

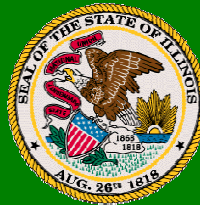
Career And Technical Education: A Mechanism To Support Successful Transition For All Students?

Introduction to Perkins IV and Programs of Study

August 2009

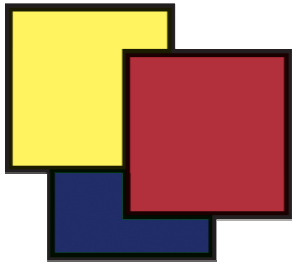
Kathleen (Kat) Marie Oertle
oertle@illinois.edu

ILLINOIS COMMUNITY COLLEGE BOARD



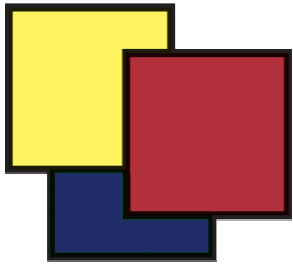
ILLINOIS STATE BOARD OF EDUCATION





Today's Agenda

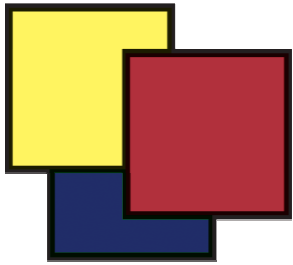
- Welcome and Introductions
- Overview: Perkins IV, Career Clusters and Illinois Programs Of Study (POS)
- Introduce the Guiding Principles, Design Elements, and Self-Assessment
- Discuss Transition from a Perkins IV and Special Education Perspective



Your Goals For Today

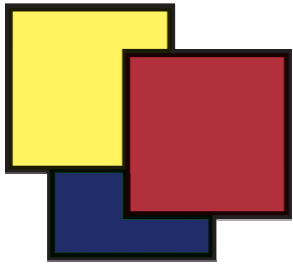
- Please share your learning goals for today's workshop





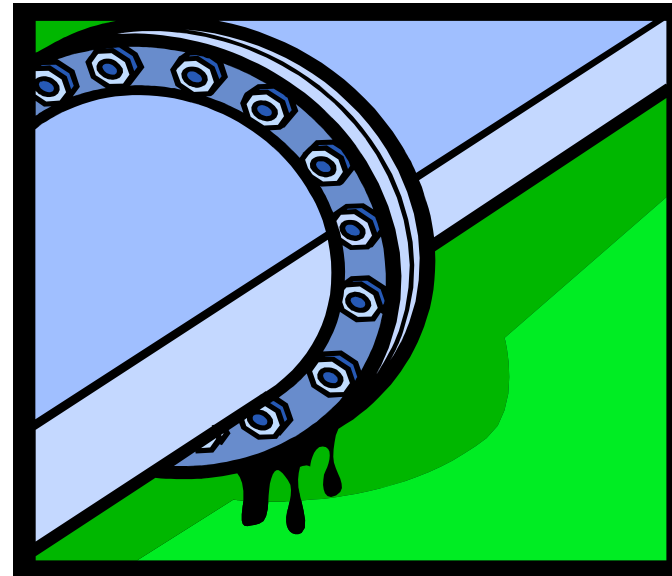
From Voc. Ed. To CTE

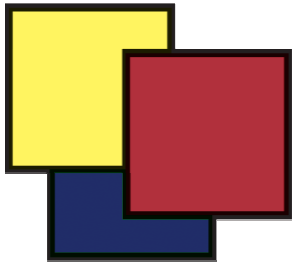
- For a few students
 - Focused on a few jobs
 - 6 – 7 program areas
 - In lieu of academics
 - High school focused
- For all students
 - Focused on careers
 - 16 clusters~79 pathways
 - Aligns with & supports academics
 - HS, postsecondary, and business/industry partnerships, including the baccalaureate level



The Educational Pipeline

Is leaking . . .





IL Educational Attainment, 2005

- Age 18-24 with HS Diploma: 78.6%
- Age 25-64 with HS Diploma: 88.4%
- Age 25-64 with Associate Degree: 8.3%
- Age 25-64 with Bachelor's or Higher: 31.8%
- Age 25-64 with Graduate/Prof. Degree: 11.7%

NCHEMS (March 17, 2008). *A public agenda for Illinois higher education: Planning for career and college success*. Summary observations and findings regarding public need.

The Leaky Pipeline, con't.

