Programs of Study
in *Perkins IV* and Practice

ACTE presentation

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4 Components of POS in *Perkins IV*

- Incorporate secondary and postsecondary education elements;

- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students for success in postsecondary education;

- Offer the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

- Lead to an industry-recognized credential or certificate at the postsecondary level or an associate's or bachelor's degree.
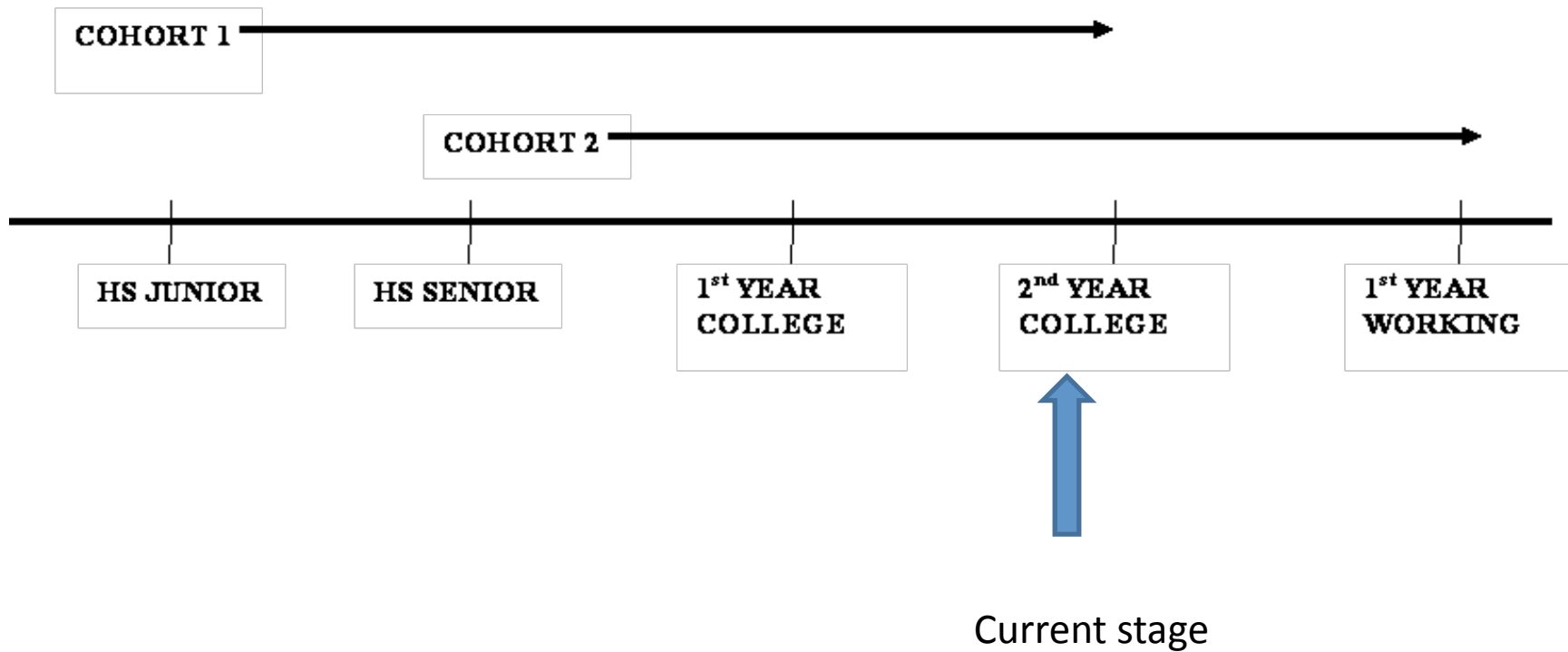
Purpose of Study

- **Longitudinal study of "mature" POS sites**
  - Identify components and processes important in successful development and implementation of POS
  - Map the findings back onto Perkins IV legislation

- **Why?**
  - (1) to provide policymakers with feedback on the feasibility of POS, and
  - (2) to provide models and guidelines for successful POS implementation at other sites.

Study Design

- 3 community colleges (2-3 programs each) and their feeder high schools

- Qualitative and quantitative data collection (interviews, focus groups, surveys, transcripts)

- Longitudinal (4 years, 2 cohorts), 2008-2012

Design

Two cohorts to be followed for 4 years each

COHORT 1

COHORT 2

| HS JUNIOR | HS SENIOR | 1st YEAR COLLEGE | 2nd YEAR COLLEGE | 1st YEAR WORKING |

Current stage

Study Sample

"Desert" college – culinary arts, film crew technician, construction technology

"Northern" college – automotive technology, welding

"River" college – industrial maintenance, mechatronics

Qualitative Data

- Student focus groups
  - Reasons for selection of POS
  - Perceptions of POS (positive/negative)
  - Role of POS in career plans
  - Recommendations for improving the POS

- Teachers & Administrator Interviews
  - Role of state and local stakeholders in POS
  - Challenges and catalysts in implementation
  - Content standards, assessments
  - Articulation agreements, dual enrollment

Analysis (in progress)

- **Qualitative**
  - Rich case studies of 3 communities
  - "Backward mapping" of POS, with analysis of fit with legislative components

- **Quantitative**
  - Student experiences and attitudes (survey)
  - Transcript analysis

Problem: <u>*Perkins IV*</u> legislation on POS is not very clear!

For example…

Who is responsible for developing POS? State? Districts? Colleges?

What are "secondary and postsecondary elements" exactly?

Is dual enrollment required or not?

What if there is no industry-recognized certificate for a particular field?

OVAE's POS Design Framework

1. Legislation and Policies
2. Partnerships
3. Professional Development
4. Accountability and Evaluation
5. College and Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling and Advisement
9. Teaching and Learning Strategies
10. Technical Skill Assessments

Mapping Findings Onto Legislation

1) Direction of initiative usually starts with the college (dedicated staff).

Secondary and postsecondary administration and faculty (partnerships) are invited to program-specific meetings to discuss curriculum alignment (course sequences), CTE and academic integration (teaching and learning strategies) and courses that are eligible for dual credit (credit transfer).

2) Active advisory committees are critical to keep POS relevant.

Advisory committees with representation from all stakeholders (partnerships) meet at least once per year to discuss the course content and skills students need to be successful (college and career readiness standards) and ways to assess this (technical skills assessments).

3) Dual Credit Involves Many Logistics.

Articulation agreements need to specify who is eligible to teach these courses (professional development); who will pay for tuition, transportation, and other expenses (legislation and policies); and how the credit will be transcripted (credit transfer agreements).

4) Counselors need more awareness of POS.

Students need help learning about career options and selecting appropriate courses (guidance counseling and advisement), but many counselors are more focused on testing and scheduling and are sometimes not even aware of POS or articulation agreements in CTE.

