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## Helping Illinois CTE create a Pathway to Results . . .

Illinois has wrestled with how to respond to the federal call for programs of study since the inception of Perkins IV. What is a program of study (POS) according to this new definition? How does it differ from what we have been doing through Tech Prep for almost two decades? How can the state balance the need for statewide uniformity without stifling local creativity and ingenuity? These are all valid questions that have been asked in Springfield, as well as around the entire state.

Based upon the six guiding principles, as well as the work of the Office of Vocational and Adult Education, the Perkins law, and the career clusters, among others, the state has settled on one important characteristic of a POS, namely that the development of a POS is not a terminal process but one that is continuous, ongoing, and subject to improvement as the actors involved learn more about the process and the outcomes of the POS. Also, the state has all along agreed that POS are uniquely local products that must be reflective of local needs. State priorities must be met as well, but most POS development happens locally. Based upon both of these characteristics our task then is to support the work of secondary and postsecondary partners by giving them the resources needed to develop and implement local POS. To accomplish this, we have developed - through ongoing collaborations with our state-level partners (including the ISBE, OCCRL and ICSPS) the Pathways to Results (PTR) initiative.

PTR is a data driven process model that focuses on improving student transition results by developing metrics, methods and tools that can be used to continuously improve student outcomes. PTR is based on the idea that by engaging critical partners – including high schools, community colleges, industry and community organizations – local improvement teams can build a program of study that address their unique issues and barriers. Utilizing a five-step continuous improvement model focused on equity and outcomes assessment, these groups are empowered to use relevant data in order to accomplish true systems change.

Right now, the ICCB is working with seven separate sites engaged in the PTR pilot process. These groups are focused on applying this initiative to their efforts to develop local programs of study in the Manufacturing and Health Sciences Clusters. Local teams have been formed and are working under the facilitation of OCCRL, ICSPS and ICCB staff. We are confident that this work will help perfect a system that can rolled-out statewide and these efforts will help guide the development of local programs of study and ensure that their impact dramatic and has a truly lasting affect on education in Illinois. This issue of the newsletter highlights the PTR sites and gives you a glimpse of the hard work they have been doing. If you have questions about their work please contact them directly or contact any of the ICCB CTE staff.



## **Lake Land: Programs of Study Implementation Grant for Manufacturing**

Lake Land College applied for the Programs of Study Grant for Manufacturing Cluster: Maintenance, Installation, and Repair Pathway to continue a Programs of Study partnership in Industrial Maintenance Technology, Electronic Systems Specialist and Mechanical-Electrical Technology programs. The grant will affect the way curriculum is updated, students recruited, new equipment selected, advisory councils utilized and to review the way college programs and courses are assessed. Students will benefit from learning on new equipment, that is actually being used in the industry, resulting in a highly trained individual making our graduates more knowledgeable and employable.

Lake Land recently completed final revisions and submitted the team charter. Lynn Breer, Director of Institutional Research, started data gathering after receiving final definitions and instructions in mid-February. Knowledge and Skill Statement Surveys have been distributed to in-district high school manufacturing instructors and Lake Land College and EIU instructors.

Lake Land College hosted its first ever "Nuts and Volts Day" March 24, 2010 (hands-on activity day for 9-11th graders related to manufacturing) to promote manufacturing careers to high school students with an interest or aptitude in the Manufacturing Cluster. In addition, Lake Land College staff are researching marketing strategies to inform the communities, parents and students about careers in manufacturing, education/training required, and overall job outlook.

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## **Southwestern: Programs of Study Implementation Grant for Health Sciences**

A special application is required for many of the health science programs at Southwestern Illinois College (SWIC). In the past several years the allied health division has made it a priority to enhance communication with all prospective students and counselors by developing FAQ pages on the SWIC website for each program requiring special admission. In addition, program Application Planning Guides were developed to assist students and/or counselors in understanding how points are awarded in the selection process and recommendations given for increasing the points earned in each major area of the application, yet SWIC continues to have applicants report misunderstandings about the requirements. The most consistent misunderstanding about the requirements seems to be about the deadlines for completing the prerequisite courses. Applicants not having those courses completed by the required deadlines are ineligible for admission, which results in a year delay before they can apply again.

Southwestern is using this grant in the Health Science Cluster/Diagnostic Services Pathway to analyze the resources and practices they use to make prospective students and counselors aware of the allied health admission requirements and based on the data gathered, will enhance/revamp those resources and/or practices to enhance the students' ability to transition to their program of choice in a timely fashion.

