

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

# High School Self-Assessment Webinar Series

## *Selecting Career Clusters and Programs of Study*



**Pathways Resource Center**  
**January 18, 2013**

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# Objectives

- Investigate the process of developing career cluster areas
- Review the Model of Support for RTTT Districts
- Review Illinois Pathways terminology
- Identify considerations for selecting (or solidifying) programs of study
- Determine district readiness

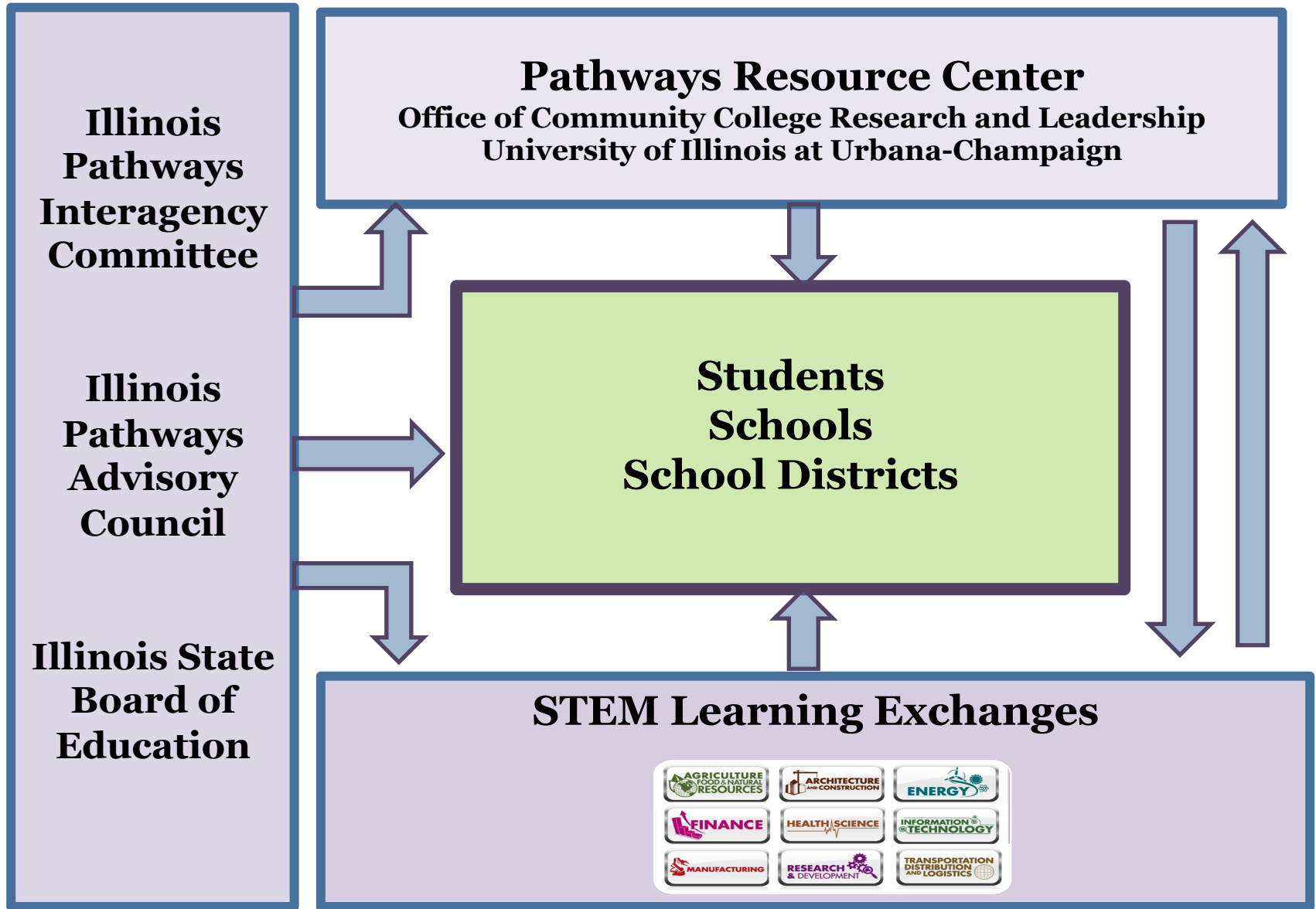


# Steps in the Process

1. Research **two career cluster areas** for developing/refining
2. Assemble a team of partners
3. Design curriculum for **selected programs of study** within the two career cluster areas
  - Curriculum mapping
  - Curriculum development
  - Curriculum implementation
4. Evaluate and refine the programs of study



