



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

# UNDERSTANDING HIGH SCHOOL- POSTSECONDARY RELATIONSHIPS IN THE PATHWAYS TO RESULTS PROCESS

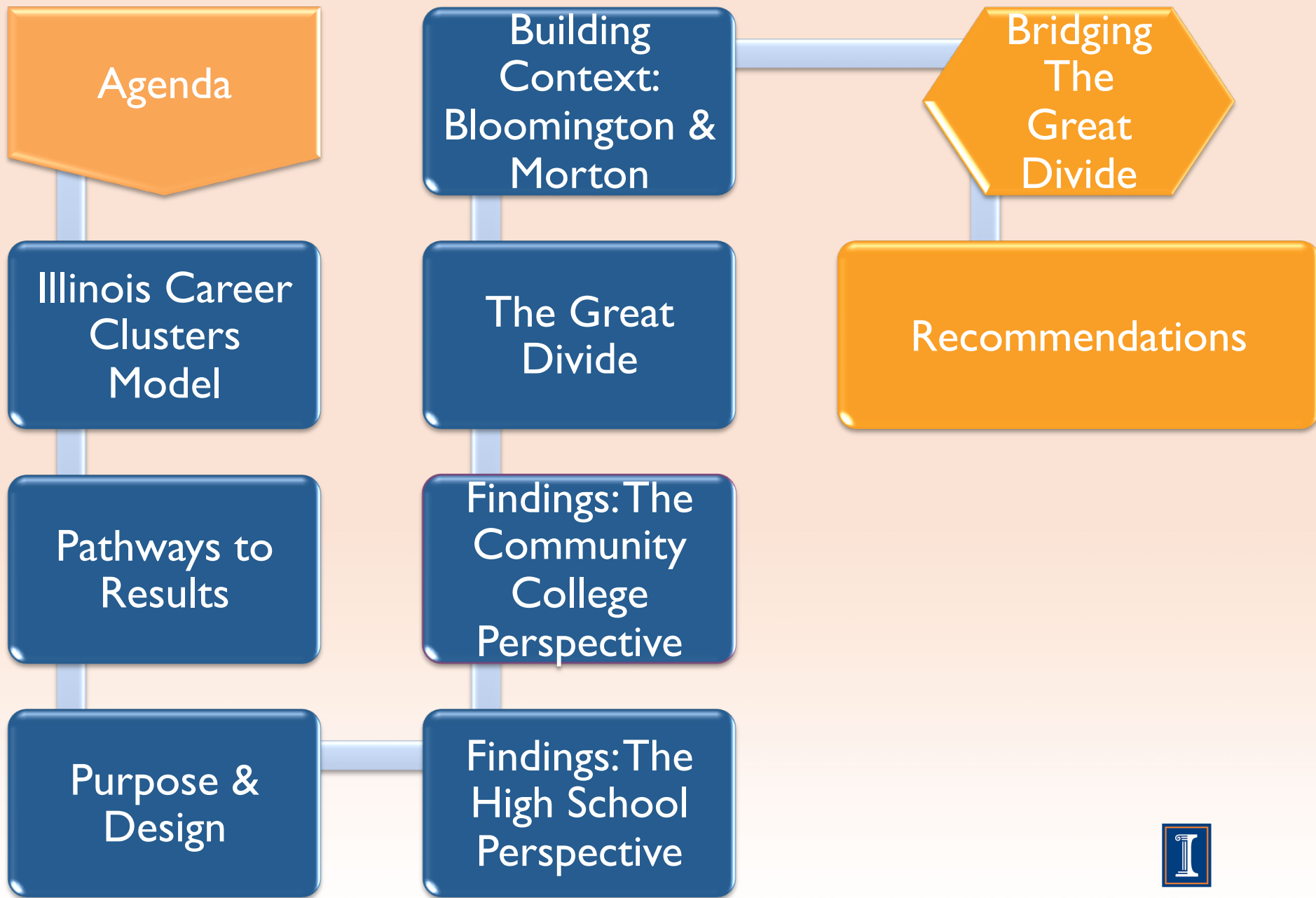
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# Creating POS