5) POS on paper ≠ POS in practice

Many POS course sequences have been created and approved, but without evidence that students are moving through them it is not a POS.
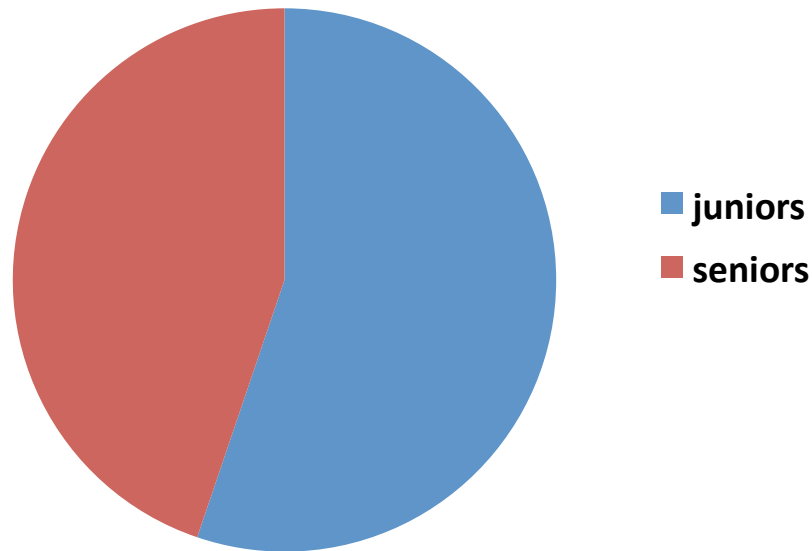
Part of the problem is that Perkins IV does not provide a definition of a POS student nor does the law require reporting on POS enrollments (accountability and evaluation).

How do Students See POS?
Initial Survey Findings*

High School Sample

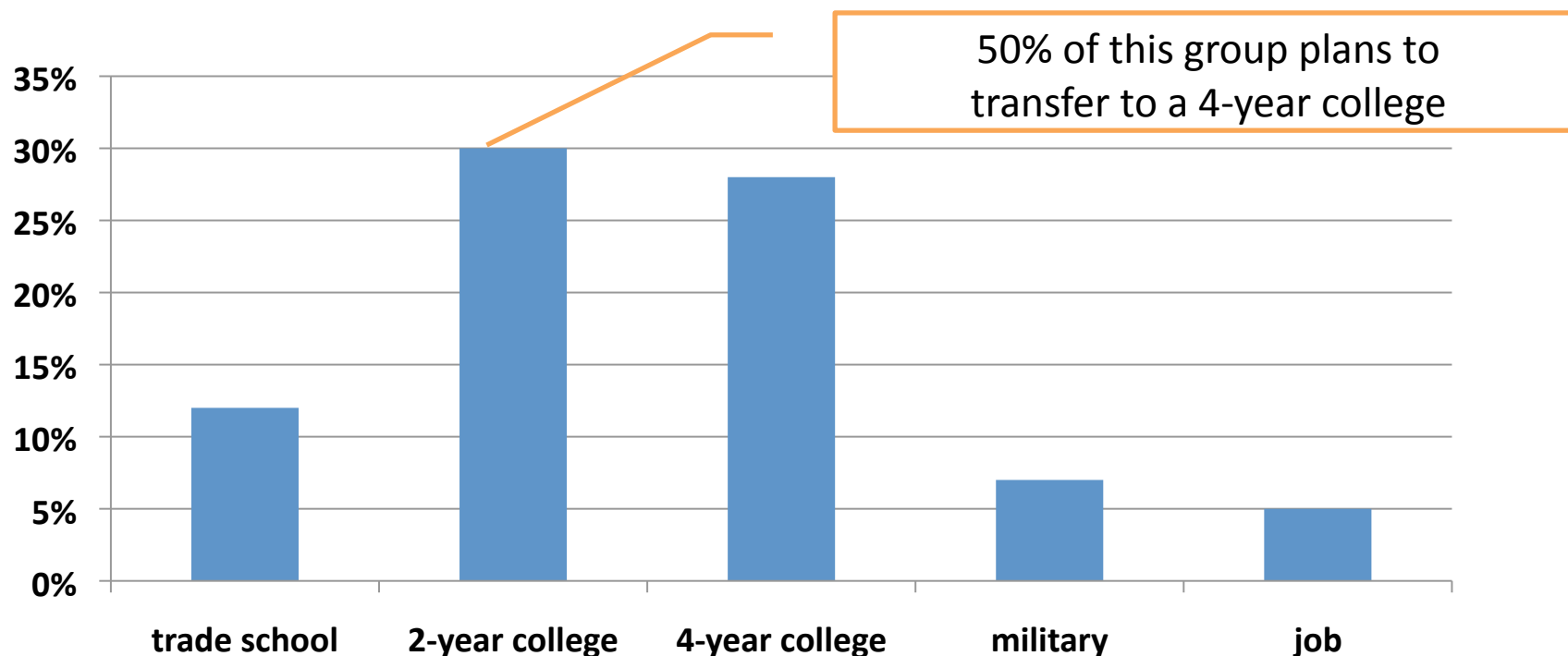217 students across 3 sites (14 HS) enrolled in courses in POS of interest

- juniors
- seniors

* Not representative!

In planning what courses to take in high school, students reported talking to:

	3 or more times
Parents	46.6%
Teachers	23.7%
Guidance Counselor	19.6%
Friends	60.3%

Students were 3 times more likely to talk to friends than to counselors about what courses to take.

