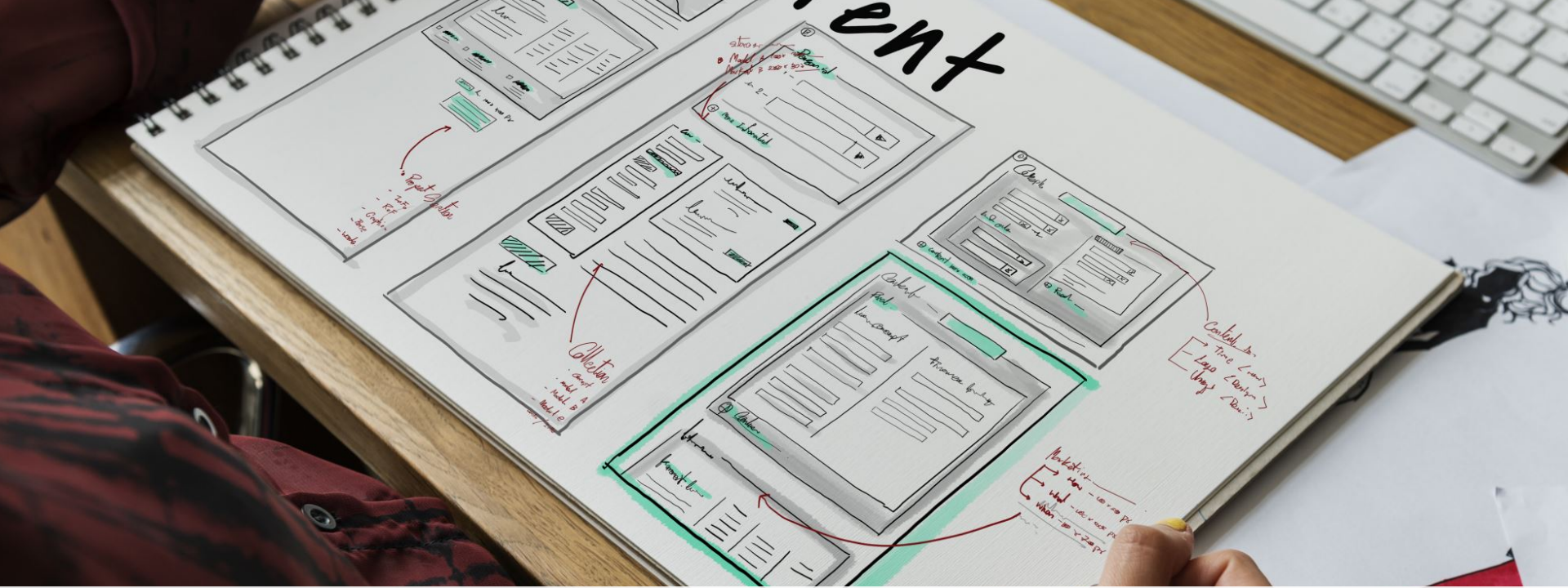




PROGRAM OF STUDY COMPONENTS FOR PERKINS COMPLIANCE

TREES PD
FL 2025

AGENDA

01 Programs of Study
overview

02 POS Quality Components

03 Resources

04 Evidence project
underway

PROGRAMS OF STUDY

Brought to you by Perkins V

BACKGROUND ABOUT PROGRAMS OF STUDY & PERKINS V

- ❑ Perkins V= The Strengthening Career and Technical Education for the 21st Century Act
- ❑ Became law on July 31, 2018
- ❑ Amended the Carl D Perkins Career and Technical Education Act of 2006 (Perkins IV)
- ❑ Annual budget allocation of \$1.4 billion
- ❑ Illinois annual allocation ~\$50 million

[Perkins V | Office of Career, Technical, and Adult Education](#)

[PUBL224.PS](#)

EXAMPLES OF POS LANGUAGE IN PERKINS V

...promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries...

...a description of how the career and technical education programs or programs of study to be implemented with grant funds reflect the needs of regional, State, or local employers, as demonstrated by the comprehensive needs assessment under section 134(c)...

...the extent to which career and technical education programs and programs of study prepare students, including special populations, for subsequent employment in high-skill, high-wage occupations (including those in which mathematics and science skills are critical, which may include computer science), or for participation in postsecondary education...

...employer involvement in, benefit from, and satisfaction with, career and technical education programs and programs of study and career and technical education students' preparation for employment...

...efforts to expand access to career and technical education programs of study for all students...

WHY PROGRAMS OF STUDY?



Compliance



Funding



Continuous Improvement



Accountability



Student Success

WHERE YOU'VE SEEN THESE THEMES BEFORE

CLNA

Stakeholder engagement

Student equal access & outcomes

Labor Market alignment

Size, Scope, Quality

- Advisory
- CTSOs
- WBL
- Industry-standard technology & equipment

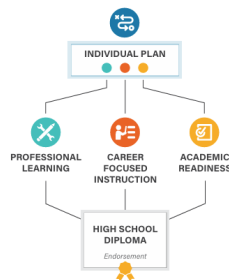
Program of Study implementation

Program evaluation & improvement

CCPE



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

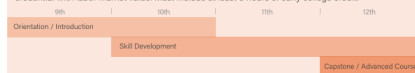
Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

90%	100%	100%	100%
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.



ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

PROGRAM OF STUDY UNDERPINNING VALUES



Challenging academic standards



Addresses academic, technical, and essential employability skills



Aligned with industry needs



Progresses in specificity



Multiple entry/exit points of credentials



Culminates in recognized postsecondary credential

PROGRAM OF STUDY CRITERIA (PER PERKINS V)

1. Size
2. Scope
3. Quality, nine components



SIZE CRITERIA

- ▶ Must offer at least one state-approved CTE POS in one of the nationally recognized career clusters (16)
- ▶ Aligned to state, regional, local in-demand sectors using Labor Market Information (LMI); Lightcast, IDES, BLS, etc.
- ▶ Class and program size justified by CLNA



ISBE RECOMMENDED POS PER STUDENT POPULATION SIZE

Table 7: Size of Secondary Program Recommendations

Size of LEA District (No. of students)	Recommended Minimum Number of CTE Programs of Study
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

SCOPE CRITERIA

- Provide students with experience in and understanding of all aspects of an industry, including:
 - Academic standards
 - Technical skills
 - Essential skills
- Curriculum development, evaluation, and revision
- Local industry validation

LABOR MARKET INFO: THINK, PAIR, SHARE

- How do we currently collect LMI as a region?
 - Note: Think specifically on issues of:
 - Academic standards
 - Technical skills
 - Essential skills
- What happens if the LMI sources don't endorse a particular occupational pathway?



QUALITY CRITERIA

Nine components

QC 1 DEVELOPMENT AND ENGAGEMENT

Emphasis on advisory,
meeting at least
annually

- Industry
- Secondary
- Post-secondary
- Community orgs

LMI

- Projections, need
- Wages
- CLNA

Target industry:

- High-skill
- High-wage
- In-demand

EVIDENCE SOURCES FOR DEVELOPME NT & ENGAGEME NT



Comprehensive Local
Needs Assessment Results



Labor Market
Information



Advisory Committee
Minutes/Feedback

QC 2 EMPLOYER-INFORMED COMPETENCIES AND SKILLS

- ❖ Industry vetted, documented via regular meetings (Advisories)
- ❖ Technical skills
- ❖ Essential skills
 1. By sector or cross-sector
 2. Multiple measures of student skills



EVIDENCE SOURCES FOR EMPLOYER- INFORMED COMPETENC IES & SKILLS



Lesson plans showing
alignment to industry



Regional
competencies



Advisory Committee
Minutes/Feedback

THINK, PAIR, SHARE: QC1 AND QC 2

QC 1: Development and Engagement:

1. How are your programs currently doing this?
2. What evidence do you have that your programs are doing this?

QC 2: Employer-informed Competencies and Skills:

1. How are your programs currently doing this?
2. What evidence do you have that your programs are doing this?

QC 3

ACADEMIC INSTRUCTION AND SUPPORTS



Services support underserved, underrepresented, and special populations students



Research-based best practices to reduce remediation



Evaluation of supports, disaggregated

EVIDENCE SOURCES FOR ACADEMIC INSTRUCTION & SUPPORTS



Data on best practices
or effectiveness



Minutes from counselor
meetings



POS planning documents
with data used

QC 4: RECRUITMENT AND ACCESS

- ❖ How are students informed @ pathway?
- ❖ Entry points?
- ❖ Career Exploration, advising, transition support
- ❖ Individualized support
- ❖ Equal access for students with disabilities

-
- ❖ Recruitment/marketing, initial advising to all students in district, free from bias and barriers (think about marketing images, the languages used in your marketing)
 - ❖ Career exploration free from bias (gender, race, ability filters)
 - ❖ Outreach at community partners to recruit potential students
 - ❖ Process for promoting wraparound services available

EVIDENCE SOURCES FOR RECRUITMEN T & ACCESS



Lists of trainings provided/attended



Samples of inclusive marketing materials



Materials on students supports and/or data on student usage of supports



Materials on career exploration

THINK, PAIR, SHARE ON RECRUITMENT & ACCESS

1. How are you guiding the development of career exploration opportunities for students?
2. How will you provide parents and students with career exploration information and opportunities that support their occupational and academic endeavors?
3. What else could we do in the region to promote career exploration?

QC 5: INSTRUCTIONAL SEQUENCE

1. Non-duplicative
2. Fully articulated
3. Secondary through post-secondary
4. Multiple entry/exit points
5. Stackable

Tips:

- Provide guidance on clusters
- Include orientation (Group 1) and introductory (Group 2) course
- Include skills level (Group 3) course
- Use dual credit if you have it.
- Highlight intentional linkage/activity with post-secondary partners.