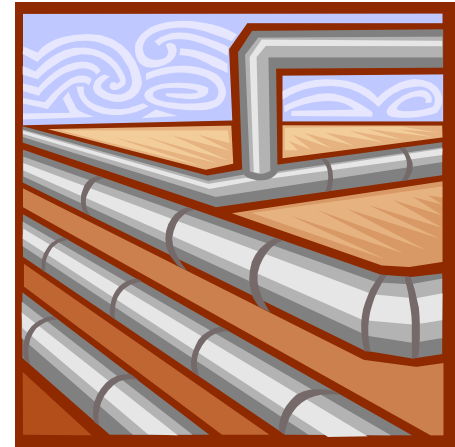
Percentage of 9th graders graduating from high school four years later, by race/ethnicity:

96.4%: Asian

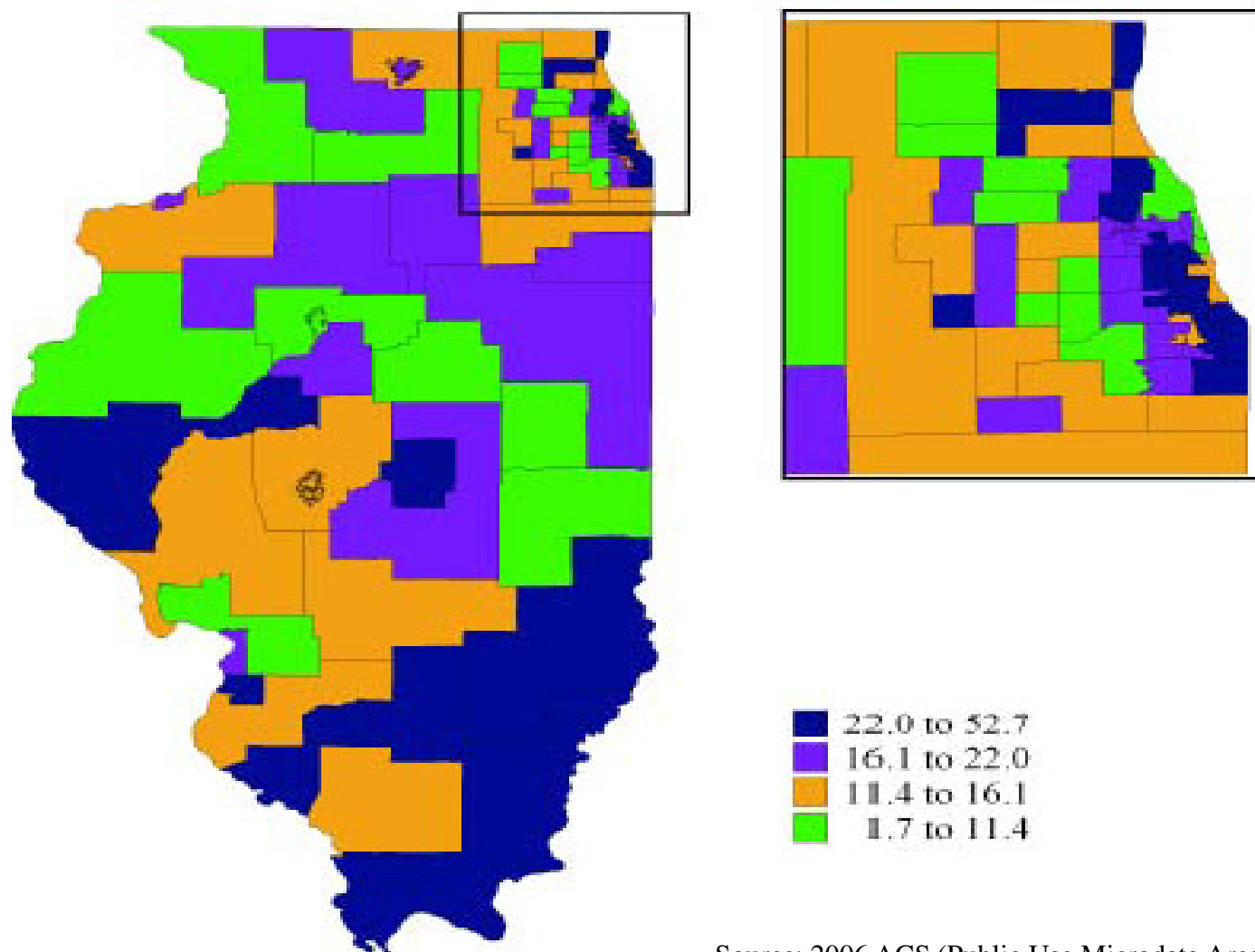
84.4%: White

60.4%: Hispanic