68% responded that they have NEVER taken part in a parent-student-counselor conference.
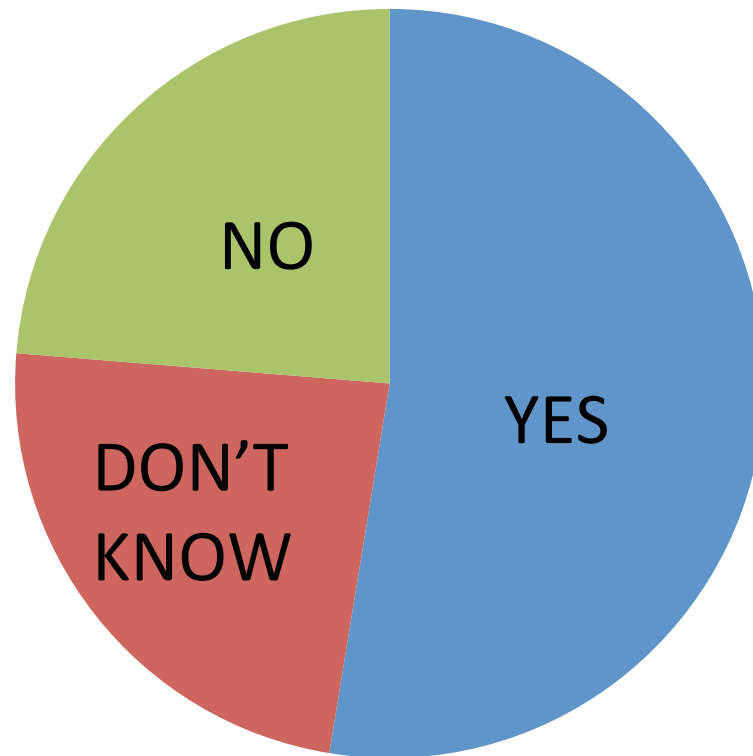
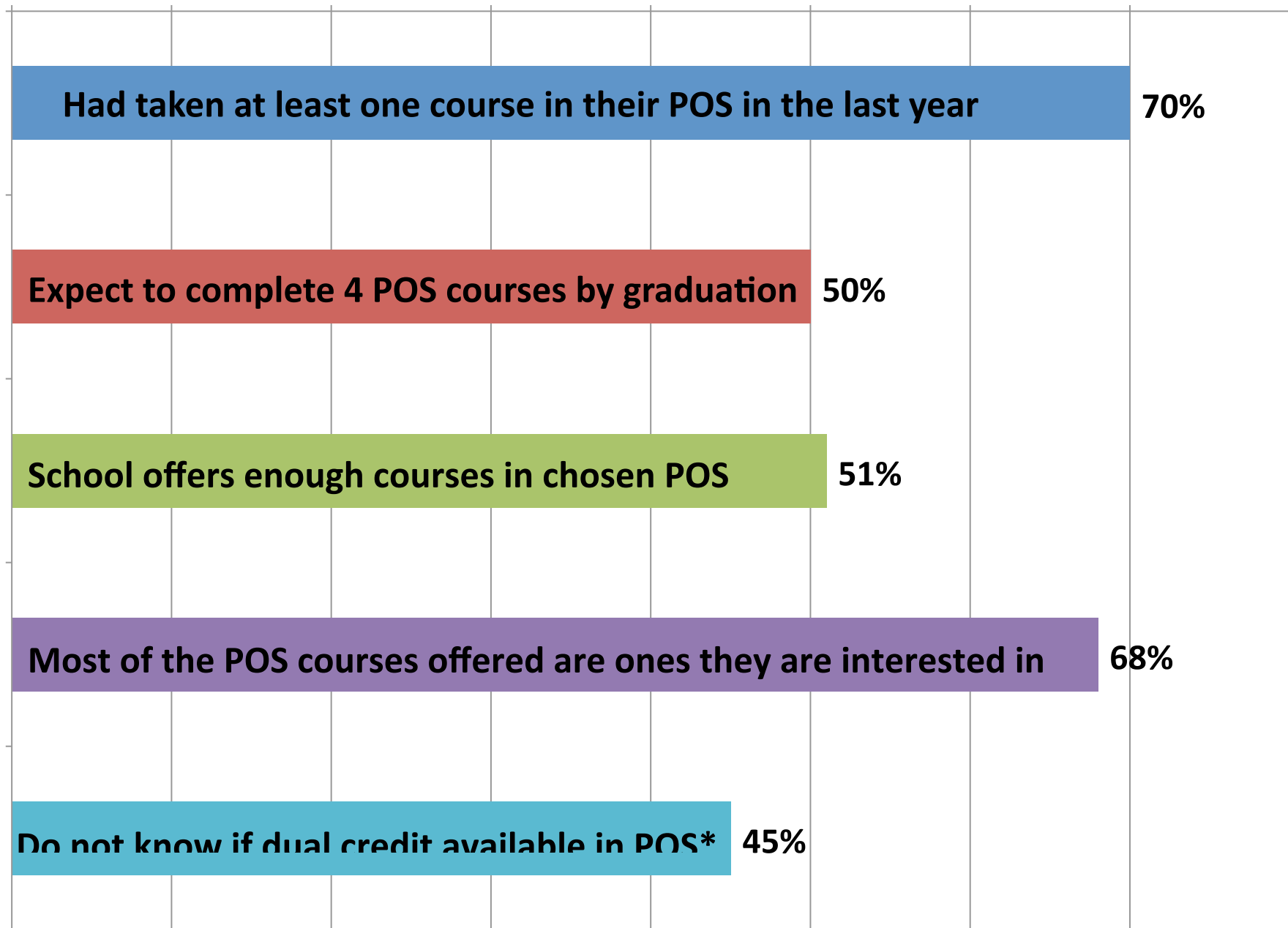# Who was <u>most helpful</u> in planning what courses to take in high school?
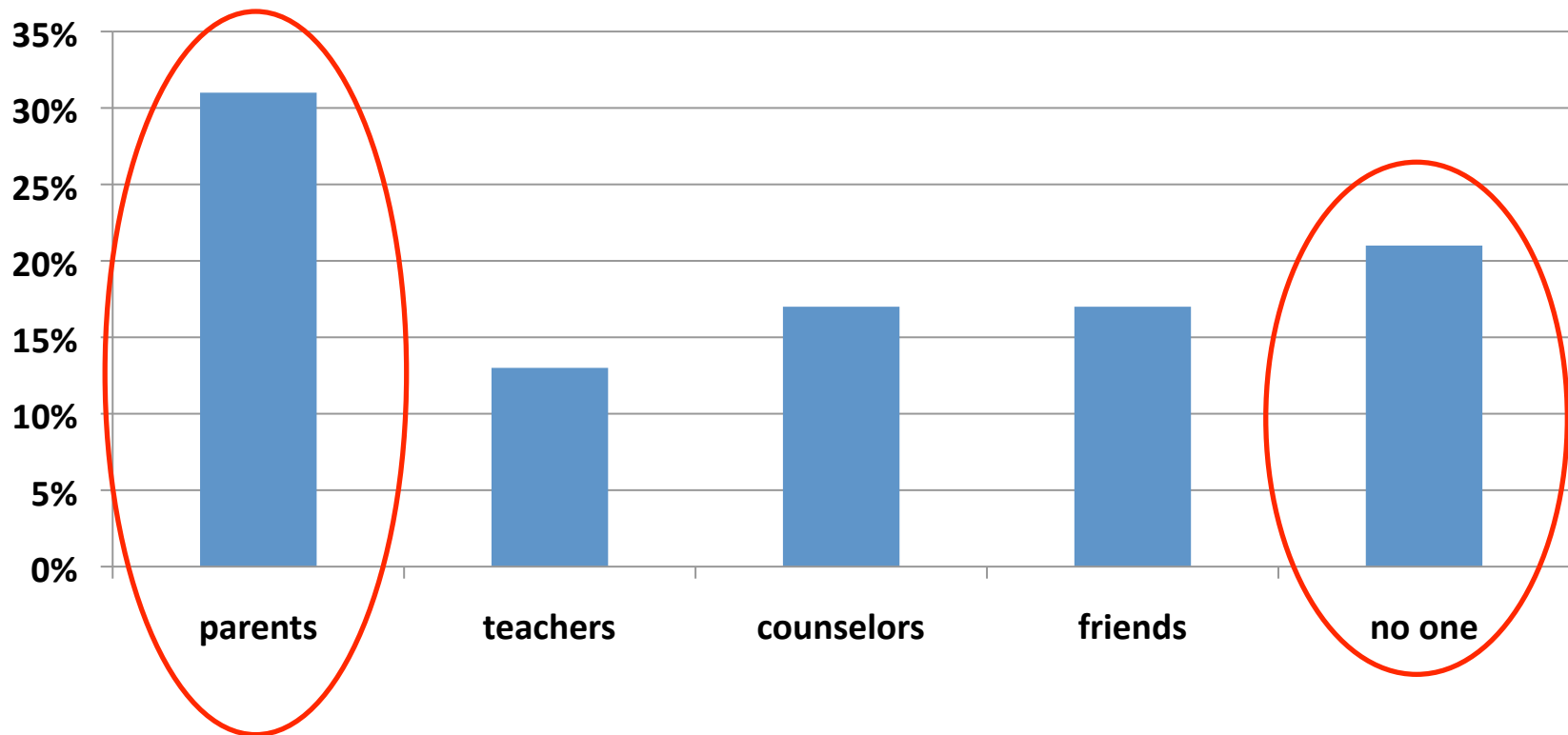
Over 80% were satisfied with the help they received in planning their courses.

Is the POS you chose…

- The one you are most interested in?

- Available at your school?

