Connecting the Dots
from Programs of Study
to Career Pathways

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Agenda

- Introductions
- Defining Programs of Study
- OCTAE’s Design Framework
- Developing Your POS
- Defining Career Pathways
- Features and Functions of a Career Pathway
- Fitting it All Together
- Career Pathway Components
- Understanding Career Pathways
- Perkins Reauthorization
- Look into the Future
- Questions
Why Do We Care About Programs of Study and Career Pathways?

Increasing the number of Americans with the education, skills, and training needed for the economy with multiple exits/entry points.

Some of the steps to achieve this goal include:
- Making teaching and learning in secondary schools more rigorous, engaging, and relevant
- Ensuring that more students are college and career ready
- Increasing high school graduation rates
- Providing opportunities for youth to learn about and experience careers
- Smoothing the transition to postsecondary success

Language shift – (2014) WIOA gave a formal definition to Career Pathways:
Combination of rigorous & high-quality education, training and services that align with industry need concurrently with workforce prep.

- Programs of Study focus more on High School transition
- Makes sure there are pathways for all learners

https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/
Few differences existed across groups in 9th grade, but by the end of 10th grade, students' test scores, academic grade point averages, and progress to graduation tended to be better for the students in a program of study.

Although the programs of study model did not improve students’ graduation rates, the POS graduates outperformed their counterparts on many measures of transition to postsecondary education. POS graduates who attended the main community college serving their area outperformed their comparison group counterparts. For each academic subject, fewer pathway than non-pathway students were required to take remedial courses; however, 60% still needed remediation.
Defining Programs of Study

The Carl D. Perkins Career and Technical Education Act of 2006 calls for states to have Programs of Study which local educational agencies and postsecondary institutions offer as options for students to complete in CTE.

Brief History

1970s – Career Clusters/CIP Codes

1980s – Switches to Performance Focus

1990s – Switches to Quality of Programs/ROI
* Accountability Standards/Not just enrollment but Learning

1998 – College & Career Readiness* National Models for Rigor emerge

2009 – Race to the Top

Defining Programs of Study

All Perkins programs must offer at least one Program of Study (POS) that:

- Incorporates and aligns secondary and postsecondary education elements.
- Includes academic and CTE content in a coordinated, non-duplicative progression of courses.
- Offers opportunities for secondary students to acquire postsecondary credits.
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate, or baccalaureate degree.
### Program of Study in Illinois

#### Massage Therapy Certificate Program of Study

**Name of Cluster:** Health Science  
**Name of Pathway:** Therapeutic Services

<table>
<thead>
<tr>
<th>Education Levels</th>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies / Sciences</th>
<th>Recommended Electives</th>
<th>Career &amp; Technical Courses and / or Degree Major Courses</th>
<th>Occupations Relating to this Pathway (as listed on careerclusters.org)</th>
</tr>
</thead>
</table>
| Secondary        | 9     | English I    | Algebra I | Biology         | Freshman Seminar          |                        | Orientation to Health Careers or                         | Requiring Less Than Baccalaureate Degree  
Anesthesiologist Assistant  
Certified Nursing Assistant  
Clinical Medical Assistant  
Dental Assistant/Hygienist  
Dental Lab Technician  
ENT Paramedic  
Home Health Aide  
Licensed Practical Nurse  
Licensed Massage Therapist  
Orthotist/Prosthetist  
Pharmacy Technician  
Physical Therapist Assistant  
Radiologic Technician  
Registered Nurse  
Respiratory Therapist  
Surgical Technician |
|                  | 11    | English III  | Algebra II | *Sociology American History | Ad Comp Concepts          |                        | Ad Living/Parenting Consumer Economics Business Concepts 1 & 2 | Velocity or Mobility  
Health Educator  
Medical Assistant  
Orthotist/Prosthetist  
Physical Therapist  |
|                  | 13    | Biology 105  |           |                 | Mediation, Yoga, Tai Chi  |                        | Massage 101  
Massage 102  
Massage 103 | Head Start Teacher  
Child Care Teacher  
Social Worker  |
|                  | 14    | CPR/AED      |           |                 | Mediation, Yoga, Tai Chi  |                        | Massage 104  
Massage 105  
Massage 106  
Massage 107  
Massage 108 (Summer Only) | Head Start Teacher  
Child Care Teacher  
Social Worker  |

(* Denotes Dual Credit only if taken Junior or Senior Year)

Doesn’t stop at 2-year
OCTAE’s Programs of Study
Design Framework

Framework Supporting Elements
The framework contains 10 supporting elements* that are viewed by CTE practitioners as instrumental for creating and implementing high quality, comprehensive programs of study.