Career  
Cluster

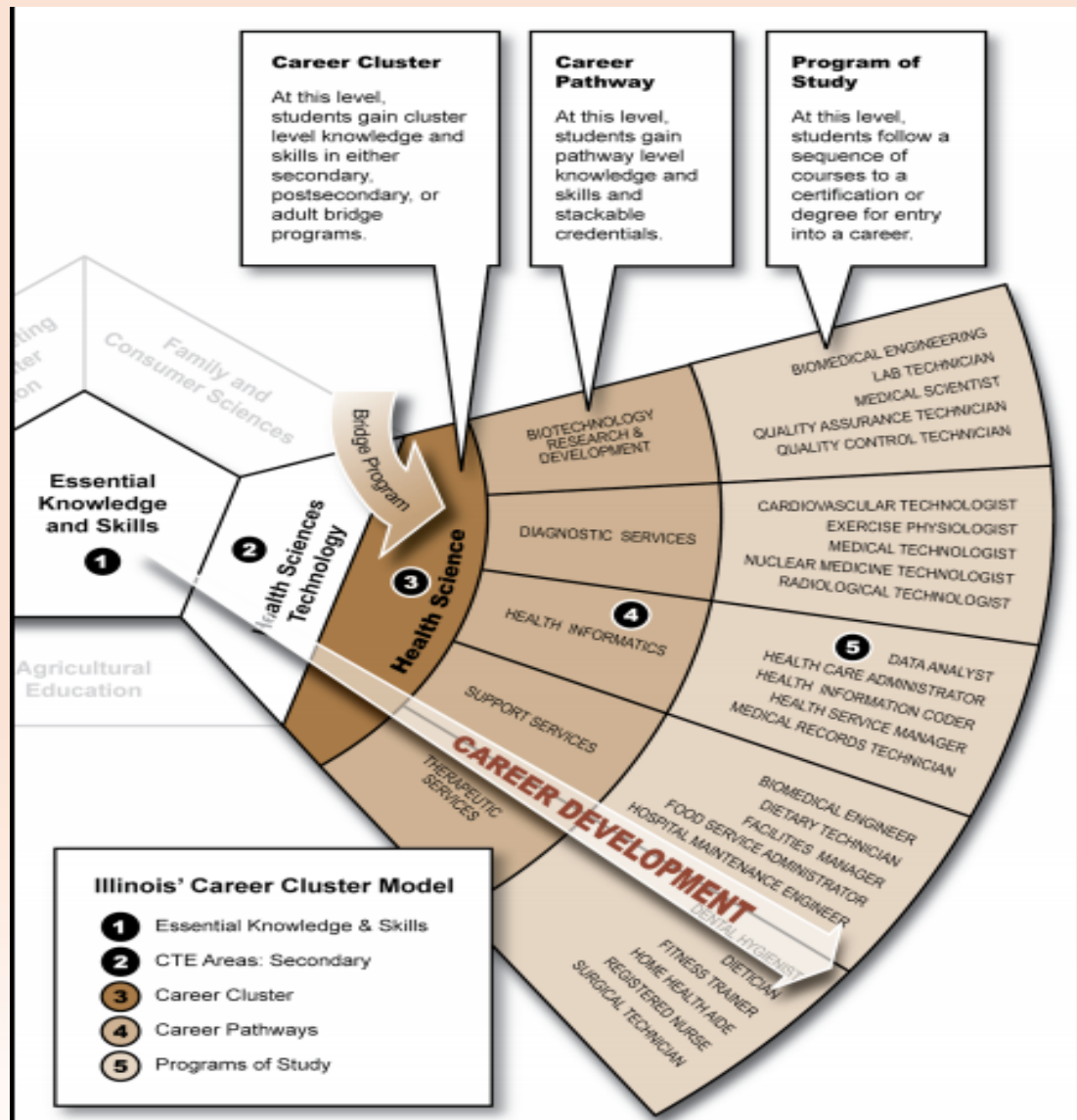
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Pathways