52.0%: African-American

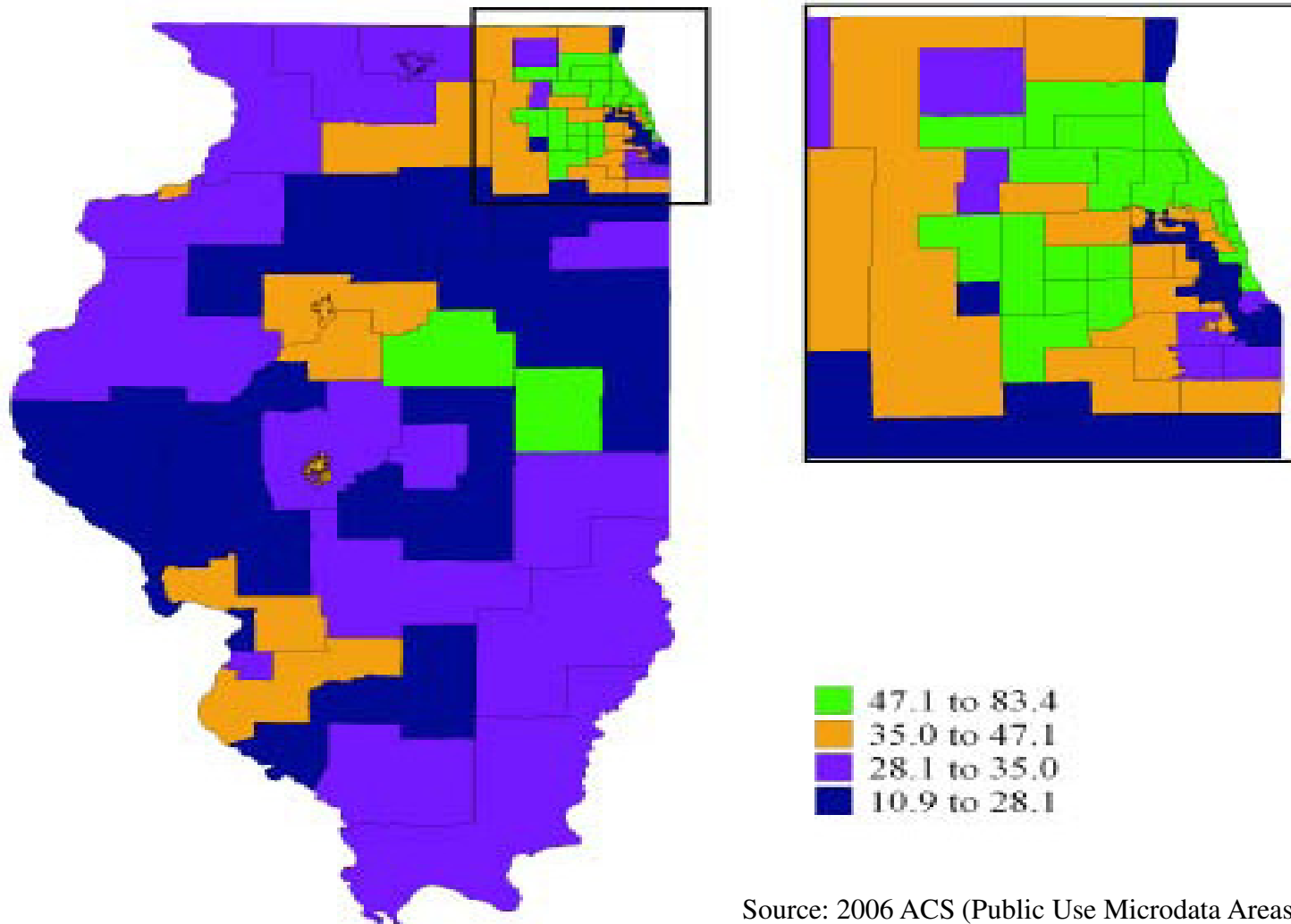


Percent of population age 18-24 with *no high school diploma or equivalency*, 2006



Source: 2006 ACS (Public Use Microdata Areas -PUMS)