# Illinois Pathways Initiative: Model of Support

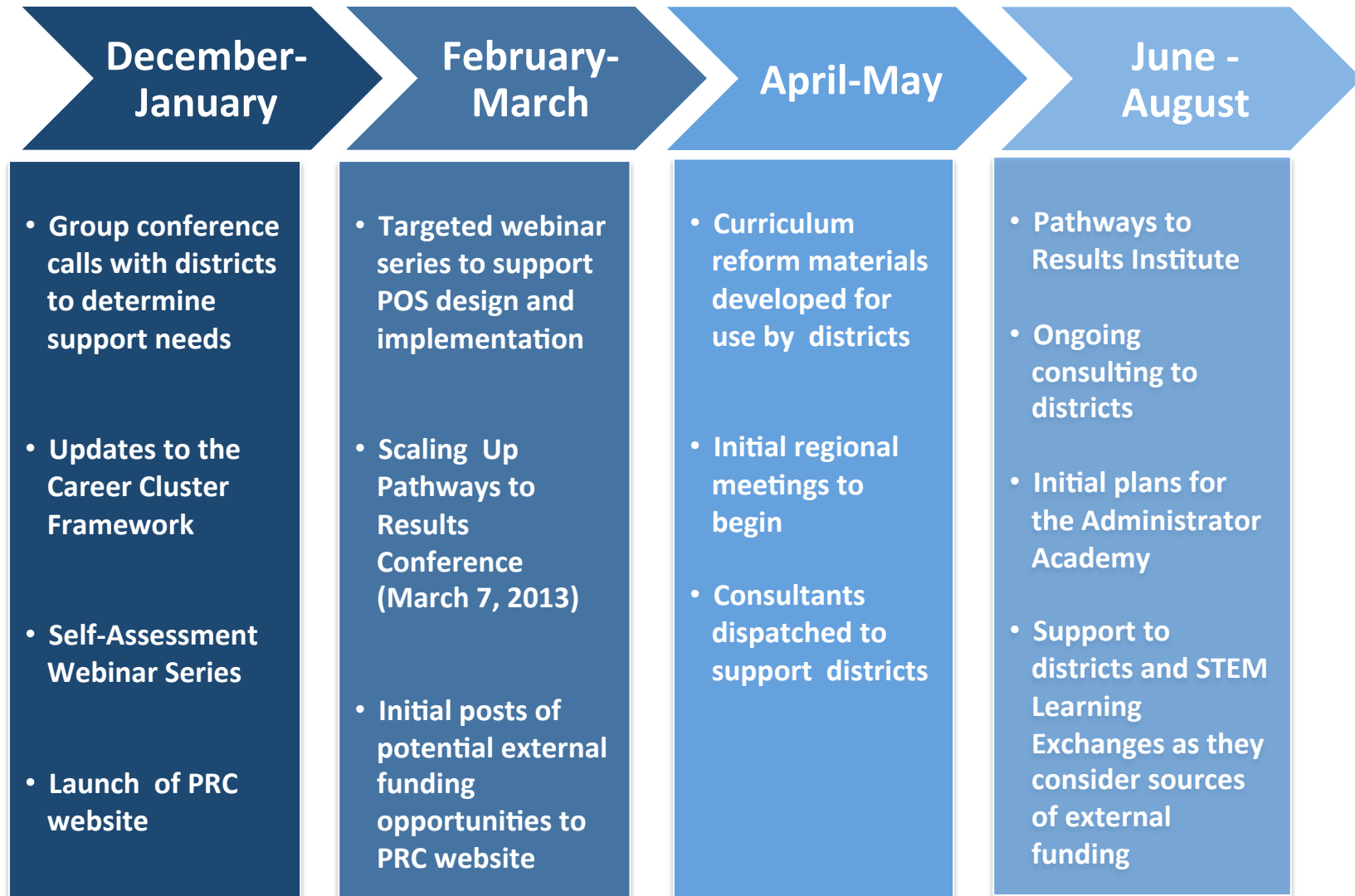


# Pathways Resource Center: Goals

- Position the PRC as a strategic vehicle for P-20 change in Illinois
  - Coordinate communication among stakeholders
  - Support STEM programs of study
- Develop the capacity of the local school districts to promote college and career success among students
  - Career clusters, pathways, programs of study
- Develop a resource bank of evidence-based materials
  - School districts
  - STEM Learning Exchanges
  - Partners
- Support the sustainability of the STEM programs of study



# Pathways Resource Center Timeline (2012-13)





# Illinois Career Cluster Terminology

- Essential Knowledge and Skills
- CTE Areas (5 areas)
- Clusters (16 clusters)
- Career Pathways (79)
- Career and Program Options: Program of Study

