

Plan for Implementation of Programs of Study

Program of Study for _____

District

Area of Program of Study: _____

Based on the *10-Step Process to Implement Programs of Study (POS) in Missouri* that developed by the Missouri Center for Career Education in conjunction with the Tech Prep consortiums, create plan of work for implementing program of study Family and Consumer Sciences. In space provided describe action taken to date and action needed. In second column include a timeline for completion.

Step 1 Commitment and Cluster Choice	Start	Planning	In Progress	Nearly complete	Complete
All multi-level educational partners have been identified Action Taken: Action Needed:	1	2	3	4	5
Buy-in has been obtained by all partners as evidenced by their participation. Action Taken: Action Needed:	1	2	3	4	5
Comments:					

Step 2 Implementation Team Identification and Formation					
An implementation team has been identified and schedules regular time for planning and development.	1	2	3	4	5
Action Taken:					
Action Needed:					
Timelines have been set by the implementation team	1	2	3	4	5
Action Taken:					
Action Needed:					
Comments:					
Step 3 Professional Development					
All team members have received in-service on career clusters, programs of study, personal plans of study, knowledge and skill statements and their benefits.	1	2	3	4	5
Action Taken:					
Action Needed:					

<p>Other appropriate professional development needs have been identified.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Comments:</p>	
<p>Step 4 Alignment</p>	
<p>Crosswalk course competencies to the knowledge and skill statements, performance levels and measurement criteria within a cluster.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Using a cluster alignment table, determine the gaps between the competencies and the knowledge and skills.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>

<p>Address postsecondary remediation concerns by conducting an additional alignment within academic content.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Comments:</p>	
<p>Step 5 Gap Identification and Remedy</p>	
<p>The alignment gaps have been resolved by determining where or at what depth of knowledge each student will learn the knowledge and skills for the chosen cluster.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>If necessary, course descriptions and pre-requisites have been revised.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Comments:</p>	

Step 6 Local Validation and Credentialing	
<p>Results have been shared with the local advisory committee for the purpose of conducting a local validation of updated, nationally aligned course competencies.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Advisory committee has reviewed corrections resulting from the gap analysis and endorses appropriate opportunities for students to receive industry credentials.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Advisory committee members may add knowledge and skill statements. If these are added, appropriate performance elements and measurement criteria need to be included.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Comments:</p>	

<p>Competencies have been revised so that course outcomes link.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Alignment tables have been updated to represent the most current course and cluster content.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Comments:</p>	
<p>Step 9 Create Personal Plan of Study</p>	
<p>Using the Missouri model personal plans of study, model plans of study have been created for district use that incorporate all of the required elements.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>

<p>Graduation requirements are met and course sequencing is appropriate to avoid remediation at postsecondary institutions.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Occupations and skill levels attained at appropriate exit points have been identified.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>
<p>Secondary PPS designs meet the following principles: Meet state academic standards and grade-level expectations; Meet high school testing and exit requirements; Provide additional preparation to ensure college readiness; Meet college entrance and placement requirements; Provide academic and career-related knowledge and skills in a chosen Career Cluster; Provide opportunities for learners to earn college credit through credit-based transition programs.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p>1 2 3 4 5</p>

Comments:					
Step 10 Environment of Continuous Improvement					
An environment of continuous improvement has been created by: Setting goals for reducing student remediation and increasing successful student transitions. Action Taken: Action Needed:	1	2	3	4	5
Determining current status and ways to attain the goals/identifying data sources to measure progress. Action Taken: Action Needed:	1	2	3	4	5
Setting regular times for gathering data and discussing results. Action Taken: Action Needed:	1	2	3	4	5
Creating activities/services/policies within each institution to sustain the effort. Action Taken: Action Needed:	1	2	3	4	5