Illinois Program of Study Self-Assessment Instrument
(Developed by Pathways Resource Center in partnership with Illinois State Board of Education)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) explains that programs of study, at a minimum:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The Office of Career, Technical, and Adult Education (OCTAE) design framework, which contains 10 components that support program of study (POS) development and implementation, is referenced throughout this self-assessment so that Illinois educators can align their school districts processes with this framework (http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm). After each component is listed, the left column contains OCTAE subcomponents and the right column includes indicators of effective school district practices. Although this assessment has been designed for Illinois school districts participating in Race to the Top, it is an applicable tool for educators in any district who wish to review the quality of their programs of study.

Directions: *Complete one self-assessment for each program of study.* (NOTE: This instrument has been developed for Race to the Top school districts, so educators should complete one self-assessment for each POS identified to satisfy RttT requirements.) It is recommended that the team of individuals who are responsible for POS implementation complete this self-assessment collaboratively, using the instrument to facilitate a thoughtful conversation and to reach consensus regarding the POS status within the district. After reading each component and its subcomponents, carefully consider its indicators of effective school district practices and discuss the extent to which your district has implemented these practices. Upon reaching consensus, check the appropriate box that indicates your district's implementation status for each indicator. Then, identify next steps you will undertake as you work toward robust implementation of your program of study.

School District _____

High School(s) Implementing the POS _____

Career Cluster _____

Program of Study with 6-digit CIP _____

Names of Individuals Completing Self-Assessment _____

Date _____

1. LEGISLATION AND POLICIES

Component: Federal, state, and local legislation or administrative policies promote POS development and implementation.

Subcomponents: Effective legislation and policies should:

- Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Establish formal procedures for the design, implementation, and continuous improvement of POS.
- Ensure opportunities for any secondary student to participate in a POS.
- Require secondary students to develop an individual graduation or career plan.
- Provide resources for long-term sustainability of POS.

Indicators of Effective School District Practices	Current Status
A. District and building leadership demonstrate a visible, sustained commitment to and support of POS development and implementation, including providing sufficient resource supports.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. An advisory committee is formed that includes secondary, postsecondary, business/industry representatives, Education for Employment (EFE) director, Learning Exchange personnel, and other relevant partners. Time for regular meetings and resources is provided to support the advisory committee's work.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Clear procedures for POS development, implementation, and regular evaluation are established. Leaders are identified and educators are accountable for successful POS implementation.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. School and district policies encourage and support all students' access to the POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Continuous improvement plans are in place, to ensure regular review and improvement of programs of study.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Each student is required to complete an Individualized Learning Plan, which includes postsecondary and career planning.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 1 Legislation and Policies is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

2. PARTNERSHIPS

Component: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Subcomponents: Collaborative partnerships should:

- Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

Indicators of Effective School District Practices	Current Status
A. Partnership members are thoughtfully selected and a Memorandum of Understanding (MOU) is created that articulates each partner's roles and responsibilities.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Labor market analyses are conducted to determine local, state, and regional forecasted workforce demands for the program of study. Resources of Pathways Resource Center, Learning Exchanges, and other initiatives are accessed to assist with POS identification. Student interests in the POS are also assessed.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. The partnership assumes some ownership of POS development, working with educational leaders to implement a high quality POS that is accessible to all students.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Partner expertise is utilized to ensure the POS is rigorous, relevant, and aligned with technical and workforce readiness skills.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Identified partners are willing to work with students in some valuable capacity, relative to work experience, job shadowing, and/or mentoring of careers related to student interests. Specific student opportunities should be identified.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 2 Partnerships is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

3. PROFESSIONAL DEVELOPMENT

Component: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.

Subcomponents: Effective professional development should:

- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (See Component #9).

Indicators of Effective School District Practices	Current Status
A. Technical and academic instructors, at the secondary level (and middle level, if applicable), are provided with regular, compensated opportunities to meet, design, and align curriculum. The curriculum is academically challenging, based on industry standards, and establishes effective teaching and learning practices.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Secondary and postsecondary instructors meet regularly to align the P-14 or P-16 curriculum across institutional levels, and establish effective teaching and learning practices.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Sufficient time and resources are allocated for professional development activities.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Feedback on teaching/learning needs is obtained from instructors and students, and professional development opportunities are provided based upon instructors' identified needs and data on program effectiveness.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Professional development is high quality, contextual, and focused on innovative teaching, learning, and assessment strategies that engage and immerse students in the POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Secondary and postsecondary instructors are involved in planning and delivering professional development opportunities.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
G. Mentoring and coaching experiences are provided to follow up on professional development.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 3 Professional Development is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

4. ACCOUNTABILITY AND EVALUATION SYSTEMS

Component: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to develop and implement POS.

