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

January 21, 2008
Cathy Kirby and Kathleen (Kat) Oertle
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
<table>
<thead>
<tr>
<th>Vocational</th>
<th>vs</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a few students</td>
<td></td>
<td>For all students</td>
</tr>
<tr>
<td>Focused on a few jobs</td>
<td></td>
<td>Focused on careers</td>
</tr>
<tr>
<td>6 – 7 program areas</td>
<td></td>
<td>16 clusters~81 pathways</td>
</tr>
<tr>
<td>In lieu of academics</td>
<td></td>
<td>Aligns with &amp; supports academics</td>
</tr>
<tr>
<td>High school focused</td>
<td></td>
<td>HS and college partnerships, including the baccalaureate level</td>
</tr>
</tbody>
</table>
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 . . .
<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 18-24 with HS Diploma:</td>
<td>78.6%</td>
</tr>
<tr>
<td>Age 25-64 with HS Diploma:</td>
<td>88.4%</td>
</tr>
<tr>
<td>Age 25-64 with Associate Degree:</td>
<td>8.3%</td>
</tr>
<tr>
<td>Age 25-64 with Bachelor’s or Higher:</td>
<td>31.8%</td>
</tr>
<tr>
<td>Age 25-64 with Graduate/Prof. Degree:</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

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)
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 ~81 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.

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

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

Partner Formation

POS Priority Setting

Self-Assessment

Implementation & Evaluation

Leadership Organization & Support

Evaluation & Improvement

Prof Prep & Development

Enhanced Curriculum & Instruction

Reflective Practice

Access, Equity & Opportunity

Alignment & Transition

18
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://occrl.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