EVIDENCE SOURCES FOR INSTRUCTIONAL SEQUENCE



Lists of course sequences for POS



Advisory minutes discussing sequencing



Articulation agreements/Dual Credit agreements



Data sharing MOUs

QC 6: WORK-BASED LEARNING

Programs of study must include a secondary to postsecondary continuum of 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, at both the secondary and postsecondary levels:

- internships
- career-related service learning
- 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 work agreement
- clinical experience

EVIDENCE SOURCES FOR WBL



WBL/CDE feedback
instruments



Team-Based Challenges



Student placement
agreements for WBL/CDE



CTSO documents

THINK, PAIR, SHARE: QC5 AND QC 6

QC 5:

Let's talk about instructional sequence:

1. How can you use your CCPE curriculum mapping to demonstrate this component?
2. What other evidence do you have for instructional sequence?

QC 6:

Let's talk about Work-Based Learning:

1. How can you use your CCPE Team-Based Challenges and 60-hour Career Development Experience requirement as evidence for WBL?
2. What other evidence do you have that your programs are doing this?

QC 7: INSTRUCTORS

Program of study instructors must collaborate with industry professionals and engage in professional learning.

Professional
development
coordinated

Professional
development related
to CLNA findings

Best practices
identified by region/
state/nation

Externship/industry
freshening experience

Connecting
professional
development with
school improvement
plans

Advisory committee
membership for CTE
faculty

EVIDENCE SOURCES FOR INSTRUCTOR S



PD materials



Best practice compilations



Teacher licensure, dual credit approval if appropriate



Advisory membership list

QC 8 FACILITIES AND EQUIPMENT

Facility:

- ❖ Adheres to accessibility standards
- ❖ Provides equal access to all students

Equipment & technology:

- ❖ Support student learning outcomes
- ❖ Match industry current standards

Programs of study must be offered in accessible facilities that use industry-standard technology and equipment.

EVIDENCE SOURCES FOR FACILITIES & EQUIPMENT



Civil Rights Self-Assessment



Advisory minutes discussing
equipment, technology, or facilities



504 coordinator name & job
description



List of equipment & technology
purchased for POS with Perkins

QC 9 CONTINUOUS IMPROVEMENT



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

- ☐ Multiple measures for program planning and improvements
- ☐ What continuous improvement processes are in place to ensure this program of study continually meets the quality criteria and is resulting in equitable outcomes?
- ☐ Who is responsible?

EVIDENCE SOURCES FOR CONTINUOUS IMPROVEMENT



Gap analysis

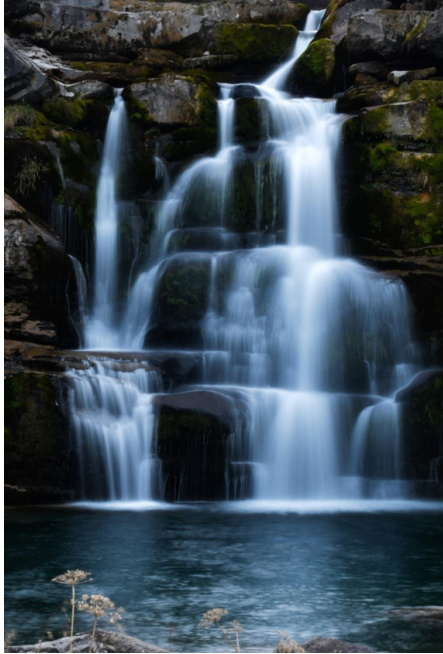


Decisions/improvements
made using continuous
improvement process



Notes/minutes from
meetings reviewing data

WRAP-UP THINK, PAIR, SHARE



- A. Which POS quality component standards, thus far, are you confident about meeting?
- B. Which quality components are you less confident about meeting?
1. Development & Engagement
 2. Employer-Informed Competencies/Skills
 3. Academic Instruction & Supports
 4. Recruitment & Access
 5. Instructional Sequence
 6. Work-Based Learning
 7. Instructors
 8. Facilities & Equipment
 9. Continuous Improvement
- C. What resources do you need to help you complete your evidence mining?

RESOURCES

- [Programs of Study \(isbe.net\)](#)
- [ISBE-Prog-Study-Expectations-Toolkit.pdf](#)
- [Prog-Study-Submission-FAQs.pdf \(isbe.net\)](#)
- [Illinois Model Programs of Study Guides – Education Systems Center at NIU](#)

POS Application

EVIDENCE PROJECT

Your Planning & Coordination Council (P&CC) rep is your lead on this project

Evidence uploads in Google drive by 10am on November 3

POS APPLICATIONS FOR METT AND IT

METT

- Coal City
- Gardner-South
Wilmington
- JTHS
- Lemont
- Lincoln-Way
- Lockport
- Minooka
- Morris
- Plainfield
- Reed-Custer
- Valley View
- Wilmington

IT

- Garder-South
Wilmington
- JTHS
- Lemont
- Lockport
- Minooka
- Plainfield
- Reed-Custer
- Valley View
- Wilmington

GOOGLE DRIVE FOR POS EVIDENCE UPLOADS



- Visit the drive
- Select METT or IT folder
- Select QC for evidence
- Upload your evidence
- Upload google doc narrative to explain evidence if necessary



WHAT QUESTIONS DO YOU HAVE FOR ME?

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