To determine what resources applicants are accessing to prepare for program application and/or explore health care professions at SWIC, the college is conducting a survey of SWIC allied health applicants in 2009 & 2010. Through this survey, applicants will identify what resources they used, rate the usefulness of the resource, and identify individuals they spoke with to help direct them in the admission process. In addition, feedback will be gathered from a random selection of applicants in a follow-up focus group discussion. During the focus group, SWIC will have their website assessed by the applicants to give feedback about accessibility of information and ease in locating answers to their questions. SWIC is also collecting background information on the applicants to see if there are unique needs based on the student's history – including first generation student, internet access, and age.

A survey of high school and SWIC counselors is also being conducted to determine what SWIC resources they refer to students, gain counselor perspective of the usefulness of our resources, and determine what methods/resources they use to remain aware of SWIC admission requirements.

## **Southwestern: Programs of Study Implementation Grant for Manufacturing**

The manufacturing industry has suffered a number of negative hits to its image in recent years. Layoffs, companies moving overseas, downsizing, etc., have created a negative perception of the manufacturing industry and its related occupations. These negative perceptions and realities are making it difficult for technical schools and colleges to recruit high school students into manufacturing careers. Counselors, students and parents do not have a clear awareness and understanding of the varied occupations and opportunities for employment in manufacturing.

By and large, high school students have clearly defined pathways leading to four-year college degrees. As a result, most parents have an expectation that their high school students will pursue a four-year degree even though many students have no real idea about what career they might pursue during their college studies. Unfortunately, there is not a clearly defined educational path for students desiring to enter a career as a manufacturing technician in general or the following career areas at Southwestern Illinois College (SWIC) in the Manufacturing Cluster/Maintenance, Installation and Repair Pathway in particular: Precision Machining Technology, Industrial Maintenance Mechanics and Commercial Maintenance Mechanics. Influencers of high school students, including school boards, administrators, counselors, teachers and particularly parents need to be educated about the many excellent career opportunities that exist for their students in manufacturing. New and innovative marketing materials are needed for this purpose.

SWIC expects to positively impact the image of manufacturing among the primary influencers of high school students from the 9<sup>th</sup> grade onward. Communication with all influential groups and the general public, as well as business and industry partners, will be affected through this process. Influencers will have a much better understanding of the career opportunities available to high school students who express an interest in manufacturing. High school students will have opportunities to better prepare themselves to enter into SWIC's Programs of Study in Precision Machining Technology, Industrial Maintenance Mechanics or Commercial Maintenance Mechanics. Completing these Programs of Study will then lead to much improved employment opportunities. Industry will have better educated and trained entry-level employees and high school students, parents, teachers, counselors and other influencers will have clearly documented Programs of Study from 9<sup>th</sup> grade through an associate degree or certificate from SWIC. Students who earn an associate degree from Southwestern Illinois College may also choose to enter a manufacturing-related Program of Study at a 4-year college.

SWIC has completed their charter. Team members have been identified with representatives from SWIC personnel, high schools and industry. The Dean of Technical Education met with high school superintendents and principals during the month of March 2010 to brief them about activities and desired outcomes. Work has begun on marketing materials for the three manufacturing programs, as well as, on a documented Program of Study leading from 9<sup>th</sup> grade of high school onward for students interested in a career in manufacturing.

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## **Central Illinois: Programs of Study Implementation Grant for Manufacturing**

The Central Illinois Partnership for College and Career Success continues to focus on the Manufacturing Cluster and the following pathways: Production, Manufacturing Production Process Development, and Maintenance, Installation and Repair as it develops various programs of studies. The sequence of 9<sup>th</sup> grade-12<sup>th</sup> grade courses defined during the days of Tech Prep are being re-examined.

The problem that the consortium is attempting to address is that a number of students must take remedial classes before they are able to enroll in all their program courses. Teams made up of high school teachers and counselors will assist ICC staff in reviewing past high school course-taking of ICC manufacturing students. The teams will attempt to identify the sequences students were enrolled and compare college placement (ACT Compass) scores to those scores. This information will then be shared with high school principals and counselors so that they can better advise students and improve their curriculum.

## **West Central Illinois: Programs of Study Implementation Grant for Health Sciences**

West Central Illinois Partnership for College and Career Success made application for the Program of Study Implementation Grant to support and evaluate the program of study implementation and to strengthen relationships between secondary and postsecondary through enhanced coordination for program alignment.

