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

Introduction to Perkins IV and Programs of Study

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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%

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)
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.
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.
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.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL SECONDARY CTE ENROLLMENTS</th>
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<tbody>
<tr>
<td>2006</td>
<td>43355</td>
</tr>
<tr>
<td>2007</td>
<td>44878</td>
</tr>
<tr>
<td>2008</td>
<td>41035</td>
</tr>
</tbody>
</table>

Source: ISBE CTE Division from ISIS databases August, 2009
## Students with Disability – Enrollments Disaggregated by CTE Areas

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AGRICULTURE</th>
<th>BUSINESS</th>
<th>FAMILY &amp; CONSUMER SCIENCE</th>
<th>HEALTH</th>
<th>INDUSTRIAL</th>
<th>SPECIALIZED VOCATIONAL PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>3657</td>
<td>17169</td>
<td>13392</td>
<td>632</td>
<td>16223</td>
<td>5575</td>
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<tr>
<td>2007</td>
<td>3851</td>
<td>17569</td>
<td>14163</td>
<td>711</td>
<td>16403</td>
<td>5846</td>
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<tr>
<td>2008</td>
<td>3704</td>
<td>16076</td>
<td>13702</td>
<td>610</td>
<td>14755</td>
<td>4446</td>
</tr>
</tbody>
</table>

This information is based on individual CTE area enrollment, it may not equal to total enrollment counts.

Source: ISBE CTE Division, August 2009
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
**Career Cluster**
At this level, students gain cluster level knowledge and skills in either secondary, postsecondary, or adult bridge programs.

**Career Pathway**
At this level, students gain pathway level knowledge and skills and stackable credentials.

**Program of Study**
At this level, students follow a sequence of courses to a certification or degree for entry into a career.
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
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
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
Thank you for your time and attention!