Percent of population age 25-64 with *an associate's degree or higher, 2006*

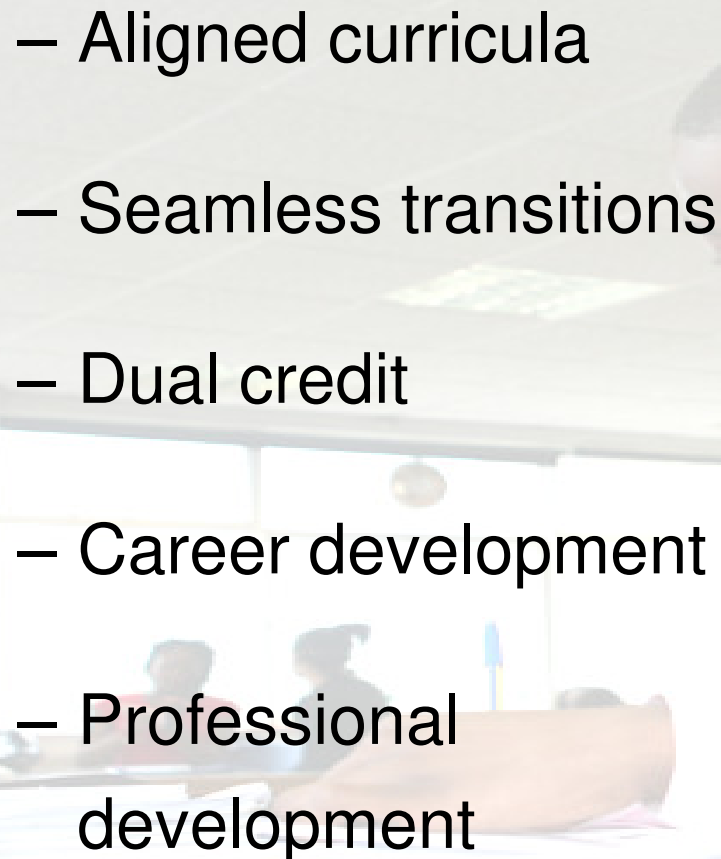


Source: 2006 ACS (Public Use Microdata Areas -PUMS)

Perkins IV THEMES

- **Increased accountability** for student and program outcomes, including technical skills attainment at the secondary level
- **Greater coordination** within the CTE system
- **Stronger integration** of academic and CTE curricula
- **Closer connection** between secondary and postsecondary education, including the baccalaureate level
- **More involvement** of business and industry

Perkins IV Alignment

- 
- Aligned curricula
 - Seamless transitions
 - Dual credit
 - Career development
 - Professional development

- 
- Articulation agreements
 - Data-sharing agreements
 - Collaborative partnerships
 - Continuous improvement
 - Advisory committees



WHAT NOW?



The Career Cluster Framework!

www.careerclusters.org





New Terminology



Career Clusters

Career Pathways

Programs of Study (POS)

Partnerships for College and Career
Success (Partnerships)





What are Career Clusters?



Career Clusters are groups of occupations and industries that have in common a set of foundational **cluster** level knowledge and skills. There are 16 nationally recognized clusters, within which are multiple career pathways.



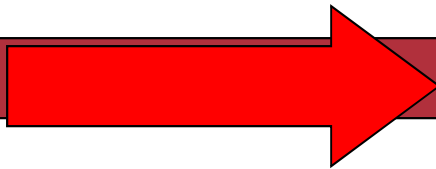
Clusters



What are Career Pathways?

Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of postsecondary options within each of the 16 clusters. Currently, there are ~79 nationally recognized pathways, each with specific **pathway** level knowledge and skills.

Clusters



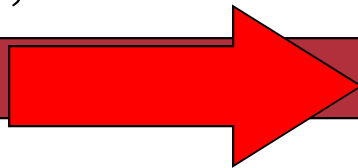
Pathways



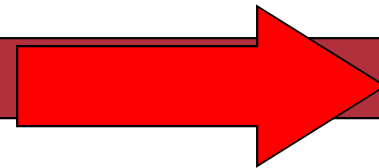
What are Programs of Study (POS)?

- **sequences of courses** that incorporate a non-duplicative progression of secondary and postsecondary elements
- includes both **academic and CTE** content
- curriculum **alignment** to challenging standards and rigorous content
- lead to the **attainment** of an industry recognized credential, certificate, or degree.