- Related to your career goals?

|						
Had taken at least one course in their POS in the last year					70%	
Expect to complete 4 POS courses by graduation	50%					
School offers enough courses in chosen POS	51%					
Most of the POS courses offered are ones they are interested in				68%		
Do not know if dual credit available in POS*	45%					

Being in a POS…

	Strongly Disagree	Disagree	**Agree**	Strongly Agree
Made me more likely to come to school	3%	20.5%	**53%**	22.4%
Made me less likely to drop out	8.2%	12.8%	**51.1%**	26.9%
Helped me get better grades	4.1%	25.1%	**52.1%**	17.8%
Made me feel like I fit in better at school	8.2%	26%	**51.1%**	12.3%
Helped me make connections between school and the career I want	1.8%	14.2%	**51.5%**	31.5%
Made me more likely that I would take courses that I need for the future	3.7%	11.9%	**53.9%**	29.7%
Made it more likely that my parents got involved in the selection of my courses	10%	36.5%	**42.5%**	10%
Made me focus on my studies so I know where I am headed	5.5%	13.7%	**54.3%**	25.6%

Have you done any of the following to help you identify interesting careers?
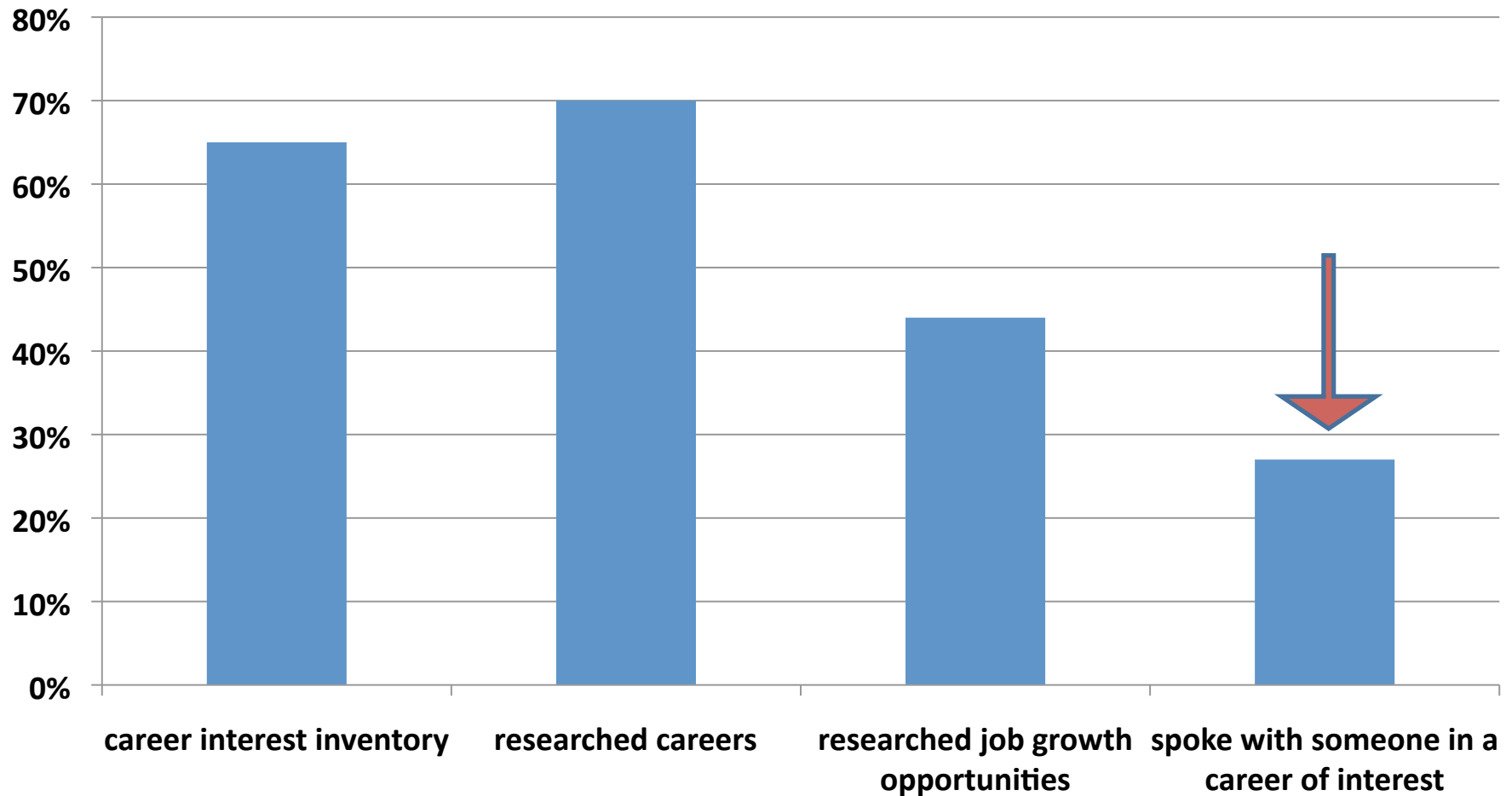
What have you done to explore possible career interests in the following areas?
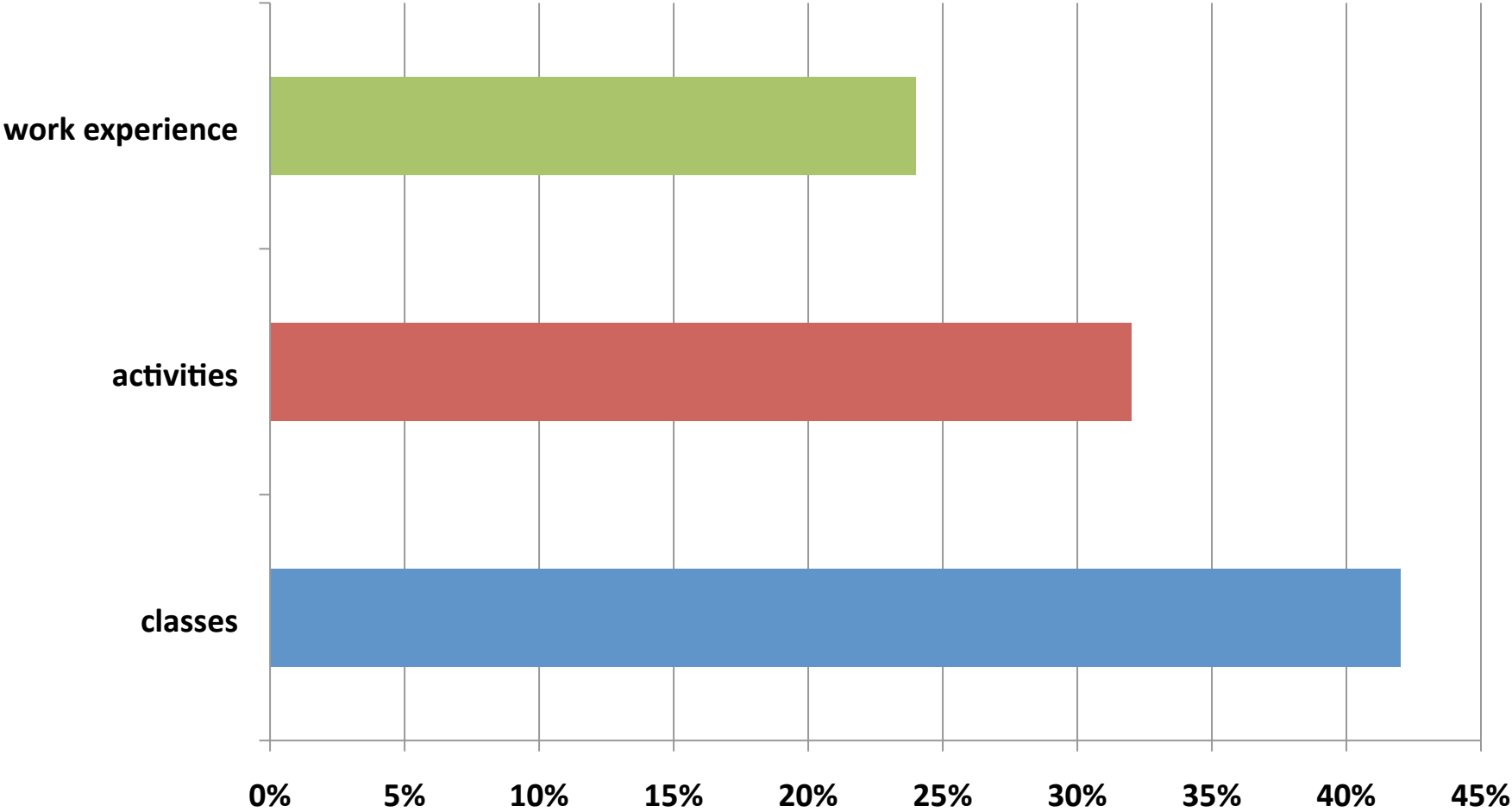
Work-Based Learning Participation