Visit <http://occr.illinois.edu/projects/pos/> for more information  
on the Illinois Career Clusters model



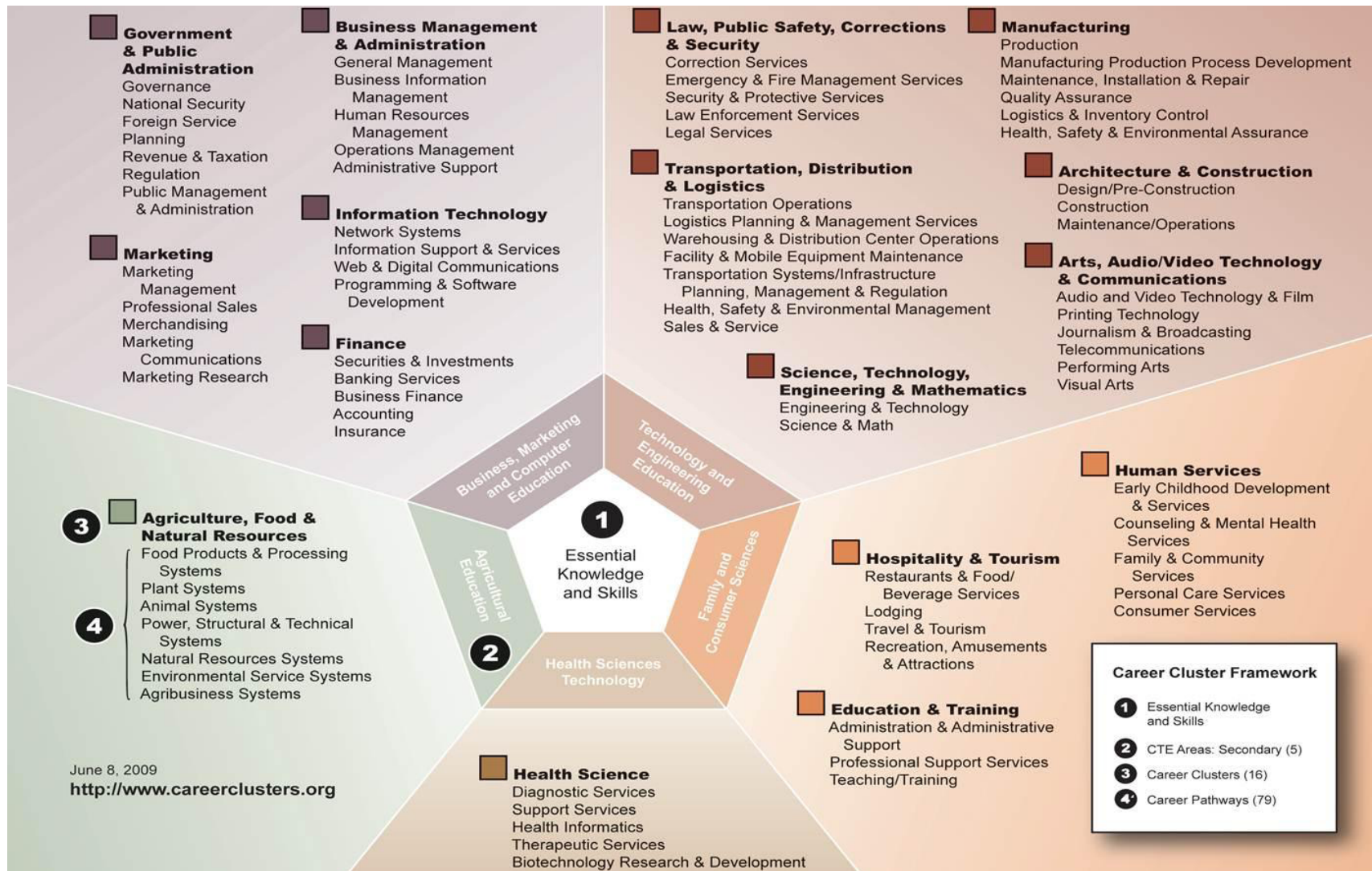
# Terminology

- **Essential Knowledge and Skills:** knowledge and skills that are consistent with the **Common Core State Standards** and designed to prepare all students for success in college and careers
- **Career Area (5):** **groups of occupations** and industries that have in common a set of foundational knowledge and skills
- **Career Clusters (16):** **multi-year programs** of academic and career and technical education content that prepare students for a full range of postsecondary options according to the career clusters
- **Career Pathways (79):** sequences of courses that incorporate a **non-duplicative progression** of **secondary** and **postsecondary** elements that include both academic and career and technical education





# Illinois Career Clusters Framework



# Illinois Pathways Initiative (9)



Illinois Career Cluster Model	RTTT 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	Information Technology
Law, Public Safety, Corrections & Security	
Manufacturing	Manufacturing
Marketing	
Science, Technology, Engineering & Mathematics	Research and Development
Transportation, Distribution & Logistics	Transportation, Distribution & Logistics
	Energy





Which Illinois career cluster area is not included in the RTTT career clusters?

A. Information Technology

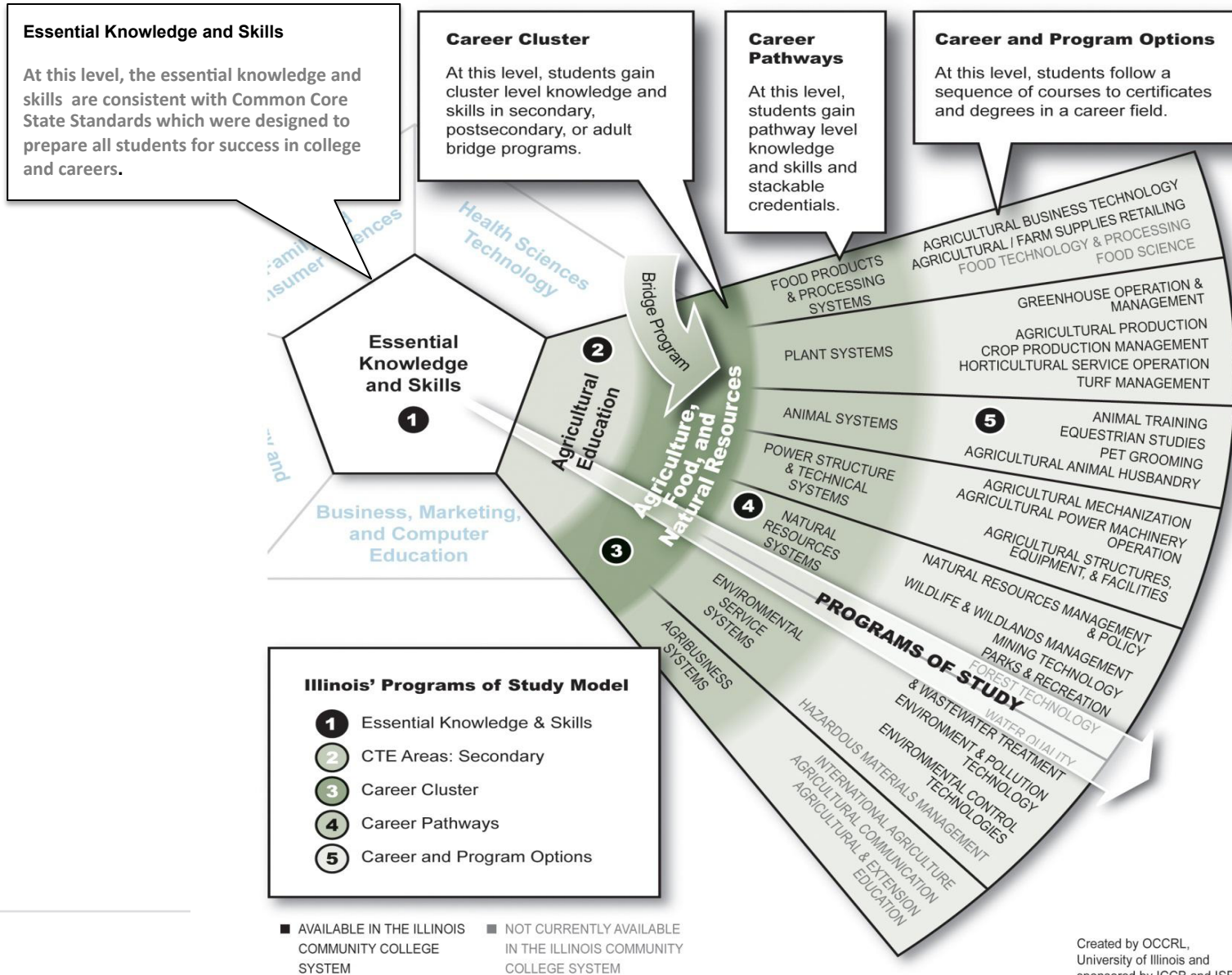
**B. Hospitality and Tourism**

C. Manufacturing

D. Agriculture, Food and Natural Resources



# Illinois' Career Cluster Model

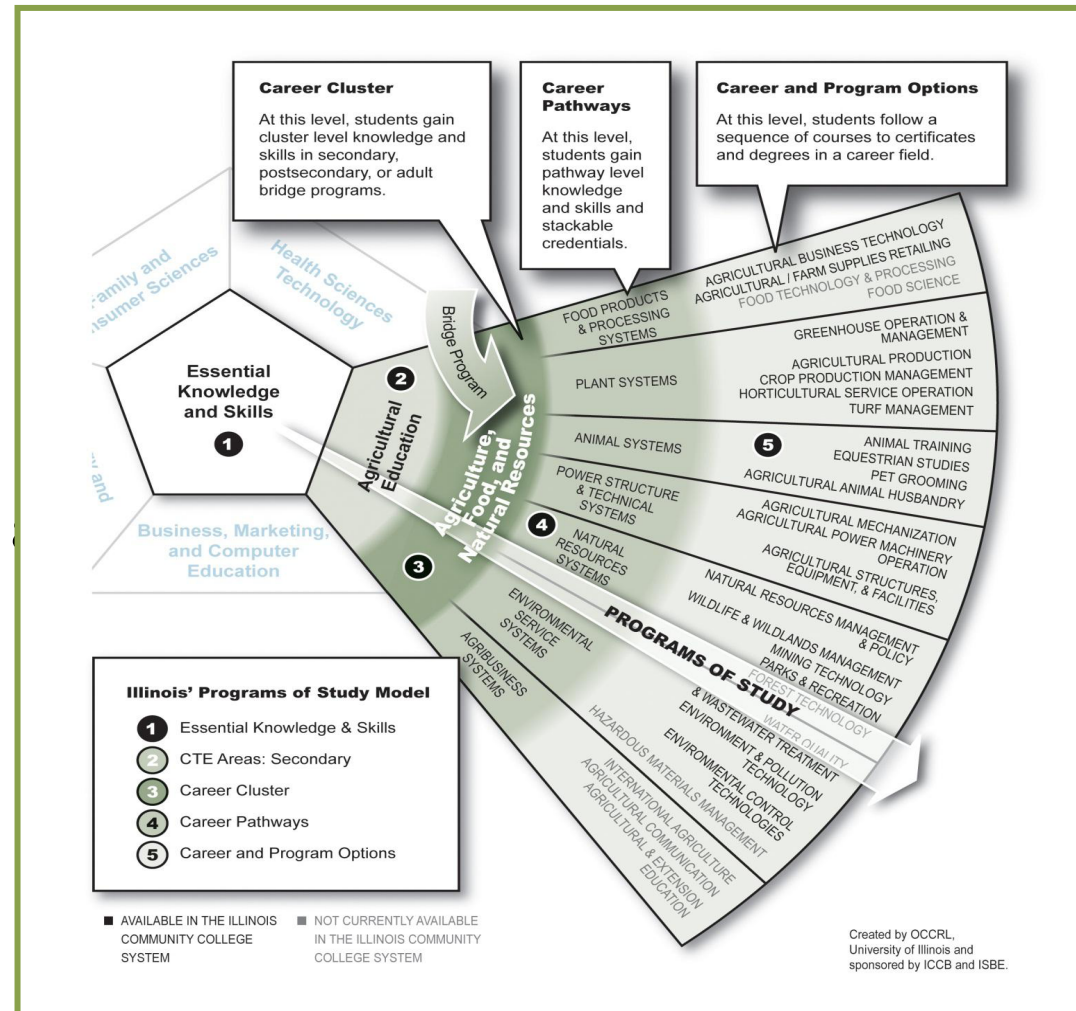






# Which represents a program of study?

- A. Agricultural Education
- B. Plant Systems
- C. **Turf Management**
- D. Essential Knowledge Skills
- E. None of the above



# Program of Study Curriculum Template

Program of Study									
Name of Cluster: _____ Name of Pathway: _____ Program of Study _____									
Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses, Recommended Electives, and Learner Activities	Career & Technical Courses and/or Degree Major Courses	SAMPLE Occupations Relating to this Pathway	
Interest Inventory Administered									
Secondary	9					All plans of study need to meet local and state high school graduation requirements as well as college entrance requirements.			
	10								
	11								
	12								
Articulation/Dual Credit Transcribed									
Postsecondary	Year 13					All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status.			
	Year 14								
	Year 15								
	Year 16								





# Sample POS: *Building Construction Technician*

Program of Study Curriculum: Lake Land College								
		Name of Cluster: Architecture & Construction		Name of Pathway: Construction		Program of Study: Building Construction Technician		
Education Levels	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses, Recommended Electives, and Learner Activities	Career & Technical Courses and/or Degree Major Courses	SAMPLE Occupations Relating to this Pathway
Interest Inventory Administered: ICP								
Secondary	9	English	Algebra	Earth or Life or Physical Science	Social Science	All plans of study need to meet local and state high school graduation requirements as well as college entrance requirements.	Technology Orientation	<ul style="list-style-type: none"> <li>▶ Carpenter</li> <li>▶ Code Official</li> <li>▶ Concrete Finisher</li> <li>▶ Construction Engineer</li> <li>▶ Construction Foreman</li> <li>▶ Construction Inspector</li> <li>▶ Contractor</li> <li>▶ Design Builder</li> <li>▶ Drywall Installer</li> <li>▶ Electrician</li> <li>▶ Electronic Systems</li> <li>▶ Equipment and Material</li> <li>▶ General Contractor</li> <li>▶ Heating, Ventilation, Conditioning and Refrigeration Mechanic</li> <li>▶ Mason</li> <li>▶ Painter</li> <li>▶ Paperhanger</li> <li>▶ Plumber</li> <li>▶ Project Estimator</li> <li>▶ Project Inspector</li> <li>▶ Project Manager</li> <li>▶ Roofer</li> <li>▶ Safety Director</li> <li>▶ Sheet Metal Worker</li> <li>▶ Specialty Contractor</li> <li>▶ Superintendent</li> <li>▶ Tile and Marble Setter</li> </ul>
	10	English	Geometry	Biology	Social Science		CAD	
	11	English	Algebra II	Physical Lab Science	American History		Construction Skills **	
	12	English	Construction math or statistics		consumer ed requirement psychology**		Construction Skills **	
Dual Credit Transcribed when appropriate**								
Postsecondary	Year 13	Communications or Composition * *BS transfer requirement				All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status.	Plans and specifications Intro to drafting, CAD 1 & 2 Architectural Drafting II Construction Materials Tech math 1, 2, 3, 4 Construction Management Survey I Complete OSHA Safety certification	
	Year 14	Intro to Speech Communications *			Responding to Emergencies Human Relations American Economy		Analytical Mechanics Survey II Strength of materials Architectural Drafting III Construction Estimating PC Concrete Theory 2 electives from: practical software applications, CAD systems, asphalt theory, survey III	
	Year 15	Continue courses in area of specialization to attain career goal						
	Year 16							



# Sample POS: Surgical Technology

		Health Science		Surgical Technology	
		<p>Program of Study Overview: Program that prepares individuals to perform general technical support tasks in the operating room before, during, and after surgery. Includes instruction in pre-operation patient and surgical team preparation; handling surgical instruments at bedside; supply inventory maintenance before and during operations; sterilization and cleaning of equipment; maintaining clean and sealed environments; operating room safety procedures; legal, ethical, and moral responsibilities; and recordkeeping.</p>			
MERIDIAN HIGH SCHOOL SUGGESTED COURSEWORK			EXTENDED LEARNING EXPERIENCES		
High School	9th	Core Courses:	English I Algebra I Biology I	World Geography Physical Education/Health	<p><b>Curricular Experiences:</b></p> <p><b>Extracurricular Experiences:</b> Peer Mediation Red Cross Courses School Newspaper Student Government Yearbook</p> <p><b>Career Learning Experiences:</b> Career Preparation Internship Job Shadowing</p> <p><b>Service Learning Experiences:</b> Before/After-School Assistant Community Service Volunteer Summer-Camp Counselor</p>
		Career-Related Electives:	Keyboarding/Basic Computers		
	10th	Core Courses:	English II Geometry Biology II	World History Physical Education/Driver Education	
		Career-Related Electives:			
11th	Core Courses:	English III Algebra II Chemistry I	United States History Consumer Education		
	Career-Related Electives:				
12th	Core Courses:	English IV Statistics/Math Concepts	Psychology/Sociology Anatomy/Physiology		
	Career-Related Electives:	<a href="#">Heartland Technical Academy Nurse Assistant</a>			
<b>COLLEGE CREDIT OPPORTUNITIES – High School</b>					
			<a href="#">Heartland Technical Academy</a>	<a href="#">Richland Community College</a>	
			<a href="#">Parkland College</a>	<a href="#">Lake Land College</a>	
<b>CAREER RESOURCE WEBSITES</b>					
G.E.D.		<a href="#">Decatur Public Schools Adult Education</a>	<a href="#">Macon Platt Adult Education Center</a>	<a href="#">Richland Community College Adult Education</a>	
On-the-Job Training		Phlebotomist	Home Health		
				<a href="#">www.careeruprising.com</a> requires a username and password from high school or	<a href="#">www.whatsnextillinois.org</a>
				<a href="#">www.collegeillinois.org</a>	<a href="#">www.ilworkinfo.com</a>
				<a href="#">www.nafsa.gov</a>	<a href="#">http://career-advice.monster.ca/</a>
				<a href="#">www.illinoisworknet.com</a>	<a href="#">www.knowhow2go.com</a>
				<a href="#">www.careerbuilder.com</a>	
Postsecondary	Certificates	<a href="#">Richland Community College Nurse Assistant</a>	<a href="#">Richland Community College Pharmacy Technician</a>	<a href="#">Richland Community College Emergency Medical Technician</a>	<p><b>Career Options:</b></p> <p><b>PROFESSIONAL ASSOCIATIONS</b> <a href="#">Association of Surgical Technologists</a> <a href="#">Accreditation Review Council on Education in Surgical Technology</a> <a href="#">National Board of Surgical Technology and Surgical Assisting</a></p>
	Associate Degrees	<a href="#">Richland Community College Surgical Technology</a>	<a href="#">Parkland College Surgical Technology</a>	<a href="#">Robert Morris University Surgical Technology</a>	
	Bachelor Degrees	<a href="#">Eastern Illinois University Organizational &amp; Professional Development</a>			
	Graduate Degrees				

Students may select other elective courses for personal enrichment purposes. See Meridian School District curriculum guide at [www.meridian.k12.il.us](http://www.meridian.k12.il.us).

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the most recent information.





Will your district develop a program of study in a new area?

- A. Yes
- B. No
- C. Don't Know



# Considerations for Selecting and Refining Career Clusters

- Labor market and employment demand
- Student interest
- District capacity
- Partnership capacity
- Data collection capacity
- Curriculum development
- Student Support Capacity



# Self-Assessment Tool

## Self-Assessment Tool Selecting Career Cluster Areas

**Instructions:** Complete this checklist for each of the tentative career clusters your school/district is/will be considering. Circle the number that best represents your rating on each indicator. Add the columns in the boxes as indicated.

**Career Cluster Area:** \_\_\_\_\_  
(Career Cluster Area Title Here)

<b>LABOR MARKET AND EMPLOYER INFORMATION</b>	<b>Not evident</b>			<b>Very evident</b>
The career cluster area has strong employment demand.	1	2	3	4
The career cluster area is critical to the regional or state economy.	1	2	3	4
Local area employers who would be involved in the development of curriculum in the career cluster area are easily accessible.	1	2	3	4
Local area employers have an interest in participating in a partnership to improve the career cluster area.	1	2	3	4
<b>Section Total</b>				
<b>STUDENT INTEREST</b>	<b>Not evident</b>			<b>Very evident</b>
Inventories of career interests indicate student interest in the career cluster area.	1	2	3	4
Assessments indicate that interested students will have prerequisite technical skills applicable to the career cluster area.	1	2	3	4
Historical student enrollment data indicate a demand for courses in the career cluster area.	1	2	3	4
Preregistration records indicate demand for course sequences in the career cluster area.	1	2	3	4
<b>Section Total</b>				
<b>DISTRICT CAPACITY</b>	<b>Not evident</b>			<b>Very evident</b>
Administrators and policy-makers are familiar with the career cluster area.	1	2	3	4
Administrators and policy-makers support the career cluster area.	1	2	3	4



# Labor Market and Employer Information

	Not evident		Very evident	
The career cluster area has strong employment demand.	1	2	3	4
The career cluster area is critical to regional or state economy.	1	2	3	4
Local area employers who would be involved in the development of curriculum in the career cluster area are easily accessible.	1	2	3	4
Local area employers have an interest in participating in a partnership to improve the career cluster area.	1	2	3	4
<b>Section Total</b>				





Do you feel technical assistance on the use of labor market information would be helpful to your school/district?





# Student Interest

	Not evident			Very evident
Inventories of career interests indicate student interest in the career cluster area.	1	2	3	4
Assessments indicate that interested students will have prerequisite technical skills applicable to the career cluster area.	1	2	3	4
Historical student enrollment data indicate a demand for courses in the career cluster area.	1	2	3	4
Preregistration records indicate demand for course sequences in the career cluster area.	1	2	3	4
<b>Section Total</b>				





Has your school/district used inventories/assessments to assess student interest in career clusters?



# District Capacity

	Not evident			Very evident
Administrators and policymakers are familiar with the career cluster area.	1	2	3	4
Administrators and policymakers support the career cluster area.	1	2	3	4
Faculty surveys indicate the necessary level of dedication and support for the development of the career cluster.	1	2	3	4
Needs assessments have indicated the level of training and development needed by district staff.	1	2	3	4
<b>Section Total</b>				



# Partnership Capacity

	Not evident		Very evident	
Critical partners have been identified in the career cluster area.	1	2	3	4
Critical partners have agreed to fully participate in the development of curriculum in the career cluster area.	1	2	3	4
A team is established consisting of secondary, postsecondary stakeholders as well as business and industry representatives in the career cluster area.	1	2	3	4
A connection has been made with the relevant Learning Exchange for the career cluster area.	1	2	3	4
Connections with community-related organizations have been established in the career cluster area.	1	2	3	4
<b>Section Total</b>				





Do you feel your school/district has an adequate number of community partners to support your work in a career cluster area?



# Data Capacity

	Not evident		Very evident	
Procedures and processes are in place to ensure collection of valid and reliable data in the career cluster area.	1	2	3	4
Special population groups are clearly identified so that progress can be quantified and compared across population groups in the career cluster area.	1	2	3	4
The data collected can be used to inform evaluation, planning, development, and implementation in the career cluster area.	1	2	3	4
Data are shared among partnering entities for improvement and accountability in the career cluster area.	1	2	3	4
<b>Section Total</b>				



# Curriculum Development

	Not evident		Very evident	
Secondary and postsecondary curricula are aligned to the Common Core, state, and national standards in order to develop an appropriate sequence of courses in the Program of Study (POS).	1	2	3	4
Required academic, technical, and employability skills are mapped throughout the curriculum in the POS.	1	2	3	4
Stakeholders have verified that the planned courses in the POS represent a coherent and rigorous sequence.	1	2	3	4
Dual and articulated credit courses at secondary and postsecondary institutions are established or feasible to establish in the POS.	1	2	3	4
<b>Section Total</b>				





# Student Support Capacity

	Not evident		Very evident	
Students are provided with opportunities to explore their career interests.	1	2	3	4
An advising program is in place, with counselors and teachers assigned to students to assist with career exploration and course selections.	1	2	3	4
Strategies are in place to recruit, enroll and retain students in the career cluster area who are underserved, under-represented and from special populations.	1	2	3	4
Support services in the career cluster area reflect both student and family perspectives in addressing education and transition.	1	2	3	4
Processes are in place in the career cluster area to assist students to overcome barriers to initial entry or re-entry into secondary and postsecondary education.	1	2	3	4
<b>Section Total</b>				





In which area do you feel technical assistance is most needed in your school/district?



# Next Steps

1. Discuss your ratings with the appropriate school or district personnel.
2. Please bring the completed Self-Assessment Tool (for each career cluster) to the **January 30** Coordinating Meeting.
3. Your school should use the ratings to assess your overall readiness and areas in need of technical assistance.
4. PRC will use your ratings for planning purposes and as baseline data for the project.
5. Please complete the Career Cluster Area Ranking Poll by **January 22** at 12 PM.



# Upcoming Events

Date/Time	Event	Additional Information
<b>January 23</b> 10:00 - 11:00 AM	<b>GotoMeeting Conversation*</b> with STEM Learning Exchanges Representatives	<a href="https://www1.gotomeeting.com/join/791945505">https://www1.gotomeeting.com/join/791945505</a> Dial 1 + (267) 507-0000 Access Code: 791-945-505  RSVP: <a href="mailto:samoore5@illinois.edu">samoore5@illinois.edu</a>
<b>January 30</b> 1:00 - 5:00 PM	<b>Coordinating Meeting*</b> with Illinois RTTT Districts with High Schools, the Pathways Resource Center, and STEM Learning Exchanges	Crowne Plaza Springfield 3000 South Dirksen Pkwy Springfield, IL  RSVP: <a href="mailto:samoore5@illinois.edu">samoore5@illinois.edu</a>
<b>January 31</b> 9:00 AM - 4:00 PM	<b>Illinois Race to the Top Convening</b> organized by ISBE	Crowne Plaza Springfield 3000 South Dirksen Pkwy Springfield, IL
<b>February 15</b> TBA	<b>Self-Assessment Webinar Series*</b> with RTTT Districts	More information to come
<b>March 7</b> TBA	<b>Scaling Up Pathways to Results Conference*</b>	More information to come

\*Events sponsored by the  
Pathways Resource Center



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# Questions?



[illinois.edu](http://illinois.edu)

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