Clusters



Pathways

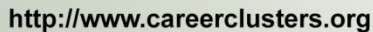


POS

Unduplicated Students (grade 9 to 12) with Disability Counts

STUDENTS WITH DISABILITY	
YEAR	TOTAL SECONDARY CTE ENROLLMENTS
2006	43355
2007	44878
2008	41035

Source: ISBE CTE Division from ISIS databases August, 2009

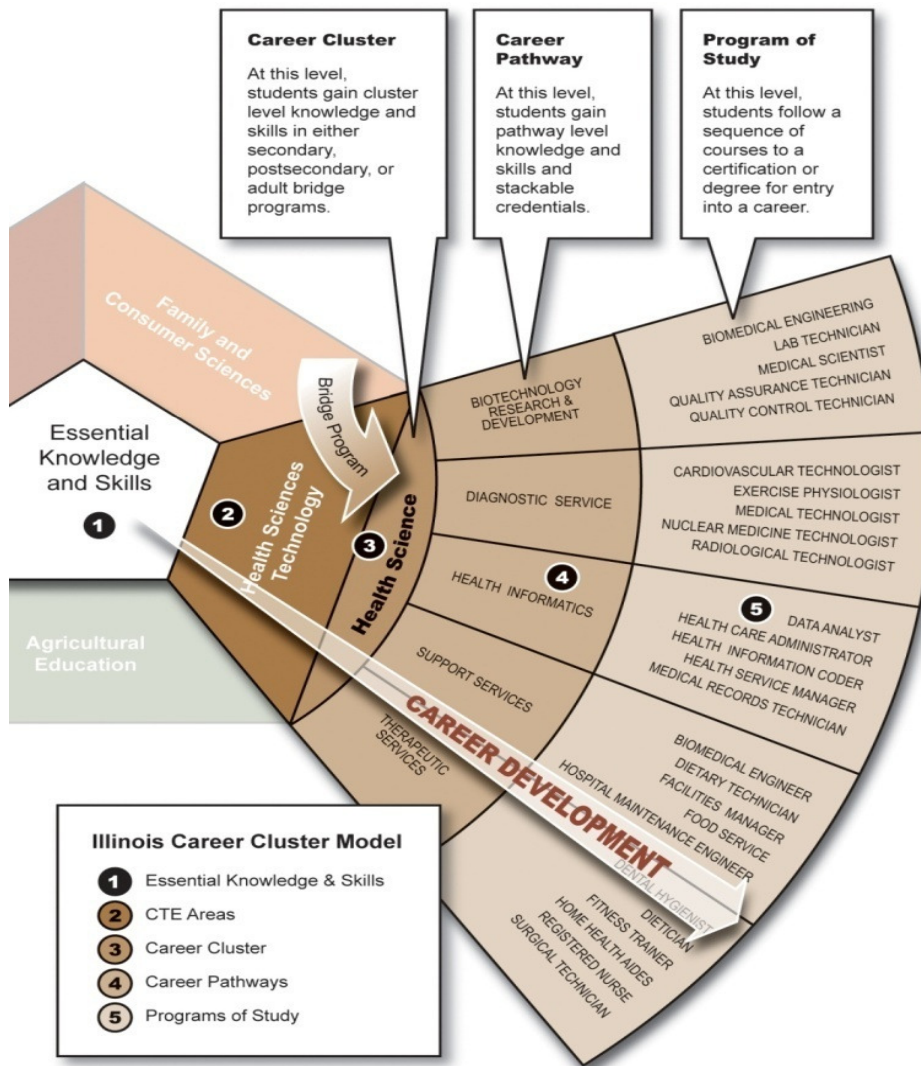


Students with Disability – Enrollments Disaggregated by CTE Areas

STUDENTS WITH DISABILITY						
YEAR	TOTAL SECONDARY CTE ENROLLMENTS					
	AGRICULTURE	BUSINESS	FAMILY & CONSUMER SCIENCE	HEALTH	INDUSTRIAL	SPECIALIZED VOCATIONAL PROGRAM
2006	3657	17169	13392	632	16223	5575
2007	3851	17569	14163	711	16403	5846
2008	3704	16076	13702	610	14755	4446

This information is based on individual CTE area enrollment, it may not equal to total enrollment counts.
Source: ISBE CTE Division, August 2009