- 21% - internship
- 12% - co-op
- 21% - job shadowing or work site visit
- 18% - mentoring
- 26% - community service
- 8% - school based enterprise
- 40% - none of these

→ Only 30% of students who participated in WBL reported that their experiences were "closely related" to their career choice

Work for Pay

- 46% currently work for pay
- Of these, 40% work more than 20 hours/week
- Only 18% say their current job is "closely related" to their career choice
- 62% say their current job is "not related at all" to their career choice

Think about the type of job you want to have. How much do you know about...

	Have little to no knowledge	Have some knowledge	Have a good deal of knowledge
The activities in the job	5%	50.7%	42.9%
The job qualifications needed	**27%**	**50.7%**	**35.6%**
The training and education needed for the job	11%	45.7%	40.6%
The school or colleges that offer education or training needed for the job	11.9%	42.5%	43.8%
The future demand of the job	18.7%	45.7%	34.3%
The different ways to get this job	16.4%	51.1%	30.6%
The advancement opportunities of the job	16.9%	52.1%	28.8%
The hours that you might work in the job	16.9%	45.2%	36.5%
The salary range of the job	18.3%	47%	33.3%

Summary of HS Survey Findings

- Most students in Mature POS plan to go to at least a 2-year college

- Most students in Mature POS are satisfied with the help they received in planning their courses and with the POS courses offered

- Most students agreed or strongly agree that being in a POS has made them more engaged in school and in preparing for a career

- The majority of students have researched possible careers, but most have not talked to someone in a career area that interests them

On the other hand…

Even in Mature POS, guidance counseling is lacking:

- Most students had NOT had a conference with their parents and counselors.

- Three times as many students got advice from their friends than from their guidance counselor in planning their HS courses

- Twenty percent had not had help from ANYONE in planning their courses

Continued…

- The majority of students reported that their *work-based learning* experiences and *work for pay* in high school had little or nothing to do with their chosen career.

1st Year College Sample

- Total of 1227 eligible students (enrolled in one of the POS of interest at the 3 colleges)

- 102 total responses to survey (8%)

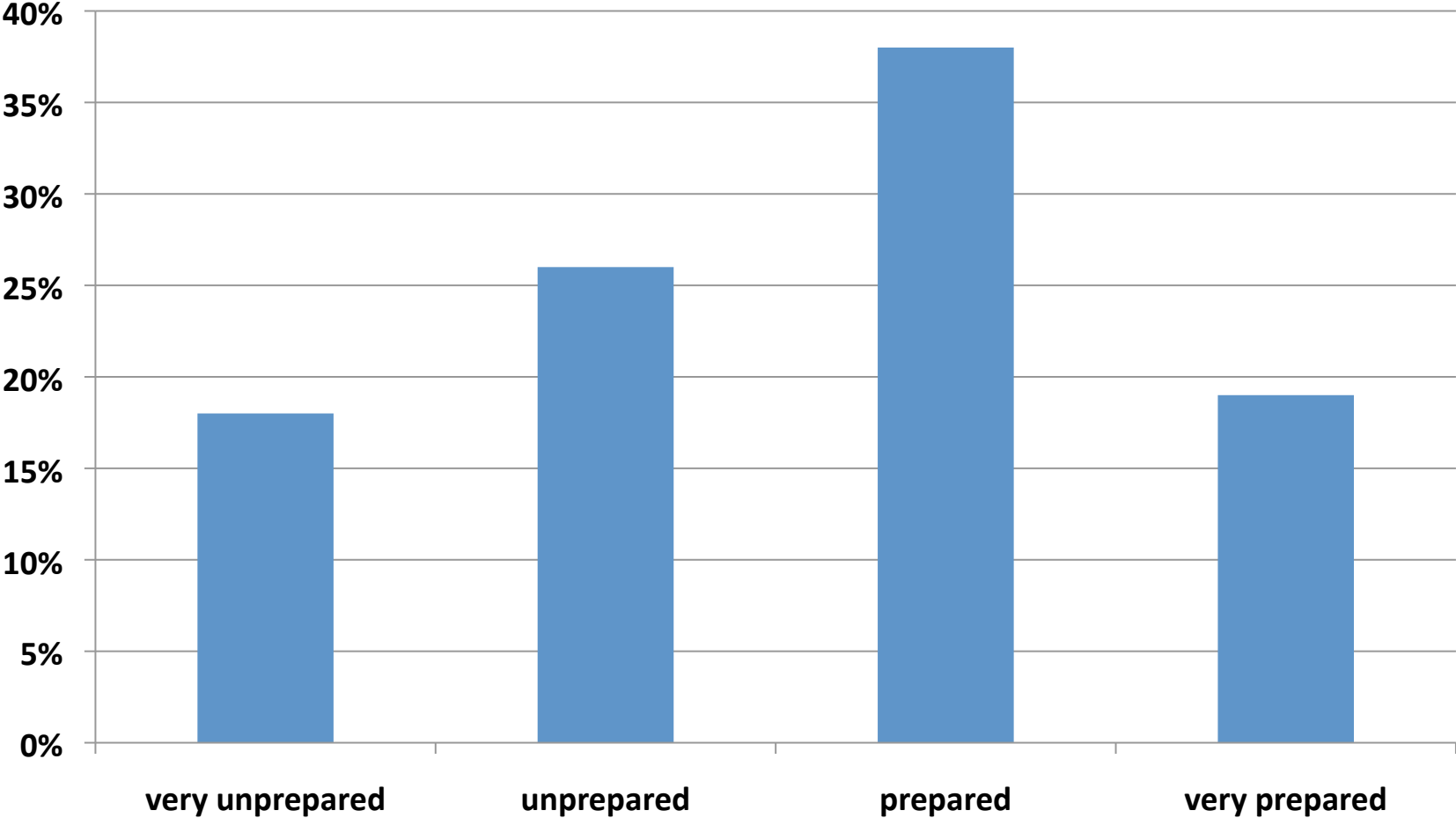- 16/75 (21%) from an affiliated high school