Subcomponents: Well-designed accountability and evaluation systems should:

- Include the "10 Essential Elements of A State Longitudinal Data System" identified by the Data Quality Campaign.[1]
- Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).
- Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation.
- Provide timely data to evaluate and improve the effectiveness of POS.

Indicators of Effective School District Practices	Current Status
A. A culture of continuous improvement is in place, and program data are regularly collected and analyzed for POS evaluation and improvement.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Student enrollment data are disaggregated by subgroups, to determine whether targeted enrollment strategies are needed to encourage all students to participate in the POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Student performance data (both quantitative and qualitative) are disaggregated by subgroups, with mechanisms in place for students who need additional learning supports.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. The college and career readiness of students is continually monitored, with POS improvements made, as necessary.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Longitudinal data systems are in place, with student enrollments and academic performance tracked across educational levels.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Program data are shared with faculty across institutional levels, as appropriate, for programmatic improvements.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 4 Accountability and Evaluation Systems is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

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[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.

5. COLLEGE AND CAREER READINESS STANDARDS

Component: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.

Subcomponents: Rigorous college and career readiness standards should:

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized technical standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.

Indicators of Effective School District Practices	Current Status
A. The POS is fully aligned with the relevant standards for the discipline, including the Common Core State Standards for English language arts/literacy and mathematics, the Next Generation Science Standards, state content area standards, and standards of professional organizations associated with the field, where applicable.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. The POS is aligned with industry-recognized technical standards, postsecondary standards, and the Common Career Technical Core.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. The POS requires students to complete a rigorous curriculum that incorporates academic and CTE content, which is designed to fully prepare students for college and career success.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. The curriculum is developed collaboratively with secondary, postsecondary, and business/industry partners.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 5 College and Career Readiness Standards is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

6. COURSE SEQUENCES

Component: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

Subcomponents: Well-developed course sequences should:

- Map out the recommended academic and career and technical courses in each POS.
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.
- Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.
- Offer opportunities for students to earn postsecondary credit for coursework taken during high school.

Indicators of Effective School District Practices	Current Status
A. The POS incorporates coursework required to satisfy high school graduation requirements and contains expectations that students complete a rigorous sequence of academic and CTE coursework. A template is used to map out courses in the POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. CTE courses, approved by the EFE director, begin with introductory coursework in the career pathway and progress to more specialized, advanced coursework within the POS. CTE courses that meet the requirements are offered as academic credit toward graduation.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Courses are designed to apply academic concepts as well as workplace and technical skills through real-world activities/challenges (i.e., hands-on labs, curricular-related career and technical student organization competitions/activities, problem-solving challenges, etc.).	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. The POS provides a pathway permitting a relatively seamless academic transition to postsecondary education. Coursework is articulated between middle level, secondary, and postsecondary institutions, so that students are not required to duplicate courses.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Industry-recognized credentials, certifications, and/or degrees that can be obtained are incorporated into the POS. Course sequences permit student to obtain stackable credentials (where applicable), without duplicating coursework, as they move further into postsecondary educational experiences.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Dual credit and dual enrollment courses related to the POS are available to high school students. Formal, signed articulation agreements between secondary and postsecondary institutions have been developed and are reviewed regularly.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 6 Course Sequences is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

7. CREDIT TRANSFER AGREEMENTS

Component: Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

Subcomponents: Well-development agreements:

- 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 institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.
- College credit should be automatically transcripted at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.