ILLINOIS CAREER CLUSTER MODEL

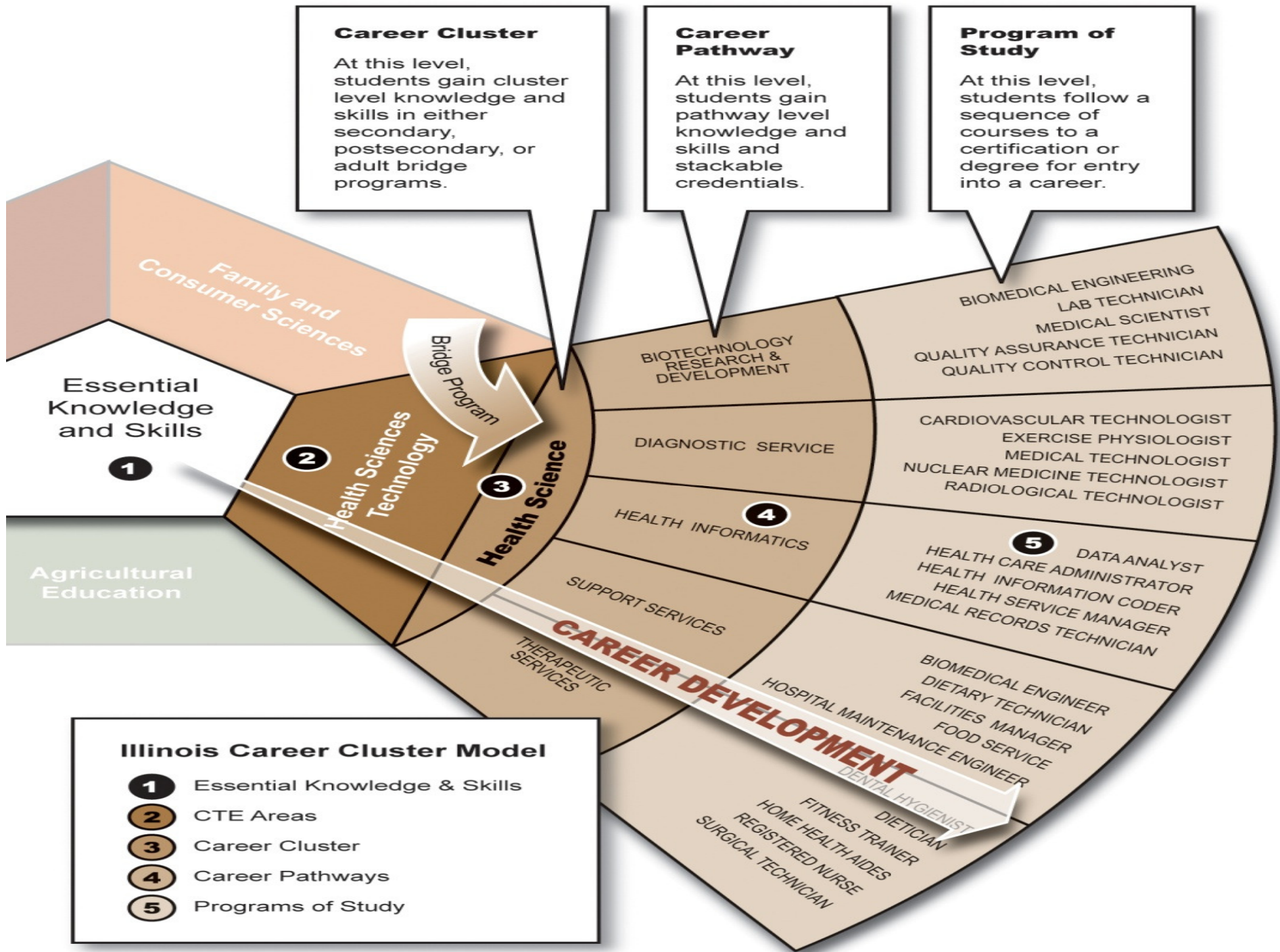


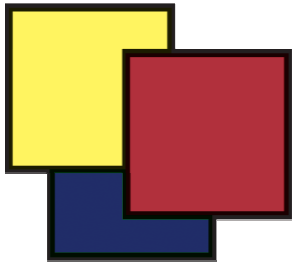
The Illinois' Career Cluster Model shows the relationship between:

- One of Illinois' five, secondary career and technical education areas (Health Sciences Technology)
- The related career cluster (Health Science)
- The five pathways within that cluster
- Sample programs of study within the pathway.

It also illustrates:

- Essential knowledge and skills
- Cluster level knowledge and skills
- Pathway level knowledge and skills
- Programs of study
- Career development
- Adult Bridge Programs





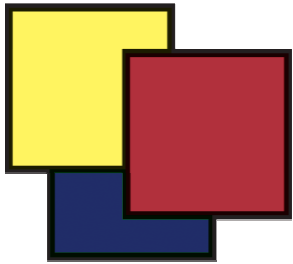
Perkins IV: Your Critical Role

- Increased involvement at state and local levels
- Member of local and state advisory groups
- Participate in “high quality, sustained, intensive professional development focused on instruction”
- Local involvement to develop students’ graduation and career plans
- Assure access for special populations



The Benefit to Students

- Smooth the transition from high school to college
- Motivate through relevant, contextual learning
- Expand learning to include context of knowledge and skills of the cluster
- Provide career guidance and a framework for students to plan their future.