College Sample Stats

Credential pursuing:
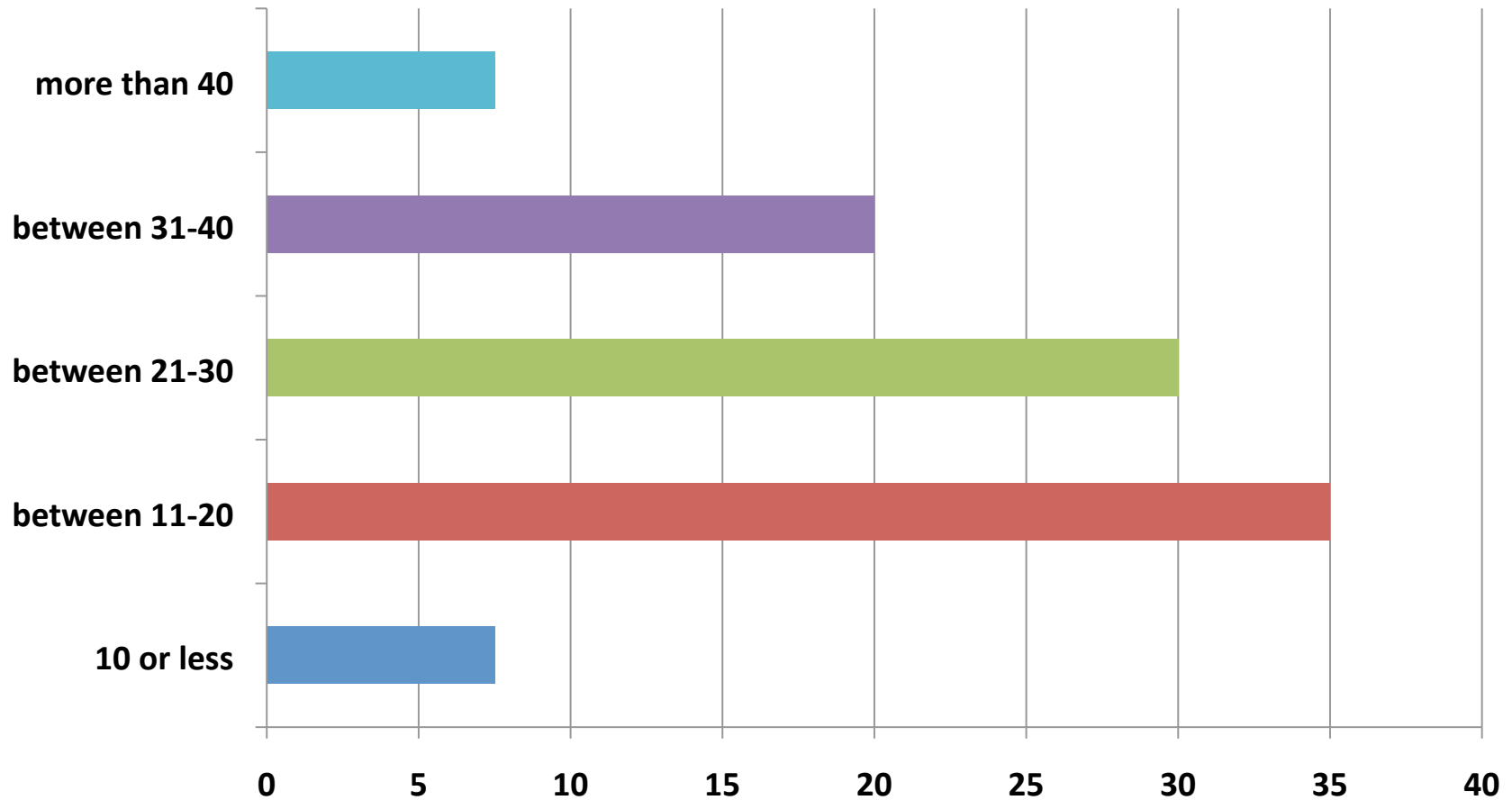
18% technical certificate

79% associate's degree
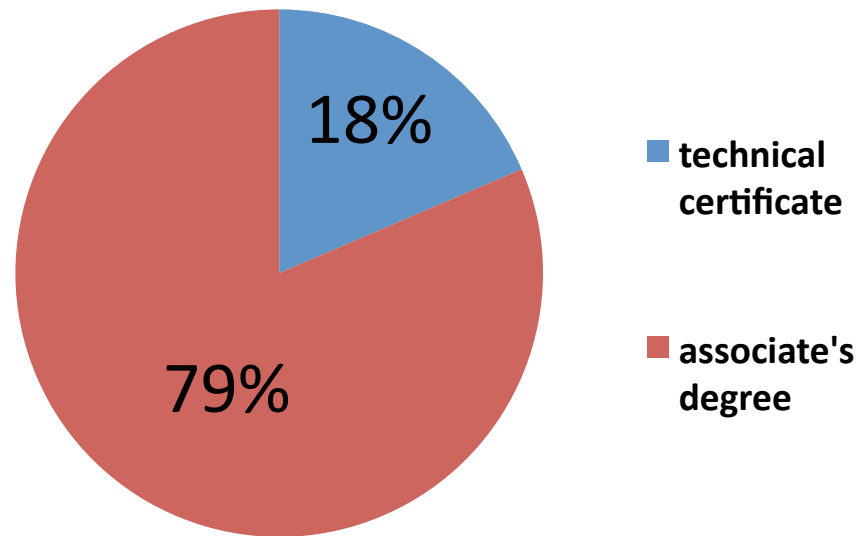
- 10% took courses for college credit while in HS
- 48% required to take remedial classes in college
- 72% full-time status
- 49% are working at least part-time*

Characteristics of Current Job

Current job allows me to use my skills and abilities

77%

Current job matches what I like to do

55%
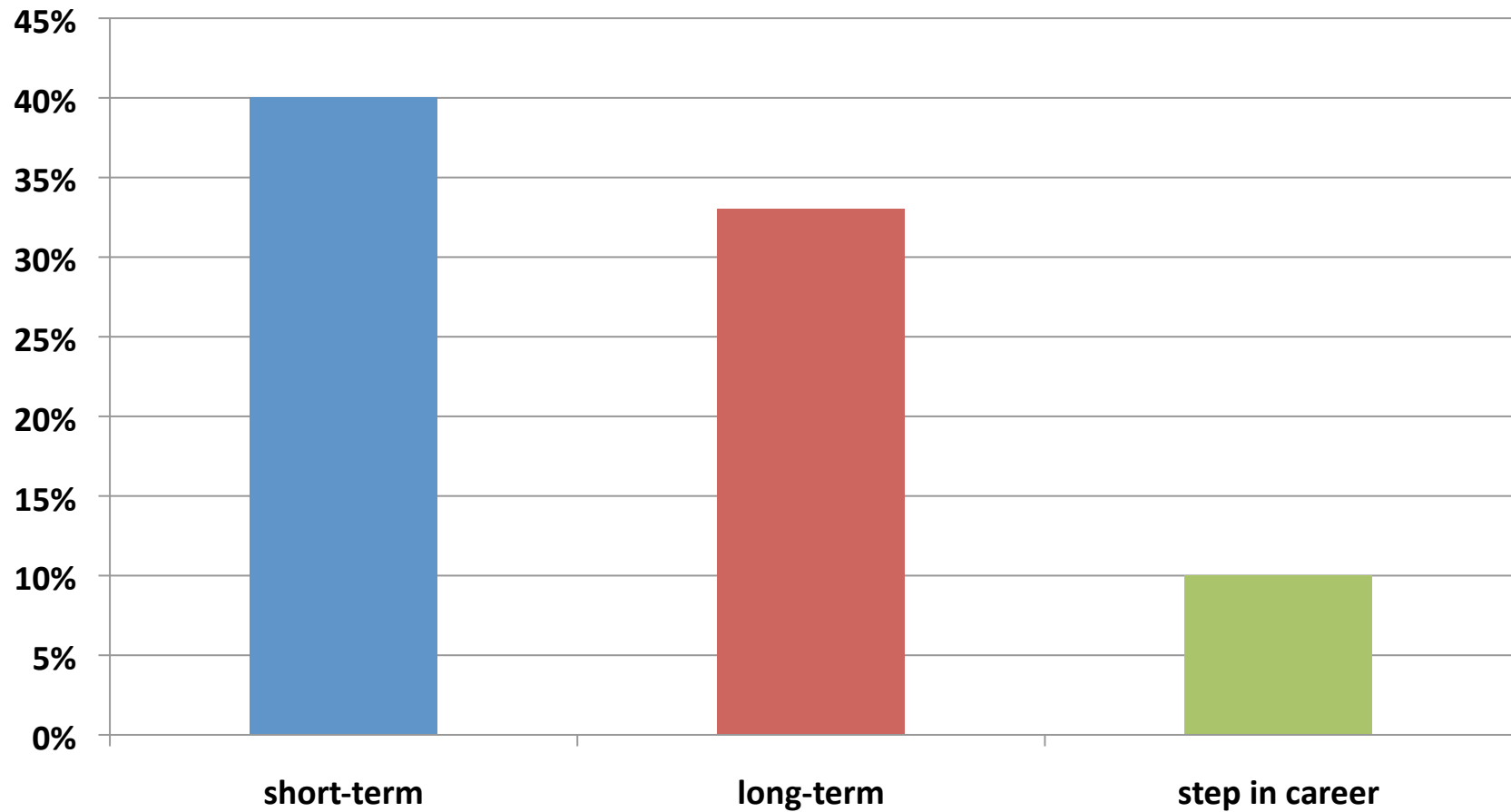
I am overqualified for my current job