• flexible

Programs  
of Study

• 6 guiding  
principles



# Programs of Study (POS) Defined

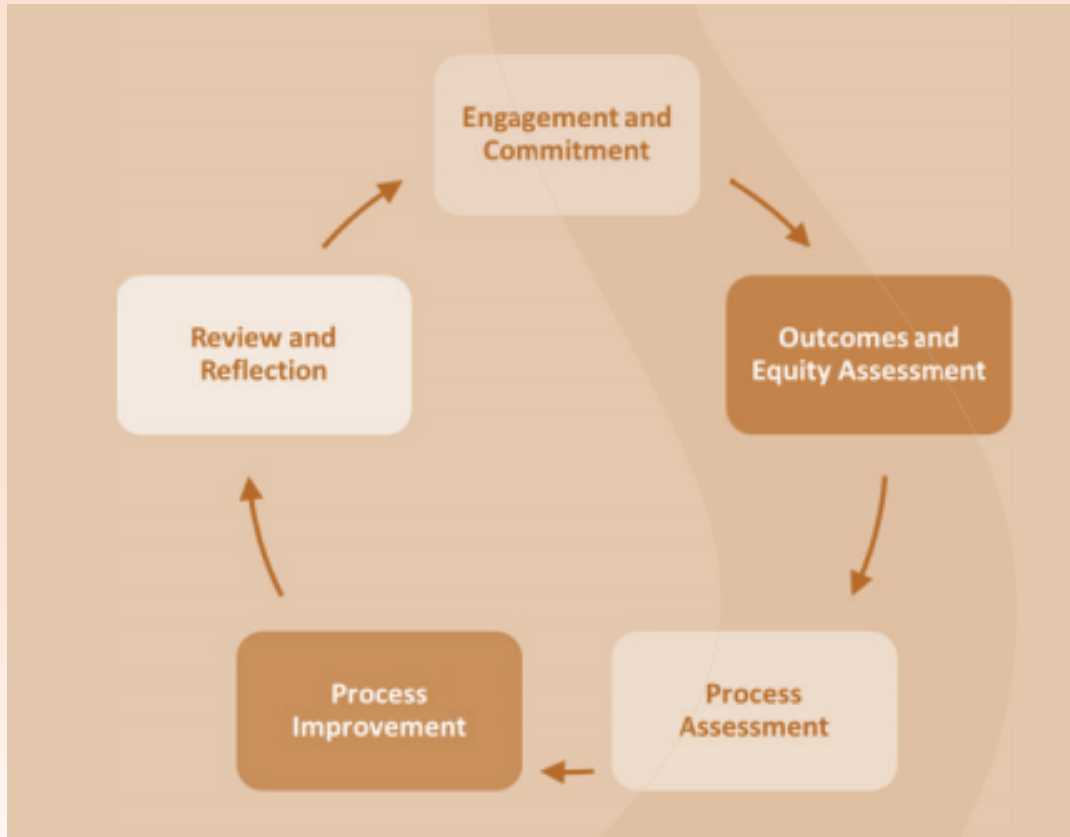
- Programs of Study are **sequences** of courses that incorporate a **non-duplicative** progression of secondary and postsecondary elements which include both **academic and career technical education content** and lend to the attainment of an industry recognized credential, certificate, or degree.



# Illinois Career Cluster Model

Illinois Career Cluster Model	RTTT STEM Areas
Agriculture, Food & Natural Resources	Agriculture, Food & Natural Resources
Architecture & Construction	Architecture & Construction
Arts, Audio/Video Technology & Communications	
Business Management & Administration	
Education & Training	
Finance	Finance
Government and Public Administration	
Health Science	Health Science
Hospitality & Tourism	
Human Services	
Information Technology	
Law, Public Safety, Corrections & Security	
Manufacturing	Manufacturing
Marketing	
Science, Technology, Engineering & Mathematics	Research and Development
Transportation, Distribution & Logistics	Transportation, Distribution & Logistics
	Energy

# OCCRL's Proposal: Pathways to Results (PTR)



- Five-phase process
- Improve Programs of Study
- Outcomes-focused, equity-guided
- Improve transition to postsecondary education & employment
- Address equity gaps between diverse learner groups
- Led by education, employer, and community partners