- Legislation & Policies
- Partnerships
- Course Sequences
- College & Career Readiness Standards
- Teaching & Learning Strategies
- Guidance and Academic Counseling/Advisement
- Credit Transfer Agreements
- Professional Development
- Technical Skill Assessments
- Accountability & Evaluation Systems

http://cte.ed.gov/initiatives/octaes-programs-of-study-design-framework
Developing your POS

- Create a Partnership
- Building the POS foundation
- Design the POS
- Develop Articulation/Dual Credit
- Implement the POS
- Assessments
- Evaluating and Improving the POS

The Illinois Programs of Study Expectations Tool was created as a way to proceed with the development process. It is designed to:

- Be interactive
- Meet Federal requirements
- Meet Illinois Standards
- Guide the users in designing and implementing programs of study
- Provide examples of evidence
- Suggest examples of supporting materials
- Re-evaluate existing Programs of Study
Recap of Programs of Study

- Re-authorization
- All Perkins programs must offer at least 1 POS
- Definition of a POS encourages alignment and transition toward a degree or certificate
- Programs of Study incorporate and align secondary and post secondary education elements. Include academic and CTE content in a coordinated, non duplicative progression of courses
- Using the POS Expectations Tool will allow you to evaluate needs, existing programs, requirements
The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- **Align with the skill needs of industries** in the economy of the State or regional economy involved;
- **Prepare an individual to be successful** in any of a full range of secondary or postsecondary education options;
- **Include counseling** to support an individual in achieving the individual’s education and career goals;
- Include, as appropriate, **education offered concurrently with and in the same context as workforce preparation activities** and training for a specific occupation or occupational cluster;
- **Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates** the educational and career advancement of the individual to the extent practicable;
- **Enable an individual to attain a secondary school diploma or its recognized equivalent**, and at least **one recognized postsecondary credential**; and
Career Pathway Programs
The Alliance for Quality Career Pathways

Three Features of a Quality Career Pathway:
1. Well-connected and transparent education, training, support services, and credentials;
2. Multiple entry points that enable well-prepared students to successfully enter the career pathway, and;
3. Multiple exit points at successively higher levels.

The Four Essential Functions of a Quality Career Pathway:
1. Participant-focused education and training;
2. Consistent and non-duplicative assessments of participants’ education, skills, and assets/needs;
3. Support services and career navigation assistance to facilitate transitions, and;
4. Employment services and work experiences.
Three Essential Features of Career Pathways

2. Multiple entry points
   – for both well-prepared students and targeted populations

1. Well-connected and transparent education, training, credentials, and support services

3. Multiple exit points
   - e.g., postsecondary system
   - e.g., apprenticeship
   - e.g., 4-year degree
   - e.g., 2-year degree
   - e.g., certificate, diploma
   - e.g., license, industry credential

Increasing skills, competencies, and credentials informed by industry/employers

This example of 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, and sample programs of study within the pathway.
# Sample Career Pathway Program Components

<table>
<thead>
<tr>
<th>Adult Education and English as a Second Language</th>
<th>High School Opportunities</th>
<th>Offenders and Ex-Offenders</th>
<th>Returning Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bridge Programs</td>
<td>• Dual Credit</td>
<td>• Re-entry Counseling</td>
<td>• Math Refreshers</td>
</tr>
<tr>
<td>• Integrated Education and Training (IET)</td>
<td>• Early College Credit</td>
<td>• Transition to re-entry</td>
<td>• Placement Testing</td>
</tr>
<tr>
<td>Opportunities</td>
<td>• Co-requisite remediation</td>
<td>initiatives</td>
<td>• Career Counseling</td>
</tr>
<tr>
<td>• Stackable credentials</td>
<td>• Youth apprenticeship</td>
<td>• Tutoring services</td>
<td>• Financial Aid Counseling</td>
</tr>
<tr>
<td>• Integrated literacy and civics education</td>
<td>• Pre-Apprenticeship</td>
<td>• Child-care services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work-Based Learning</td>
<td>• Secondary school credit</td>
<td></td>
</tr>
</tbody>
</table>

- Dual Credit
- Early College Credit
- Co-requisite remediation
- Youth apprenticeship
- Pre-Apprenticeship
- Work-Based Learning
- Re-entry Counseling
- Transition to re-entry initiatives
- Tutoring services such as Peer Tutoring
- Child-care services
- Secondary school credit
- Math Refreshers
- Placement Testing
- Career Counseling
- Financial Aid Counseling
Understanding Career Pathways

Career Pathways *ARE* about continuously improving connections between education, the economy, and workforce systems.

Programs of study are an essential element of career pathways. They represent federal efforts to better align high school and postsecondary education with the demands of the changing global economy and provide a more coherent pathway.
Perkins Reauthorization

The Strengthening Career and Technical Education for the 21st Century Act (H.R. 2353) was introduced in May of 2017.

Passed by the House in June 2017.

Maintains Program of Study requirement but modifies definition to align with career pathways and other existing initiatives (employability skills, labor market alignment, etc.)

Alignment with WIOA and ESSA, specifically around career pathways
Future?

- Perkins reauthorization
- More states adopting Career Pathways Model
- Increased WIOA requirements/work force and industry demands
- Resources and tools to assist local areas in Career Pathway development
Questions?
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