50%

Current job closely related to my college program

25%

Current job closely related to job I want to have in 5 years
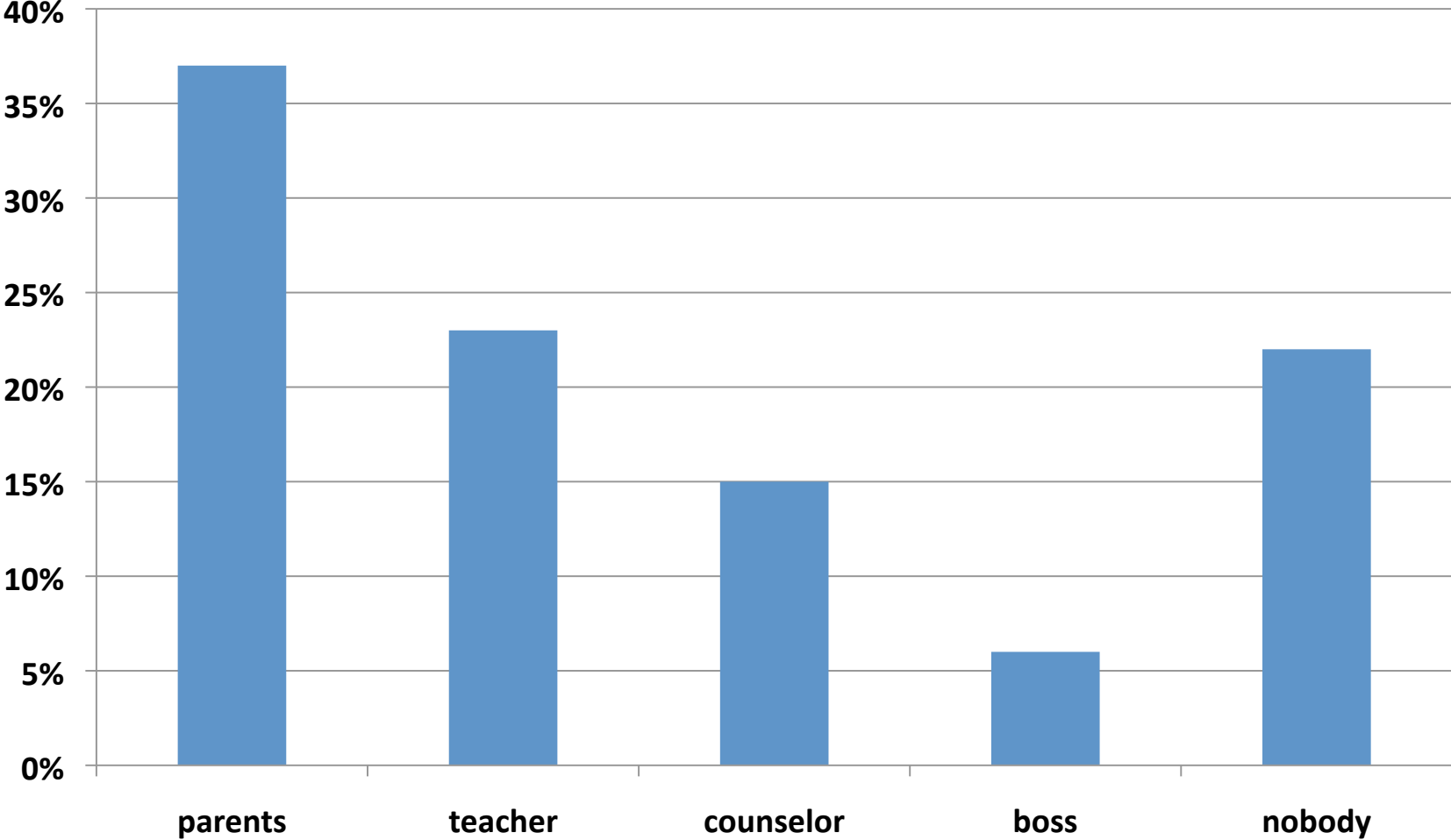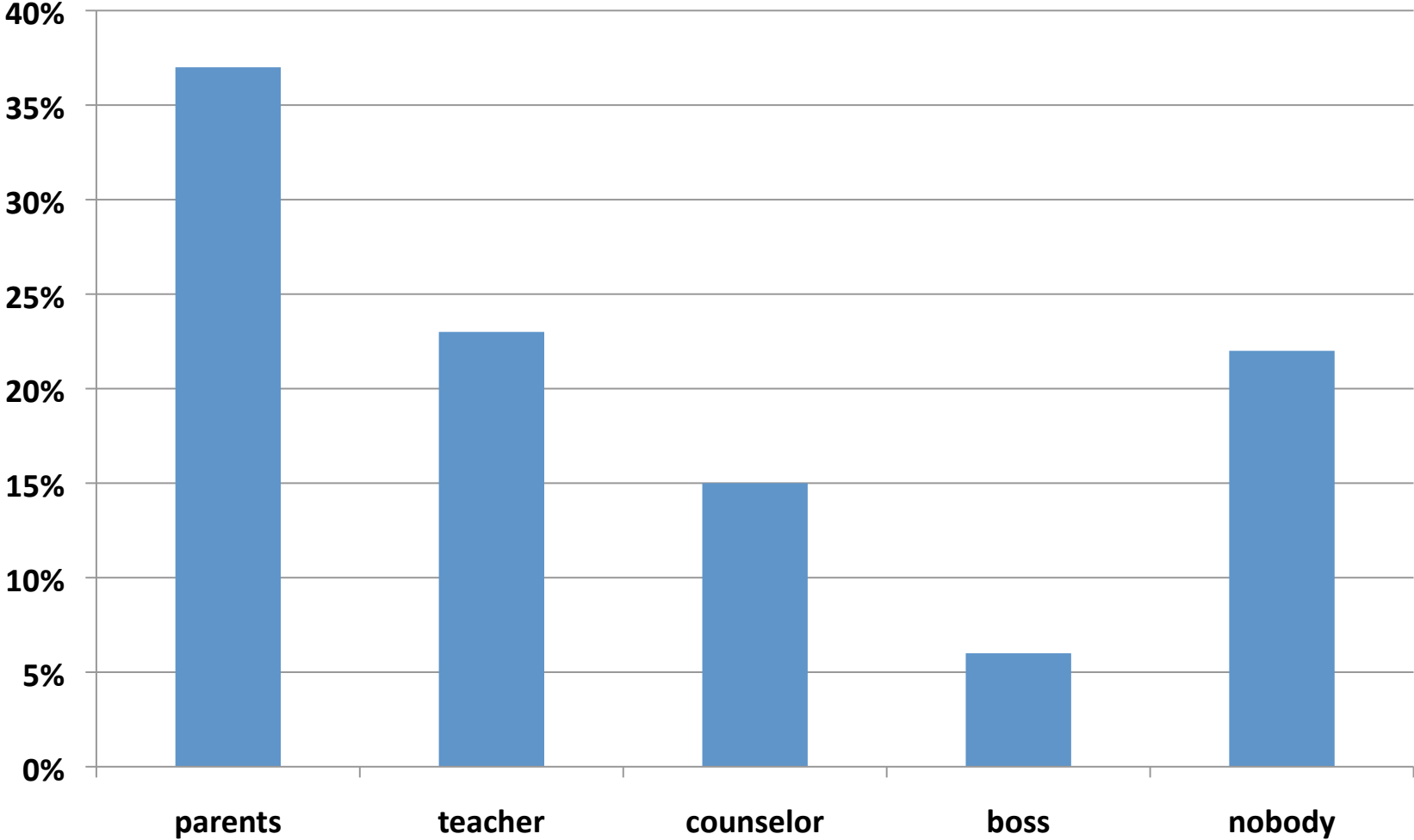
23%

Looking Back to High School

- Less than 10% participated in WBL in HS
- 68% said high school did not prepare them for their current job

- 60% said their CTE program in HS helped them decide to continue in college
- 53% disagreed or strongly disagreed that they felt they had a clear direction in high school
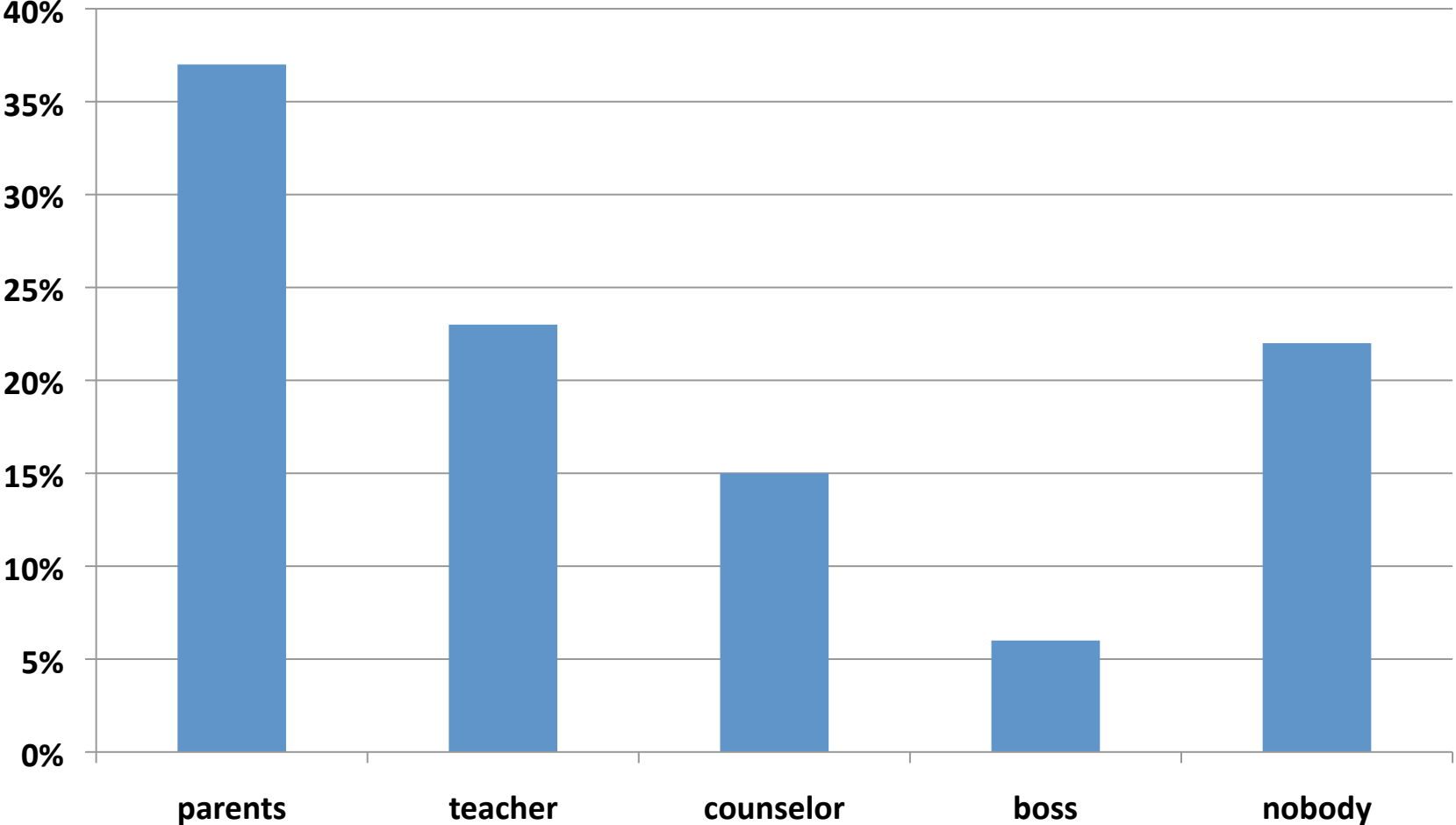
Who did you talk to about possible careers?

Who did you talk to about going to college?

Summary of College Survey Findings

- Many college students are working, but their work experience is not as meaningful or useful as it could be

- Students are talking with their parents more often than with anyone else about college and career choices

- Over half of college students said they did not have clear direction in high school

Conclusions

- Even when a POS is well-established ("mature"), it doesn't always "trickle down" to students

- Students need more structured career guidance (in SC where it is mandated, it is happening more)

- Even though students are, for the most part, happy with their POS, and most plan to and do enroll in postsecondary education, few of the seniors in our study had enrolled in the same POS at the college the following year

Recommendations

- Multiple stakeholders in POS need to be at the table and to put students, not self-interest, first. If partnerships cannot be organic, then we should consider ways that *legislation and policies* can make them happen.

- A key component of POS is *guidance counseling and advisement*, without which all the work to create them will be wasted. Information needs to get to students (and to parents!)

Recommendations, continued

- Since most students are working anyway, and POS are meant to prepare students for meaningful careers, perhaps *work-based learning* (internship, co-op, apprenticeship) should be considered a component of POS. This way, work experiences for students could be structured more intentionally as part of their POS.

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Relevant AED Projects

- National Assessment of Career and Technical Education (NACTE) – Robin White, AED subcontract project director; Steve Klein, MPR Associates, Project Director

- National Research Center for Career and Technical Education (NRCCTE)
  - Technical Assistance on Creating "Green" Programs of Study – Ivan Charner, Project Director (forthcoming report on POS model development in 5 states)
  - "Mature" Programs of Study – Corinne Alfeld, Project Director

Other Related NRCCTE Projects:

- Programs of Study: What Will Be Their Impact? – Morgan Lewis, Natalie Kosine (NRCCTE)

- Rigorous Test of POS (in progress) – Marisa Castellano, Kirsten Sundell (NRCCTE)

- EEDA Implementation in South Carolina (includes POS; in progress) – Cathy Hammond and Sam Drew, Clemson University

- Curriculum Integration (e.g., math-in-CTE, literacy-in-CTE) – Donna Pearson, NRCCTE

- Other NRCCTE research projects and reports (see www.nrccte.org)