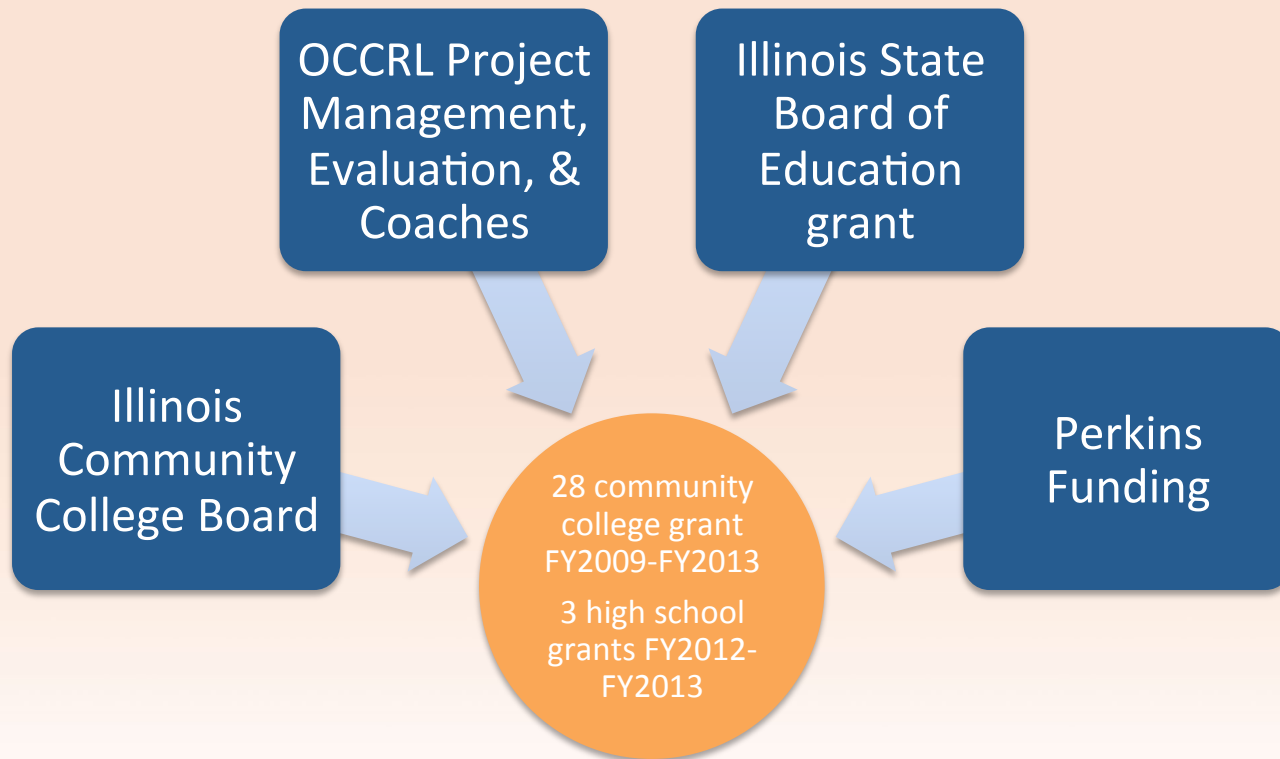


# IL POS 6 Guiding Principles

- ① Leadership organization & support
- ② Access, equity, & opportunity
- ③ Alignment and transition
- ④ Enhanced curriculum and instruction
- ⑤ Professional preparation and development
- ⑥ Accountability and program improvement



# PTR Ecosystem





# PTR Profile

## Southwestern Illinois College Partnership (Construction)

**Partnership:** Southwestern Illinois  
Partnership for College and Career  
Success

**Partnership Charter URL:**  
<http://occrf.illinois.edu/projects/pathways/southwestern>

**Career Cluster:** Architecture and  
Construction

**Career Pathway:** Construction

**Program of Study:**

- Construction Carpentry
- Construction Electrical Specialist
- Construction Management  
Technology (CMT)

**Partners:**

SWIC:

- Dean, Technical Education
- Coordinator, Construction  
Management Technology
- SIPCCS Coordinator
- Coordinator, Union Apprenticeship  
Programs
- Office of Institutional Research
- Liaison for Dual Enrollment & Voc.  
Educ. Prog.
- Training Coordinator

Industry:

- Plumbers' Local 101
- Coordinator, Carpenters' Joint  
Apprenticeship Program
- IBEW Local 309
- Jacobs
- Holland Construction
- Enterprise Leasing
- Madison County Career & Technical  
Education System
- Okaw Regional Vocational System
- St. Clair Co/SWIC Career &  
Technical Education System

High Schools:

- Provost, Red Bud Campus
- Granite City
- Sparta
- Columbia
- Highland High
- O'Fallon
- Belleville East and West

### PROJECT FOCUS

Construction workers have faced some of the nation's highest unemployment rates, sometimes reaching 25%, since the start of the recession in 2007. However, the Bureau of Labor Statistics now predicts that employment of carpenter is projected to grow 20 percent from 2010 to 2020, faster than the average for all occupations. Job prospects for all construction workers should improve over the decade as construction activity rebounds from the recent recession. Analysts predict an unprecedented growth trend for the construction industry that will continue at least through 2018 and probably beyond. Government stimulus, private investments, and increased earnings from invested funds will allow both public and private entities to build infrastructure, hospitals, power stations, and other major projects, as well as creating opportunities for "green" buildings, new and improved materials, and modern methods. Analysts also predict immigration laws may severely reduce the number of available construction workers. While the construction industry will offer new career opportunities, many, if not most, high school students are unaware of them. They lack general awareness and there is no defined educational path for them to follow. Finally, analysts are projecting a great need for educated and skilled workers, as both managers and technicians, in the relatively new field of green building methods.

### GOALS

- Increase the number of students who are aware of and who understand the educational and employment opportunities in three programs of study offered at SWIC: Construction Management Technology (CMT), Construction Carpentry, and Construction Electrical Specialist.
- Define programs of study for students in construction.
- Improve the overall retention rate for CMT.
- Explore and develop new construction courses focusing on emerging "green" or sustainability technologies.

### OUTCOMES AND EQUITY ASSESSMENT

White males comprise most of the enrollment in the CMT program (82%), and far exceed their representation in SWIC. The percentage of African-Americans enrolled in construction is 13%, which is comparable to their percentage in SWIC. In the construction program, economically disadvantaged students account for 7% of total program enrollment, and female enrollment is only 5% of the program. Retention for the period of fall-to-spring is 71%, but fall-to-fall retention declines to 49% for all construction students. Fall-to-spring retention by sub-group is: Asian American (50%), American Indian (100%), African American (83%), Hispanic (100%) and White (68%). Fall-to-Fall retention by sub-group is: Asian American (0%), American Indian (0%), African American (61%), Hispanic (66%), and White (47%).

### DATA COLLECTION

- Analysis of program equity and outcome data.

### SOLUTIONS

The SWIC PTR team identified twenty-five changes to the marketing and recruiting process as the solution for their PTR project. Select solutions include recruiting techniques such as events with high school students, visiting non-CTE classes in high schools, updating and developing the website, and creating an informational video; curricular elements such as expanding dual credit opportunities and creating articulation agreements with 4-year institutions; and exploring options for developing new programs of study.

### EVALUATION METHODS AND MEASURES

The ways in which the team will evaluate their solutions vary widely because of the diverse set of solutions adopted. Select methods include surveys of high school students, college departments, advisory committee members, and program graduates. The team will also assess and monitor potential high school dual credit courses and analyze existing marketing materials.

### SUSTAINABILITY ACTIVITIES

Survey results from Phase 5 show a relatively high level of confidence that the PTR solution will be sustained with a strong level of agreement and that there is a champion for the solution and team member commitment. Team members noted that the program personnel value the PTR process and the solutions seem to be reasonable and cost effective. Some concerns and challenges were related to funding, partners at the high school level, and a full-time coordinator for the construction program.

