

Checklist for Development and Implementation of Programs of Study

Perkins Grant Recipient District:

Program of Study:

On an annual basis, the Office of College and Career Readiness is required to report to the U.S. Department of Education on the progress of development and implementation of programs of study. The following checklist will provide the office with information needed for the annual report, as well as provide a way to monitor where additional technical assistance might be needed.

This checklist is based on the *10-Step Process to Implement Programs of Study (POS) in Missouri* that was developed by the Missouri Center for Career Education in conjunction with the Tech Prep consortiums.

Step 1 - Commitment and Cluster Choice	Check one:				
	Start	Planning	In Progress	Nearly complete	Complete
All multi-level educational partners have been identified. Action Taken: Action Needed:	<input type="checkbox"/>				
Buy-in has been obtained by all partners as evidenced by their participation. Action Taken: Action Needed:	<input type="checkbox"/>				
Step 2 - Implementation Team Identification and Formation	Check one:				
	Start	Planning	In Progress	Nearly complete	Complete
An implementation team has been identified and schedules regular times for planning and development. Action Taken:	<input type="checkbox"/>				

Action Needed:	
Timelines have been set by the implementation team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Action Taken:	
Action Needed:	
Step 3 - Professional Development	Check one:
	Start Planning In Progress Nearly complete Complete
All team members have received inservice on career clusters, programs of study, personal plans of study, knowledge and skill statements and their benefits.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Action Taken:	
Action Needed:	
Other appropriate professional development needs have been identified.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Action Taken:	
Action Needed:	
Step 4 - Alignment	Check one:
	Start Planning In Progress Nearly complete Complete
Crosswalk course competencies to the knowledge and skill statements, performance levels and measurement criteria within a cluster.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Action Taken:	

Action Needed:					
Using a cluster alignment table, determine the gaps between the competencies and the knowledge and skills. Action Taken: Action Needed:	<input type="checkbox"/>				
At the secondary level, crosswalk course/program competencies with the cluster level (foundation) knowledge and skills and pathway knowledge and skills, where appropriate. Action Taken: Action Needed:	<input type="checkbox"/>				
At the postsecondary level, crosswalk competencies with both cluster-level and pathway-level knowledge and skills. Action Taken: Action Needed:	<input type="checkbox"/>				
The educators conducting the alignment collaborate with academic course instructors to confirm the inclusion of the knowledge and skill statements, performance levels and measurement criteria in the course content. Action Taken: Action Needed:	<input type="checkbox"/>				
Address postsecondary remediation concerns by conducting an	<input type="checkbox"/>				

<p>additional alignment within academic content.</p> <p>Action Taken:</p> <p>Action Needed:</p>	
<p>Step 5 - Gap Identification and Remedy</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</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><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>If necessary, course descriptions and pre-requisites have been revised.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Step 6 Local Validation and Credentialing</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</p>
<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><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Advisory committee has reviewed corrections resulting from the</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

<p>gap analysis and endorses appropriate opportunities for students to receive industry credentials.</p> <p>Action Taken:</p> <p>Action Needed:</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>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Step 7 - Vertical Alignment and Transition Links</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</p>
<p>Vertical alignment has been performed by comparing courses that link programs between educational levels: secondary to two-year, secondary to four-year, and two-year to four-year to insure congruency in student matriculation.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Step 8 - Transition Opportunities</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</p>
<p>Criteria for successful articulation has been determined based upon measurable criteria and conditions by establishing performance elements and measurement criteria at higher levels within higher numbered courses using Bloom's Taxonomy in order to substantiate course rigor and resolve concerns about duplication.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Action Taken:</p> <p>Action Needed:</p>	
<p>Competencies have been revised so that course outcomes link.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></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><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Step 9 - Create Personal Plan of Study</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</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><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></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><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

<p>Occupations and skill levels attained at appropriate exit points have been identified.</p> <p>Action Taken:</p> <p>Action Needed:</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<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>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Step 10 - Environment of Continuous Improvement</p>	<p>Check one:</p> <p>Start Planning In Progress Nearly complete Complete</p>
<p>An environment of continuous improvement has been created by: Setting goals for reducing student remediation and increasing successful student transitions.</p> <p>List goals and target dates for completion:</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Creating activities/services/policies within each institution to sustain the effort.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Action Taken: Action Needed:	
Next Steps	
What is your timeframe for transitioning existing programs to Programs of Study?	

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