



U.S. Department of Education • Office of Vocational and Adult Education

DEVELOPING RIGOROUS PROGRAMS OF STUDY THROUGH STATEWIDE ARTICULATION AGREEMENTS

October 26-27, 2009 • Alexandria, VA

Program of Study Framework Survey

1. Legislation and Policies	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
State legislation or administrative policies promote POS development and implementation among collaborating agencies. Legislation and Policies:				
<ul style="list-style-type: none"> • Provide for state and/or local funding for POS. 				
<ul style="list-style-type: none"> • Establish formalized procedures for the design, implementation, or elimination of POS. 				
<ul style="list-style-type: none"> • Provide opportunities for any secondary student to participate in a POS. 				
<ul style="list-style-type: none"> • Require secondary students to develop an individual graduation or career plan. 				
2. Partnerships among Education, Business, and Other Community Stakeholders	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
Collaborative relationships that support POS design, implementation, and maintenance. Effective partnerships should:				
<ul style="list-style-type: none"> • Create written memorandum of understanding that elaborate the roles and responsibilities of partnership members. 				
<ul style="list-style-type: none"> • Conduct analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or eliminated. 				
<ul style="list-style-type: none"> • Identify, validate, and update the technical and workforce readiness skills that should be taught within a POS. 				

3. Sustainable Leadership and Shared Planning Collaborations among educators within and across secondary and postsecondary education sectors, to provide the necessary supports for POS development and administration. Evidence should include:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> • A joint statement from partnering organizations laying out a common vision and goals for POS. 				
<ul style="list-style-type: none"> • Key leaders advocating for funding, equipment, and other resources within the educational system, as well as with business/industry and other community stakeholders. 				
<ul style="list-style-type: none"> • Within institutions, sufficient planning time for teachers and faculty to develop curriculum and instructional strategies. 				
<ul style="list-style-type: none"> • Interagency efforts to support POS design, for example providing opportunities for high school teachers and college faculty to engage in collaborative planning. 				
4. Rigorous Academic and Technical Standards Aligned with Curriculum and Assessments Curricula and content that integrate industry-recognized technical standards and relevant academic standards that all students are expected to know and be able to demonstrate on assessments that are aligned to the identified standards. Well-developed POS:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> • Incorporate state-recognized academic standards that are required of all students for graduation and industry-recognized technical standards that are valued in the workplace. 				
<ul style="list-style-type: none"> • Integrate academic and technical standards, curriculum, and assessments across all POS to provide a real-world context for learning. 				
<ul style="list-style-type: none"> • Employ industry-based technical skill assessments, where available and appropriate, or rely on state developed or approved assessments where industry-based exams do not exist. 				

5. Aligned Secondary and Postsecondary Education Elements Seamless connections between secondary schools and postsecondary institutions that allow students to transition across sectors without duplicating classes or needing remedial coursework. Well-developed POS:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> Offer a non-duplicative sequence of courses, beginning no later than 9th grade, which culminates in the award of a postsecondary credential, certificate, or degree. 				
<ul style="list-style-type: none"> Ensure that standards, curriculum, instruction, and assessments are aligned horizontally and vertically. 				
<ul style="list-style-type: none"> Moves from broad knowledge and skill standards in the lower grades (i.e., Career Cluster essential, foundation, and pathway levels), to increasingly more occupationally specific coursework. 				
6. Credit Transfer Agreements Opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems. Well-developed agreements:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institutions in the state, and transfer credit earned at a two-year college to any other two- or four-year institution in the state. 				
<ul style="list-style-type: none"> Describe the expectation and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process. 				

7. Accountability and Evaluation Criteria Process and outcome measures for the design and development of POS and strategies to collect appropriate student-level data that can be used to gauge program effectiveness and inform improvement efforts. Well-designed systems should:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> • Include the “10 Essential Elements of A State Longitudinal Data System” identified by the Data Quality Campaign.¹ 				
<ul style="list-style-type: none"> • Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) Wage Records). 				
<ul style="list-style-type: none"> • Yield valid and reliable data on key student outcomes (indicators) as referenced in Perkins and other relevant federal and state legislation. 				
<ul style="list-style-type: none"> • Provide timely data to evaluate and improve the effectiveness of the programs of study. 				
8. Guidance, Counseling and Advisement Career guidance, academic counseling, and student advisement that support students in making informed decisions in planning their education and career pathways. Comprehensive systems:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> • Are based on state and/or local guidance and counseling standards and follow, to the extent practicable, OVAE’s National Career Development Guidelines.² 				
<ul style="list-style-type: none"> • Offer information and tools to help students learn about postsecondary education and career options. 				
<ul style="list-style-type: none"> • Offer resources for students to identify their career interests and aptitudes and to select an appropriate POS, no later than in 9th grade. 				
<ul style="list-style-type: none"> • Provide information and resources for parents to help their children prepare for college and careers. 				
<ul style="list-style-type: none"> • Offer Web-based resources and tools for obtaining student financial assistance. 				

¹ The 10 elements are: (1) statewide student identifier; (2) student-level enrollment data; (3) student-level test data; (4) information on untested students; (5) statewide teacher identifier with a teacher-student match; (6) student-level course completion (transcript) data; (7) student-level SAT, ACT, and Advanced Placement exam data; (8) student-level graduation and dropout data; (9) ability to match student-level P-12 and higher education data; and (10) a state data audit system.

² See http://cte.ed.gov/acrn/ncdg/ncdg_what.htm.

9. Professional development Support program administrators, teachers, and faculty in developing and implementing POS. Effective professional development:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> Is sustained, intensive, and focused. 				
<ul style="list-style-type: none"> Supports the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment). 				
<ul style="list-style-type: none"> Supports the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment). 				
<ul style="list-style-type: none"> Offers a forum for the development and implementation of innovative teaching and learning strategies (see #10 below). 				
10. Innovative Teaching and Learning Strategies Application of new and creative instructional approaches that encourage academic and technical teachers and faculty to collaborate in the design of how content can be integrated and delivered to engage students. Well-designed strategies:	Not being considered	In the planning stage	Partially Implemented	Fully Implemented
<ul style="list-style-type: none"> Are jointly led, to the greatest extent possible, by interdisciplinary teaching teams of academic and technical teachers or faculty. 				
<ul style="list-style-type: none"> Employ work-based, project-based, and problem-based learning. 				
<ul style="list-style-type: none"> Incorporate team-building, critical thinking, and problem-solving. 				