Illinois POS Framework

Six Guiding Principles

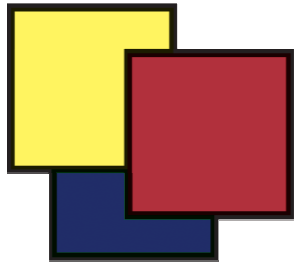
- Background & Origin
- Principle Overview



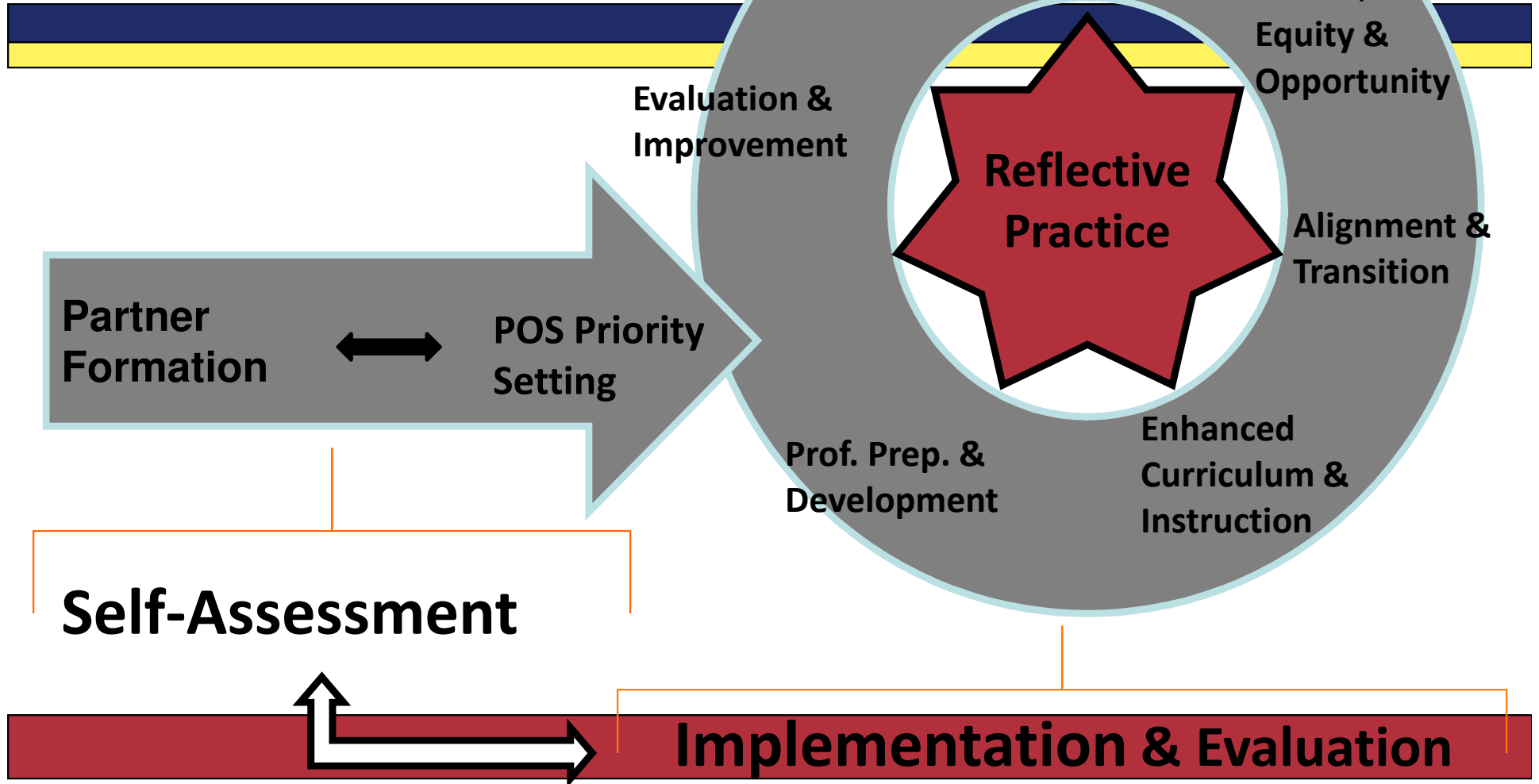
SIX GUIDING PRINCIPLES

1. Leadership, organization, and support
2. Access, equity, and opportunity
3. Alignment and transition
4. Enhanced curriculum and instruction
5. Professional preparation and development
6. Program improvement and accountability

Webinars on each principle and their design elements are located: <http://occrl.illinois.edu/projects/perkins/webinars>



Programs of Study



Leadership, Organization and Support

- Authentic collaborative partnerships
- Vision, mission, and goals
- Shared decision making
- Collaborative culture
- Memorandum of understanding
- Joint secondary-postsecondary advisory committees
- Tangible and intangible resources
- Technical and technology assistance