Indicators of Effective School District Practices	Current Status
A. Memoranda of understanding (MOUs) are formalized between the school district and each postsecondary institution, indicating college credit that can be earned for coursework and learning experiences completed during high school.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. MOUs contain requirements for faculty qualifications, course locations and times, and tuition and textbook costs (indicating whether these are paid by the student, school district, and/or higher education institution).	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. MOUs indicate that dual credit courses have identical expectations for student academic performance and assessments of student learning, whether taught to high school or college students.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Supports are in place (both through the school district and the postsecondary institution) for students who may need additional assistance to be successful in earning postsecondary credits.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. MOUs are reviewed annually and revised, as needed.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 7 Credit Transfer Agreements is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

8. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Component: *Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.*

Subcomponents: Comprehensive guidance counseling and academic advisement systems:

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.[2]
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

Indicators of Effective School District Practices	Current Status
A. Career exploration is integrated into school district learning experiences, commencing in middle school and continuing into high school, to support students' identification of career interests.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Students and parents have full access to career planning tools to facilitate career exploration (i.e., What's Next Illinois, Career Cruising, Naviance, etc.).	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Students have opportunities to complete career interest surveys and inventories, participate in college/career fairs, and learn from professionals working in various careers, to assist them in reaching career decisions and selecting POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Comprehensive college/career guidance processes commence in middle school, continuing through high school and into postsecondary placement (college, military, career).	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Career and academic advisement systems include counselors, teachers, and administrators, so that all educators' efforts are aligned in supporting students' college and career decision making.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Advising processes include opportunities for students and parents to learn about college admissions processes and applications procedures, financial aid applications, employment applications and interview procedures, and resume development.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
G. Individualized learning plan processes are implemented, to support students' selection of POS and preparation for college/careers.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
H. Professional development is provided, to ensure that all educators remain current on college and career advising processes.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 8 Guidance Counseling and Academic Advisement is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

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

9. TEACHING AND LEARNING STRATEGIES

Component: *Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.*

Subcomponents: Effective teaching and learning strategies should:

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

Indicators of Effective School District Practices	Current Status
A. Academic and career/technical content for all students is integrated, relevant, and rigorous.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Classroom practices provide regular opportunities for students to make real-world connections to their intended career fields.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Innovative instructional methods are consistently employed in all teachers' classrooms, including project- and problem-based learning activities and experiences that assist students with developing essential workforce skills.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Student supports are identified and developed, to offer individualized strategies for students needing high-level support and assistance.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Extensive opportunities for work-based experiences are available within the POS, including job shadowing, workforce mentoring, student internships, after-school and summer employment opportunities.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
F. Career and technical student organizations (CTSOs) aligned with the POS are available within the school. Through student organizations, clubs, and local, regional, state, national competitions, students have opportunities to demonstrate their content knowledge and skills, and to develop communications skills, team-building and problem-solving skills, and leadership skills.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
G. School leaders provide resources to support curriculum integration and innovative instructional practices, including time for collaboration.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
H. School-wide faculty conversations and professional development opportunities regularly occur and are focused on improving educators' instructional practices.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 9 Teaching and Learning Strategies is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

10. TECHNICAL SKILLS ASSESSMENTS

Component: *National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.*

Subcomponents: Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ State-developed and/or approved assessments, particularly where industry-approved assessments do not exist.
- Result in the awarding of secondary credit, postsecondary credit, or a special designation on a student's high school diploma. Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

Indicators of Effective School District Practices	Current Status
A. Technical skills assessments are based on industry standards, when available and appropriate.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
B. Teachers use the results of technical skills assessments, as appropriate, for formative purposes, to assist with reteaching and revising classroom learning experiences.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
C. Assessments incorporate performance-based items, requiring students to demonstrate the application of essential knowledge and skills within the POS.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
D. Assessments are used to award secondary, postsecondary credit, and/or designations to the high school diploma (such as CTE or CTE honors designation).	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
E. Data on technical skills assessments are shared with teachers, school leaders, and advisory committees, as a mechanism to review the POS curriculum and instructional methods and to identify necessary changes.	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented
Our overall current status for Component 10 Technical Skills Assessments is:	☐ In the Planning Stages ☐ Partially Implemented ☐ Fully Implemented

Our next steps are (include timeline to complete each step):

Summary Chart: Implementation Status on the Ten Program of Study Components

School District _____

Career Cluster _____

Program of Study with 6-digit CIP _____

Date _____

Please record your ratings of your current status on the 10 components in this summary chart:

Component 1: Legislation and Policies	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 2: Partnerships	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 3: Professional Development	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 4: Accountability and Evaluation Systems	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 5: College and Career Readiness Standards	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 6: Course Sequences	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 7: Credit Transfer Agreements	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 8: Guidance Counseling and Academic Advisement	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 9: Teaching and Learning Strategies	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐
Component 10: Technical Skills Assessments	In the Planning Stages ☐	Partially Implemented ☐	Fully Implemented ☐

Please note additional comments related to your district's implementation status and next steps toward POS implementation: