

Introduction to Perkins IV and Illinois Programs of Study: The Critical Role of Counselors

January 21, 2008

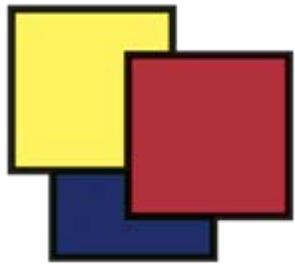
Cathy Kirby and Kathleen (Kat) Oertle

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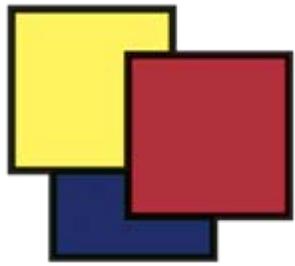
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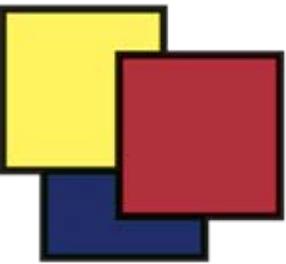
Today's Agenda

- Welcome and Introductions
- Overview: Perkins IV, Career Clusters and Illinois Programs Of Study (POS)
- Guiding Principles, Design Elements, and Self-Assessment



Your goals for today

- Please share your learning goals for today's workshop
- Adjective exercise



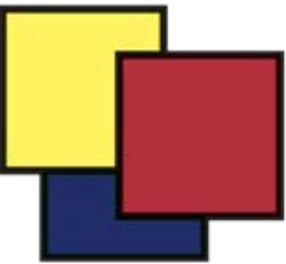
Vocational

vs

CTE

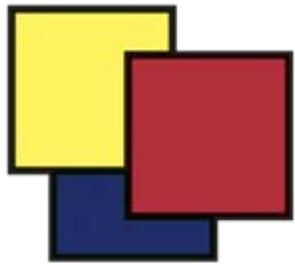
- For a few students
- Focused on a few jobs
- 6 – 7 program areas
- In lieu of academics
- High school focused

- For all students
- Focused on careers
- 16 clusters~81 pathways
- Aligns with & supports academics
- HS and college partnerships, including the baccalaureate level



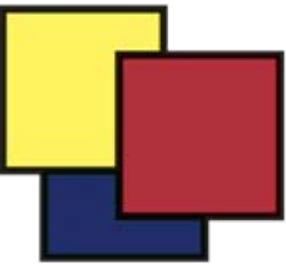
Perkins IV THEMES

- **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

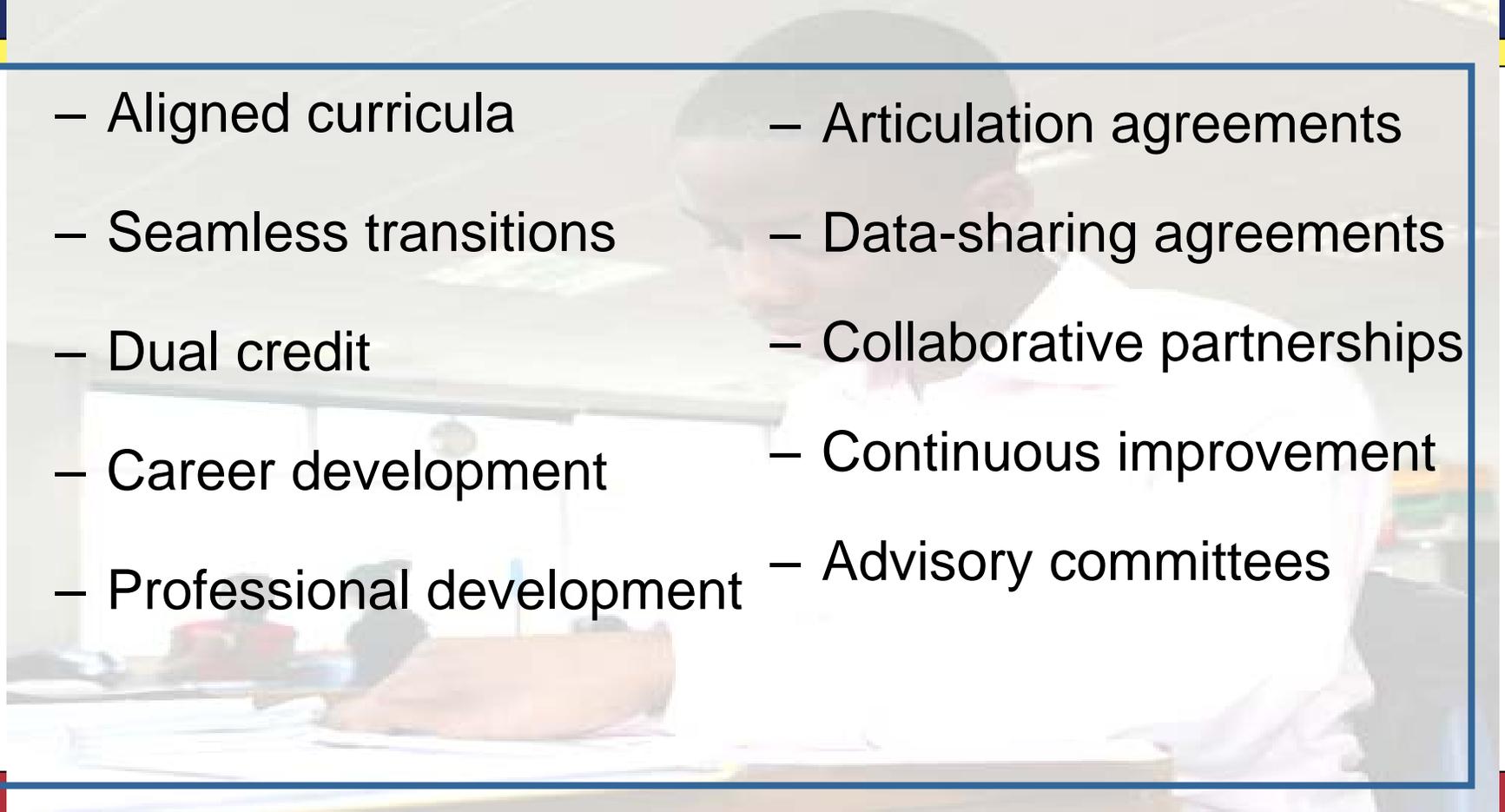


Perkins IV: The Critical Role of Counselors

- **Members of the NAVE Advisory Committee**
- **Increased involvement at state and local levels**
- **Required 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**
- **Needed to help measure outcomes (see handout)**

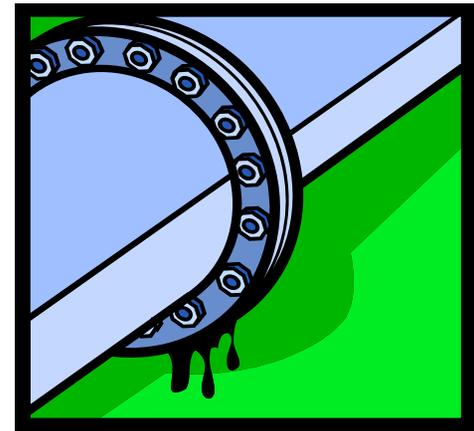


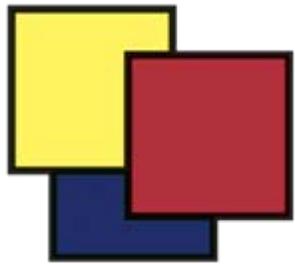
Perkins IV Alignment

- 
- Aligned curricula
 - Seamless transitions
 - Dual credit
 - Career development
 - Professional development
 - Articulation agreements
 - Data-sharing agreements
 - Collaborative partnerships
 - Continuous improvement
 - Advisory committees

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:

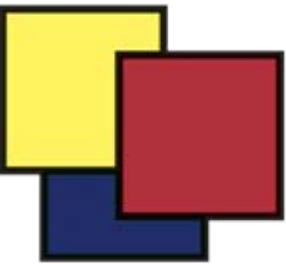
96.4%: Asian

84.4%: White

60.4%: Hispanic

52.0%: African-American





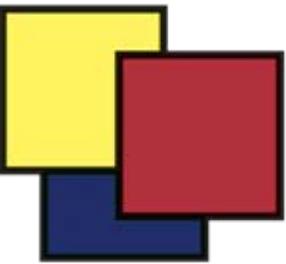
New Terminology

Career Clusters

Career Pathways

Programs of Study (POS)

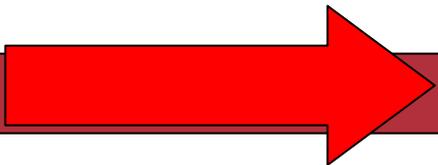
Partnerships for College and Career
Success (partnerships)

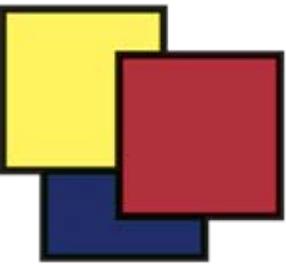


What are Career Clusters?

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

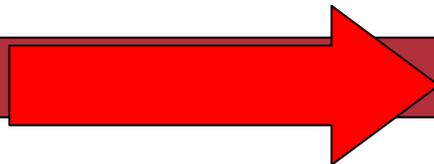




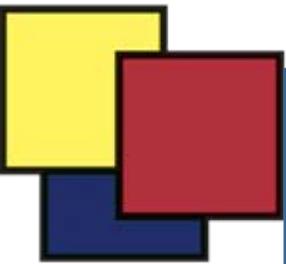
What are Career Pathways?

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 ~81 nationally recognized pathways, each with specific **pathway** level knowledge and skills.

Clusters



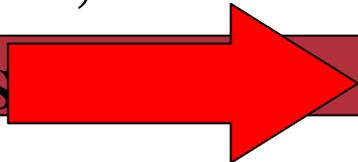
Pathways



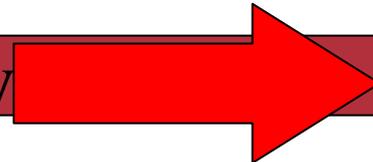
What are Programs of Study (POS)?

- 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.

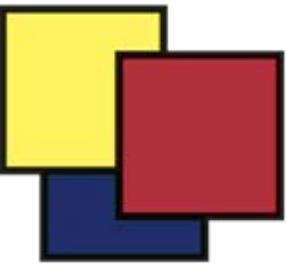
Clusters



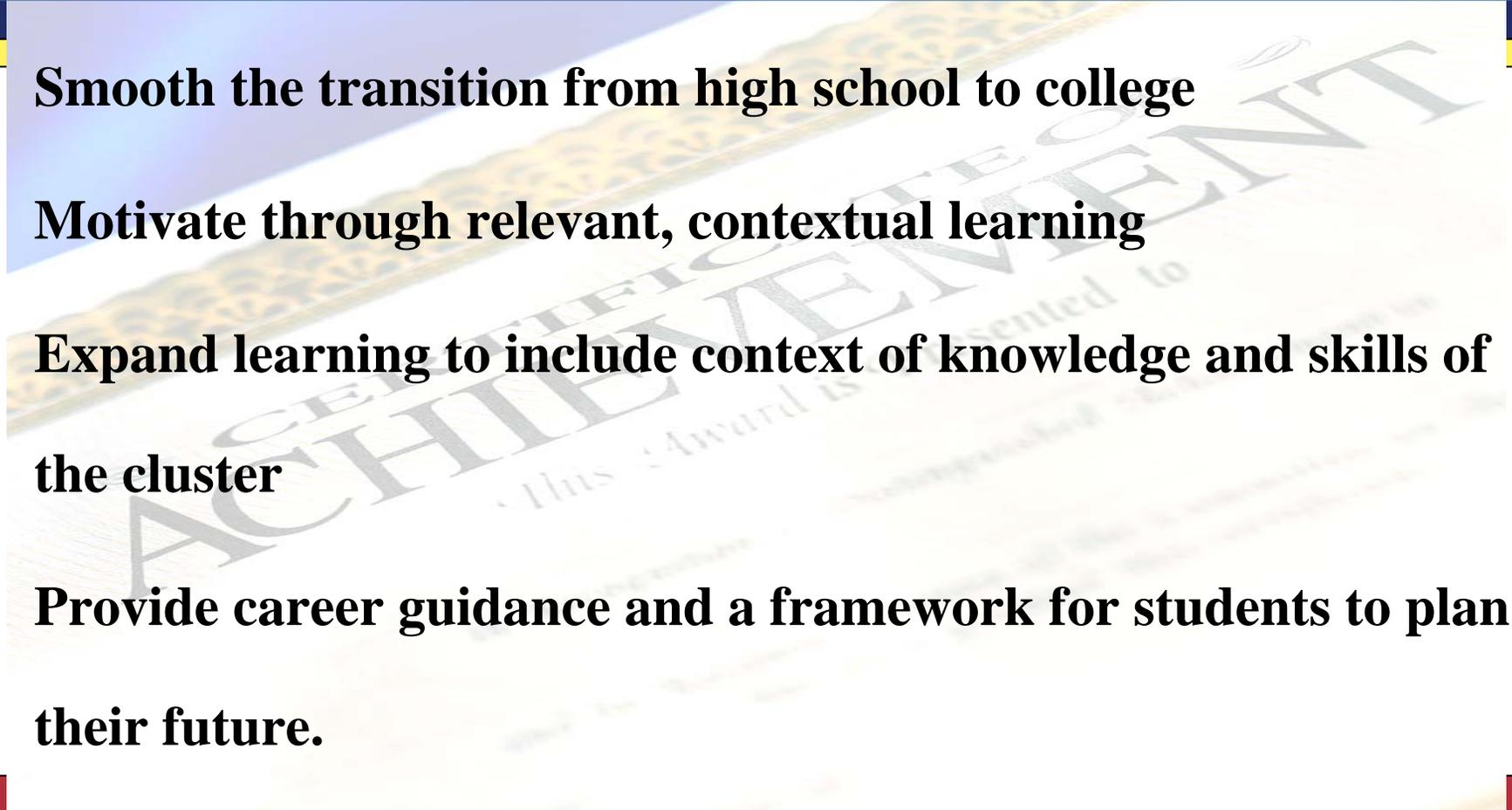
Pathway



POS

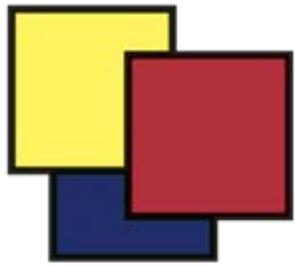


The Benefit to Students

- 
- **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' SECONDARY CAREER CLUSTER TRANSITION

ISBE CTE Areas	Career Clusters
Health Services	Health Science
Family and Consumer Sciences	Education & Training; Hospitality & Tourism; Human Services
Agricultural Education	Agriculture, Food, & Natural Resources
Business, Marketing, & Computer Education	Business Management & Administration; Finance; Information Technology; Marketing; Government & Public Administration
Technology & Engineering Education	Architecture and Construction; Arts; Audio/Video Technology & Communications; Law, Public Safety, Corrections & Security; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics



IL's First Two Target Clusters

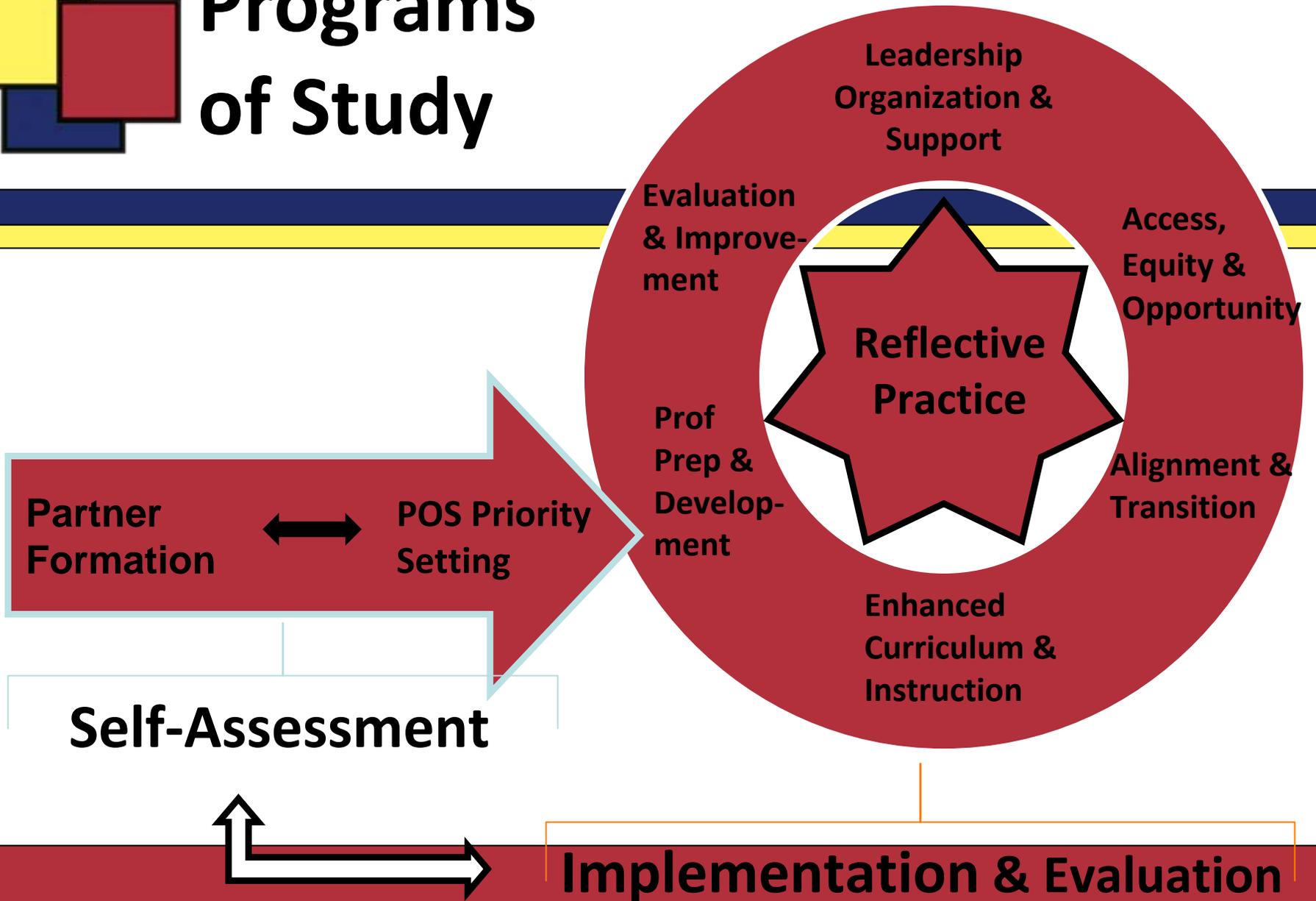
Health Science

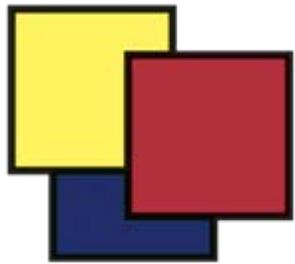
- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

Manufacturing

- Production
- Manu Production Process Dev
- Maintenance, Install & Repair
- Quality Assurance
- Logistics & Inventory Control
- Health, Safety & Environ Assurance

Programs of Study

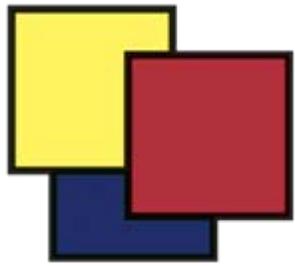




IL POS Framework

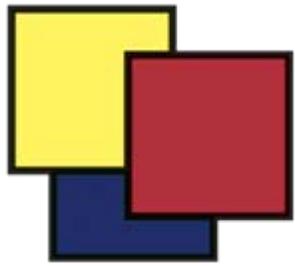
Six Guiding Principles

- Background & Origin
- Principle Overview



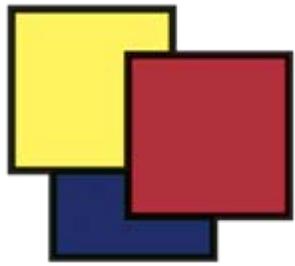
Leadership, Organization and Support

- Clear mission, vision, goals, and expectations
- Commitment of top leadership
- Commitment of necessary personnel with agreed upon roles and responsibilities
- Shared resources and collaboration among partners
- Joint advisory committees, shared decision-making, and technical assistance



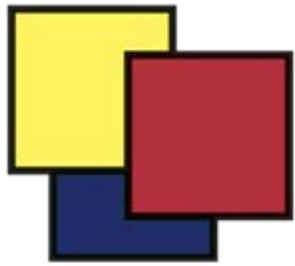
Access, Equity and Opportunity

- Recruit, enroll, and retain students, including underserved, under-represented, and special population students
- Universal design incorporated to help students overcome gaps and barriers to successful
- Support services and resource networks are available
- Special population sub-groups are clearly identified so progress can be quantified



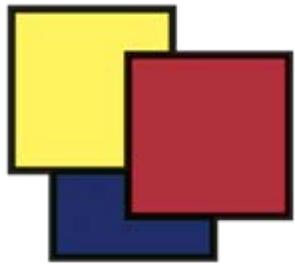
Alignment and Transition

- Non-duplicative curriculum
- Course content and credit are aligned through articulation agreements which lead to industry recognized credentials and/or certification.
- Curriculum is aligned with relevant educational, state, and industry standards and certifications.
- Multiple entry and exit points to high-skill, high-wage, or high-demand occupations



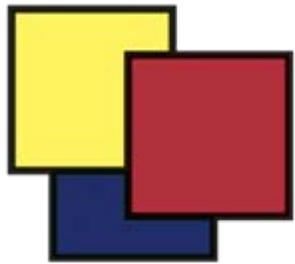
Alignment and Transition (continued)

- Data-sharing agreements are developed for program improvement, program reporting, and the evaluation of student transition across educational levels to provide necessary support services and ensure student success.
- Programs provide students with multiple opportunities to build and/or increase their “college knowledge” in order to make informed decisions about educational and occupational options.



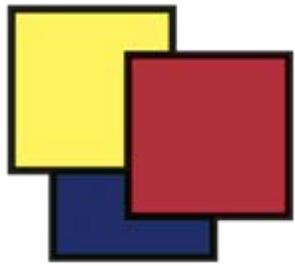
Enhanced Curriculum and Instruction

- Curriculum includes career exploration, development and guidance
- Program has integrated and rigorous CTE and academic content
- Program utilizes work-based learning and expands use of technology
- Dual credit opportunities are offered for CTE and academic courses
- Instruction is contextualized to enhance student learning



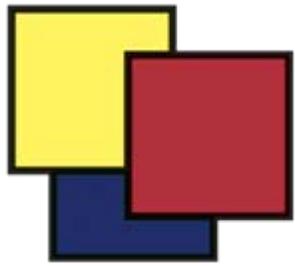
Professional Preparation and Development

- Recruitment, selection, and retention of qualified teachers
- Professional development based on needs assessment and data on program effectiveness
- Focus on classroom instruction and improving student outcomes
- Secondary and postsecondary collaboration to encourage curriculum alignment and integration
- Intensive, comprehensive, continuous training of all Partners



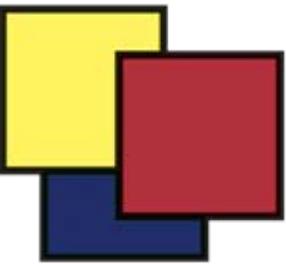
Program Improvement and Accountability

- Procedures and processes ensure collection of valid and reliable data
- Data are cohort-based and disaggregated to determine the performance of sub-groups
- Program activities are evaluated and data are shared for improvement and accountability
- Data and evaluation are used for planning, improvement, development, and implementation
- A culture of continuous improvement is fostered



The Self Assessment Process

- Determine the partners (education and others)
- Complete the curriculum inventory
- Determine readiness
- 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://occr.ed.uiuc.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>