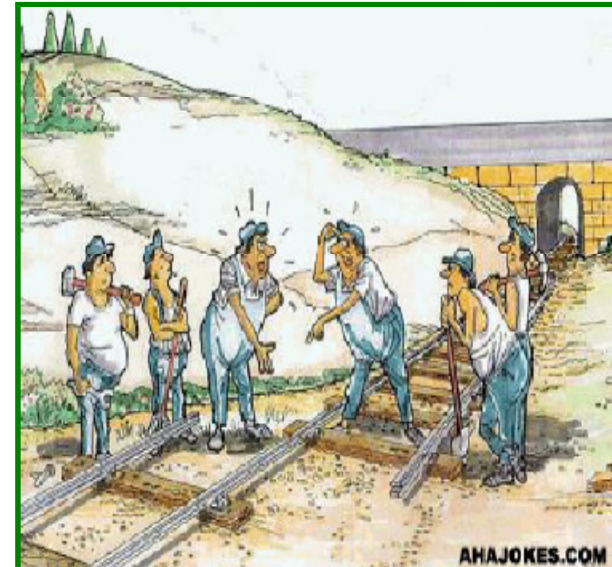


Access, Equity and Opportunity

- Recruit, enroll, and retain underserved, under-represented, and special population students
- Gaps and barriers are identified and addressed
- Barriers to initial entry or re-entry are addressed
- Support services are available
- Universal design is applied to physical, virtual, and learning spaces
- Special population sub-groups are clearly identified so progress can be quantified
- Reflect learner's and their families' perspective and interests
- Access to networks and resources

Alignment and Transition

- Secondary and postsecondary collaboration
- Articulation agreements
- Multiple entry and exit points
- A coherent sequence of courses and programs
- Data-sharing agreements
- “College knowledge”



Enhanced Curriculum and Instruction

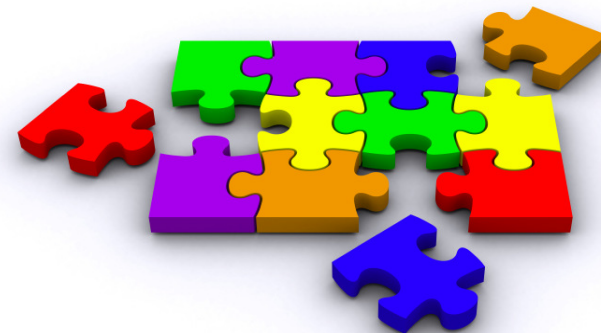
- Contextual instruction
- Career exploration, development, and guidance
- Dual credit opportunities
- Business, industry, and community partners
- Integrated and rigorous CTE and academic content
- Reduce the need for remedial/developmental education
- Multiple measures of assessment
- Develop, improve, or expand the use of technology

Professional Preparation and Development

- Coordinated with teacher certification or licensing, in-service and pre-service learning
- Comprehensive and instruction-focused to impact classroom instruction
- Improve quality of instruction
- Needs assessment is utilized to identify training needs
- Combine resources
- Based on best and promising practices
- Opportunities to collaborate on curriculum alignment and integration

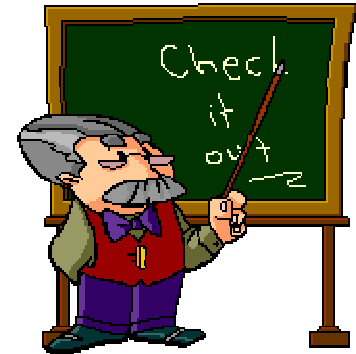
Program Improvement and Accountability

- Multiple forms of assessment and measurement
- Culture of program improvement
- Local improvement and regional development
- Labor market data
- Longitudinal data
- Reliable and valid data
- Performance targets
- Disaggregated and cohort based



The Self Assessment Process

- Determine the partners
- Complete the curriculum inventory
- Determine readiness for POS implementation
- Assess status of Principles & Elements
- Review, reflect and plan POS implementation





RESOURCES

Perkins IV

Illinois 5-year Perkins IV State plan:

http://www.iccb.state.il.us/pdf/career_tech/postsecondary/PerkinsStatePlanDraft1-08.pdf

Association for Career and Technical Education (ACTE): <http://www.acteonline.org/>

Illinois Resources

Illinois Community College Board: <http://www.iccb.org/cte.html>

Illinois State Board of Education: <http://www.isbe.net/career/default.htm>

OCCRL Programs of Study Website: <http://occrl.ed.illinois.edu/Projects/perkins/>

Career Clusters, Pathways, and POS

The States' Career Cluster Initiative: <http://www.careerclusters.org>

National Career Pathways Network (NCPN): <http://www.cord.org/ncpn-index.cfm>

Career Voyages – collaboration between the U.S. Department of Labor and U. S. Department of Education: <http://www.careervoyages.gov/about-main.cfm>





**Thank you for
your time and
attention!**