**Illinois Postsecondary Program of Study Approval Form**

**Policy:**

In order for CTE programs to be funded with federal Perkins dollars, made available under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), **programs must meet or be working towards** the State’s definition of size, scope, and quality in order to be deemed a program of study, which is described on pages 24-31 of [Illinois’ Perkins V State Plan](https://www.iccb.org/cte/perkins-v-state-plan/).

**Timeline:**

Effective July 1, 2020, institutions can fund CTE programs for two years, and be working towards the size, scope, and quality components. Prior to the third year, the CTE program must meet the definition of a program of study and be approved by the ICCB in order to continue to be eligible for Perkins funding. (Example: If ABC Community College funds, in part or whole, the welding, nursing, and early childhood education programs with federal Perkins dollars in SFY2021 and 2022, ABC College will need to ensure each program meets the size, scope, and quality definitions and submit a program of study approval application in order to support each of these programs with federal Perkins dollars in SFY2023.)

**Approval Process:**

Submit this form with appropriate documentation to ICCB CTE staff ([cte@iccb.state.il.us](mailto:cte@iccb.state.il.us)). Program of Study Applications can be submitted at any point in the year. However, colleges should allow two weeks for review and approval. To determine if your program of study meets all requirements, utilize the Programs of Study Expectations Tool (link). It may be helpful to complete this form as you work through the Expectations Tool. Upon ICCB approval, colleges may add the respective approved program of study on their Program of Study Inventory.

**Instructions:** Thoroughly review the terms of the size, scope, and quality criteria. Next to each of the nine quality components, check the box if your Program of Study meets all terms of the component. For each of the components you must provide evidentiary support that you are in fact meeting that component. While this includes a narrative description, it may also require supporting documentation. The Expectations Tool provides examples of acceptable supporting evidence. Upon completion, submit this form to [cte@iccb.state.il.us](mailto:cte@iccb.state.il.us).

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| **Program of Study Title** |  |
| **CIP Code** |  |

**Size Criteria:** *(incorporated into the quality components)*

* Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
* All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
* Postsecondary recipients must follow local board policies on class size.
* The size of the program appropriately meets the local labor market demand.

**Scope Criteria:** *(incorporated into the quality components)*

* 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.

**Quality Criteria:** *(see below)*

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| **Quality Component** | | **Evidentiary Support** |
|  | 1. Development and Engagement  All programs of study must be developed through **secondary 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; provide input on current industry practices; identify high-skill, high-wage, and 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. |  |
|  | 2. Employer-Informed Competencies and Skills  Programs of Study must **align instruction with employer-informed technical and essential employability competencies** conducive to a high-skill, high-wage, and in-demand occupation.  (e.g. How are employability skills incorporated into the curriculum?) |  |
|  | 3. Instructional Sequence  Programs of Study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary. | *Attach secondary-to-postsecondary course sequence, identifying participating high schools as well as which courses are dual credit. If there are other entry and exit points (e.g. integrated education and training, articulation with 4-year institutions, non-credit to credit pathways, etc.), please note those as well.* |
|  | 4. 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 (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 |  |
|  | 5. 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. (e.g. How are secondary students informed about this program and its preparation for employment? What other entry points are there? In what ways will the college provide awareness of this program in order to address labor market demand?) |  |
|  | 6. Academic Instruction and Supports  Programs of Study must include challenging academic instruction and wraparound services to facilitate successful student progression. |  |
|  | 7. Instructors  Program of Study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications. |  |
|  | 8. Facilities and Equipment  Programs of Study must be offered in accessible facilities that use industry-standard technology and equipment. |  |
|  | 9. Continuous Improvement  Programs of Study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees. 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? |  |