The selected Health Science Programs of Study are in the Diagnostic Services Pathway, as well as, the Health Informatics Pathway and includes, Radiological Technology and Health Information Management. Both offer stable employment making a positive difference in the quality of life of individuals and communities. They offer a direct plan of study from secondary to the baccalaureate level with open entry and exit opportunities and address shortages for regional business and industry need. They are strong growth areas as described by the U.S. Department of Labor, Bureau of Labor Statistics. Based on available data, and evidence, goals and plans for the programs in this project will include the development of POS program matrices made available in both print and electronic formats. POS information literature will be available for students and parents. Career development events for secondary students within partnering career systems will be available in at least 70% of secondary schools. Included, will be pathway, program of study information for individuals from at least ten organizations providing career development for adults.

POS admission applications will be reviewed and compared to previous years seeking an increase of applicant qualifications for respective programs. Concentrated efforts are needed to increase student reading scores prior to students' entering dual credit courses. An orientation seminar for sophomores and juniors would provide access for students to use the Keytrain software, to increase applied reading skills. Practice testing for sophomores and juniors interested in health core coursework and a follow-up with further improvement strategies are needed. Strong efforts are being considered to help students and adults become fully aware of and attracted to available educational program opportunities culminating in employment benefits. Improvement in study skills through individual coordinated study skills programs and information about program transitioning sessions for students and parents relate directly to the grant goals and objectives.

PTR team members are involved in sharing data reports for program improvement and change. School counselors and college advisors play a major role in follow-up data collection and analysis. The input of a wide variety of team members and stakeholders across secondary and postsecondary strengthens the preparation and competence of participants in Radiological Technology and Health Information Management and their attainment of degree and certification requirements.

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## **Waubonsee: Programs of Study Implementation Grant for Health Sciences**

In response to local needs and the national initiative to develop a certified workforce with the ability to handle the electronic health records that are used in insurance offices, hospitals, doctors' offices, and other health care settings, Waubonsee Community College applied for a POS grant in the Health Science Cluster: Health Informatics Pathway to create and present a new degree (pending ICCB approval). The degree features a substantial amount of new course work aligned with national accreditation guidelines, incorporates existing course work transferred from the Administrative Office Systems (AOS) discipline, and builds on the highly successful certificate in medical coding that has been offered for the last year. This degree and its accompanying certificates, (Medical Office, Medical Transcription, and Health Care Coding), form a career pathway in health informatics that allows graduates from accredited programs to sit for the Registered Health Information Technician (RHIT) certification examination or to pursue baccalaureate educational opportunities in Health Information Management.

The charter has defined how to use the PTR process to focus on factors of academic success of current certificate students. This knowledge will help to ensure successful degree experience for future degree seekers. Secondary and post secondary stakeholders have come together to address the challenge of pathway creation across partnering institutions.

Waubonsee created its first advisory group of local health information professionals to examine and rank the various skill standards currently published by the state and professional organizations. This external input will be combined with internal insight gained from an in-depth faculty self-study, with the goal of meeting national accreditation standards and creating a solid program of study.

## **Olive-Harvey: Programs of Study Implementation Grant for Manufacturing**

Olive-Harvey College (OHC) and Chicago Public Schools (CPS) are working together on developing a Program of Study in the Manufacturing Cluster/Manufacturing Production Process Development Pathway for the new Process Technology Program (PTech). The PTech program was developed in response to manufacturing industries' anticipated workforce demand. Manufacturing industries, including oil, gas, and pharmaceutical industries, expect that half of its workforce will retire by 2012. OHC and the CPS want to prepare students to fill the gap. The PTech program was developed with assistance from BP Oil Company. BP provided the much needed resources and has been working with the program by providing instructors and internship opportunities for the students. When the opportunity for the grant was made available, both OHC and CPS were excited because they believe the funds will help promote the career pathway to both high school students and their parents. We expect that the PTR program will make way for high school students to enter a high wage career shortly after graduation.

Olive-Harvey College and the Chicago Public Schools have put together a team charter and the PTR timeline. They hope to have an articulation agreement and prospective students identified to participate in the program by the end of April. The Team will continue to work on developing the marketing materials including brochures, posters, and website development. The Team will also host information sessions and recruitment activities for the career pathway. The Team is currently working on gathering data on students in the PTech program to complete the Equity and Outcomes Assessment portion of the process.

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### **2009 Program Activity**

During 2009 ICCB Program staff reviewed and added 2,313 courses and 201 curricula to the college's local offerings. This includes courses in Remedial/developmental education, Baccalaureate/transfer education, Adult basic/secondary education and ESL, Vocational skills training and Career and technical education.