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# Sample PTR Project Profile

illinois.edu



Agenda

Building  
Context:  
Bloomington &  
Morton

Bridging  
The  
Great  
Divide

The Great  
Divide

Recommendations

Findings: The  
Community  
College  
Perspective

Findings: The  
High School  
Perspective



# Purpose & Design

## Purpose

- Examine perceptions of educators who were involved in PTR projects from 2009 to the present
- Uncover high school and community college leaders' perspectives on the high school-postsecondary partnership
- Identify factors that contribute to strong high school-community college engagement
- Identify PTR elements that high schools have incorporated into their improvement processes.

## Design

- 20 qualitative interviews
  - High School Partners
  - Community College Partners
  - Education for Employment (EFE) Directors
  - OCCRL Coaches
  - Pathways to Results Team Leaders



# The community college perspective



Completers  
Employment



Dual credit 😊  
Common  
planning time 😞  
Buy-in 😞



key quotes



# Community College Perspective

- *I don't know that high schools and key people fully understand what are POS. Administrators think that if a student wants to go into medicine then that means just take sciences. They don't know career planning templates. Guidance people don't know but they need to know it. So that you can progress on and show the alignment of a program of study. There hasn't been a lot of guidance for people attending cross site meetings (attendance, logistics, communication).*
- *I don't approach high schools and say I want to make this course dual credit. It's too many hurdles for them to develop and revise that course. As a community college we reverse that process because those restrictions in terms of course development. Instead we look at their courses and see what we offer here. There is some obvious curriculum revision that needs to be done, but we backward map to see how we as community colleges can better align with the high school.*



# The high school perspective



Common Core  
School Improvement  
RttT



Different priorities ☹️

Counselor  
touchpoints 😊

The starting point is  
from the community  
college perspective



key quotes



# High School Perspectives

- Counselor
  - I'm going to think of it at-large. When I was first in counseling once a student left my high school I didn't know what happened to them. With PTR & the process I can see where they are going. Success rates, completion rates. PTR has made me a better counselor. I see the process as guiding students on next step and being successful. Whether that's communication and learning about bridges for transitions. It's always a changing process. We're always looking at it and evaluating it. We're always looking at how we can improve. Part of that improvement is seeing what happens next. I'm such a different counselor now. I'm much more career and college oriented now. How they can bridge the HS to College gap.
- Principal
  - My job is not to prepare them for college or career. They are one in the same. My job is about readiness, being ready for the next step.





# The Great Divide:

## Organizational structure

- Top down funding from ICCB sits with community colleges
- Fiscal year v. academic year
- High school and community college calendar incompatibility
- Limited leadership & expertise in data analysis
- Loose partnership requirements
- Day-long meetings twice per academic year, at best
- Limited student involvement
- Limited school counselor participation
- Inconsistent HS contacts/representatives
- Lack of designated person to serve as the bridge

## Goals, vision, dialogue

- “get in where you fit in”
- Dual credit as hallmark of “success”
- Conflicting priorities by many players: state, district boards, school building leadership
- College readiness or career readiness?
- Prioritizing next step readiness or school improvement?



# Bridging The Great Divide: Recommendations

## EQUITY, ACCESS, NEXT STEP READINESS

### Use Illinois Career Clusters & PTR to:

- ♦ align curriculum
- ♦ improve partnerships
- ♦ Define and problematize equity issues through data
- ♦ provide “next step” options
- ♦ prepare students for the pathways of their choice, not our choice

### Use review, reflection, and praxis to:

- ♦ Anticipate and appreciate ongoing student & industry changes
- ♦ Authentically construct policies and programs with secondary, postsecondary, and industry
- ♦ Change behavior, values, and dispositions to achieve deep system-wide change
- ♦ Engage student and family assets along the pathway to college & career



# HS & CC Partnerships In Context

**Tom Frazier: Bloomington Area Career Center Director & EFE Director**

- Partnership with SWIC, Heartland, and ICC
- 14 EFE high schools
- 16 BACC high schools
- Business and career involvement
- Job placement
- Industry certification and dual credit

**Jason Hlavacs: Director of CTE & Instructional Technology J. S. Morton HSD 201**

- Partnership with Morton Community College on Computer Information Systems
- Large Latino/a student population
- Quarterly CTE institutes at high school



# AUDIENCE PARTICIPATION