Curricular additions reflect transfer education programs, such as the Associate of Arts in Teaching (AAT), and CTE programs, such as Associate of Applied Science (AAS) degrees and technical certificates. Ninety-four percent (94%) of all instructional courses and curricula added in 2009 were in the career and technical education area.

Questions regarding local program activity can be directed to Tricia Broughton at 217.785.0082 or [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov).

## **SAVE THE DATES**

### **CSI-CTE 4th Annual Retreat**

On June 3 & 4, 2010, the Collaboration of Southern Illinois--CTE (CSI-CTE) will be holding its 4th Annual Retreat. The Retreat will be held at Rend Lake Resort in Whittington, IL. The Retreat's title or theme is "Shining the Light on Career Pathways".

The tentative agenda includes the topics of Technology & Social Networking and Students, Race to the Top, Bridges/Shifting Gears 101, Programs of Study (POS), Women in Trades, ICCB & ISBE agency updates/policies/news/projects, ICSPS projects/updates, and legislative/dual credit updates. As always, this Retreat is FREE to all attendees; there is NO registration fee. Breakfast and lunch will be served both days. On Thursday evening, a dinner social is planned for attendees (you may bring a guest).

A block of rooms has been set aside at Rend Lake Resort for the Retreat's attendees. The state rate is \$60.00 + \$6.60 (tax) = \$66.60, for each night. An extra adult in the room is \$9.00 + tax. Children 18 and younger in the room are free. To reserve a room, call the Resort at: 618-629-2211. The CSI-CTE room block number is: 2710. Rooms are blocked for the nights of Wednesday, June 2nd and Thursday, June 3rd. This room block will only be available until May 4, 2010; any "left-over" rooms will be released to the general public. You will be responsible for your own lodging arrangements and payments.

We are on the web@  
[www.iccb.org/cte.html](http://www.iccb.org/cte.html)

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# SAVE THE DATES



Wednesday, June 2, 2010 at Rend Lake Resort the Illinois Center for Specialized Professional Support, in partnership with the Illinois Community College Board, the Women's Bureau of the Department of Labor, and the Illinois State Board of Education will host another Women in Green Workshop. This day long event will examine the programs and initiatives which are in place to support the development and advancement of green occupations in Illinois, and particularly the unique role of women in green jobs.

To learn more and to register visit <http://www.icsps.ilstu.edu/services/pd/green/index.html>

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**Forum for Excellence**—September 29-30, 2010, Hilton Hotel, Springfield, IL. More details to follow in the next newsletter.

## Program Review Reminder

Program Review Summary Reports from your institutions are due to ICCB no later than August 1st, 2010. Please feel free to contact Tricia Broughton at [tricia.broughton@illinois.gov](mailto:tricia.broughton@illinois.gov) with any related questions.

## Early Childhood Educators Conference

The statewide Professional Development Advisory Council (PDAC) and the Illinois Department of Human Services (IDHS) would like to invite you to participate in the 4<sup>th</sup> Gateways to Opportunity *Collaborating for Success* Higher Education Faculty Forum. *Collaborating for Success: Continuing the Conversation* will be held **Friday, April 30<sup>th</sup> from 10:00 am – 3:30 pm** at the Parke Hotel and Conference Center in Bloomington, Illinois. This meeting will provide an opportunity for Early Childhood, School-Age and Youth Development faculty throughout the state to learn more about inclusion, hear updates from state agencies, and have time for collaboration with several institutions; as well participate in two different break-out sessions in the afternoon. Contact Betsy Frailey at [bfrailey@inccrra.org](mailto:bfrailey@inccrra.org) for more information!

## 2010 Teaching and Learning Conference

The 2010 Teaching and Learning Conference will be held on October 21-22 at the Crowne Plaza Hotel and Conference Center, Springfield, IL. You may contact Cytree Shomidie at 217-785-0159 to register for the conference. Registration fee is \$100, which includes the conference materials, Friday Breakfast buffet and lunch. On-site registration is \$125. Hotel reservations must be made on or before September 30, 2010 for the conference rate of \$70 for single, \$85 for double. Also, as of right now, there is a call for proposals for this conference. The applications must be electronically submitted no later than June 1, 2010. Email the proposals to Linda Hefferin at [lhefferin@elgin.edu](mailto:lhefferin@elgin.edu). Go to <http://iccf.org> for more information.