

***Illinois Programs of Study Professional Development Project:  
Assessment and Recommendations***

**The Center for Occupational Research and Development's  
Final Report to the Illinois Community College Board**

January 2011

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## I. Executive Summary

The Illinois Community College Board partnered with the Center for Occupational Research and Development (CORD) to assess and make recommendations regarding the professional development needed to implement Programs of Study in the state.

Project activities included:

Task 1—Project Plan Development Meeting with Illinois Community College Board Staff

Task 2—Convene Technical Working Group (TWG)

Task 3—Inventory Professional Development Offerings

Task 4—Survey Faculty Members and Administrators

Task 5—Focus Groups

Task 6—Project Report

Most of the information collected in this project came in Task 4, the survey that collected information from 561 respondents. CORD takes the position that effective Programs of Study have certain elements in common. Those elements are identified in the titles of the eight survey sections as well as the content of the individual survey statements. The survey responses revealed perceptions about the levels of knowledge of, support for, and implementation of the elements of effective Programs of Study. Following are the titles of the eight sections of the survey.

- 1) *Perceptions of General Knowledge and Understanding:* It is apparent that more people (beyond just the leadership) need to have a greater level of knowledge and understanding of the elements of Programs of Study.
- 2) *Perceptions of Leadership:* One-fourth to half of respondents indicated that they are not confident (they either “disagree” or “don’t know”) that leaders are encouraging adoption of actions that result in the development of effective Programs of Study.
- 3) *Perceptions of Partnerships:* Administrators indicated that they have more confidence than faculty or counselors that partnerships have been developed and/or are operating appropriately. This section produced one of the highest levels of “don’t know” responses in the survey.
- 4) *Perceptions of Professional Development:* The results suggest that more “horizontal” joint professional development is happening (combining academic and CTE within education levels) than “vertical” (combining secondary and postsecondary). Almost half the respondents indicated that they have no confidence that educators in their locales have access to professional development opportunities related to creating and/or improving Programs of Study.
- 5) *Perceptions of Teaching and Learning:* The survey results, and the few narrative responses regarding teaching and learning, focus on the need for academic and general education

faculty members to have more “buy-in” and “understanding” of contextual teaching and learning.

- 6) *Perceptions of Curriculum:* Narrative responses indicate several reasons for inadequate curriculum in Programs of Study (e.g., not enough time in student schedules due to increased general graduation requirements, overemphasis on doing well on required academic tests, and small schools not being able to justify the programs). Less than half of the respondents indicated that they believe that the curriculum being offered in Programs of Study is of such quality that it prepares students to succeed in college without remediation.
- 7) *Perceptions of Focusing Students:* The survey results point to a lack of confidence that career planning opportunities are being provided for all students, indicating a need for more information about what is happening in counseling and career planning. Most of the ten narrative responses in this section indicated that not enough is being done to help students make informed choices about careers and college.
- 8) *Perceptions of Using Data:* Survey results suggest that faculty members and counselors are not as certain as administrators that data is being used for improvement of CTE programs, retention, and reducing the need for remediation. One narrative response indicated that sometimes data is used to steer students away from CTE or Programs of Study options.

Although much has been done in Illinois to promote and implement Programs of Study, there is opportunity to move the initiative forward. The recommendations of this report include:

- 1) Set clearer expectations for regional partnerships including engagement of business/industry. Professional development topics and activities should ensure that educators value business/industry’s time and that they know how to use business effectively.
- 2) Enhance state-level relationships and integrate with other education priorities. Agencies should work together and build a system that connects education and economic development.
- 3) Provide leadership development. Leaders need professional development that helps them understand all the components of Programs of Study systems.
- 4) Engage academic (secondary) and general education (postsecondary) faculty members. Non-CTE faculty members need professional development in contextual teaching, curriculum integration, and career advising.
- 5) Engage counselors consistently and intensively. Counselors need professional development that focuses on the facilitation of career development systems, facilitation of student transitions to college and careers, and understanding student outcomes data.
- 6) Infuse labor market data and economic development concepts into Programs of Study training. All educators need professional development on the connection between education and economic development, including how to interpret and use labor market data.

- 7) Strengthen the sharing of best practices. Lessons learned through “Pathways-to-Results” (PTR) and other initiatives should be shared and champions of elements of Programs of Study should be nurtured and recognized.
- 8) Establish networks to distribute Programs of Study information. Community colleges are uniquely positioned to become the hub of information networks.
- 9) Support the alignment of curriculum from secondary to postsecondary education (vertical curriculum alignment). Secondary and postsecondary educators should have opportunities for joint professional development, curriculum planning sessions, and business/industry site visits.
- 10) Mentor new people. New personnel in education should have the opportunity to be mentored, both in-person and online.

The purpose of this report, especially the results of the survey, is to provide the impetus for a renewed commitment to take Programs of Study to the next level in Illinois.

## II. Project Overview

The Illinois Community College Board partnered with the Center for Occupational Research and Development (CORD) to assess the professional development needs of postsecondary CTE in the state.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) seeks to foster significant changes in Illinois' educational landscape in order to provide students with the academic and technical skills necessary to successfully transition from secondary to postsecondary education and to employment. The development of Programs of Study (POS) and career ladders based on the Illinois POS model is critical to this effort. Ten components have been identified from the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) that support the development and implementation of effective programs of study, and Illinois has developed the *Guiding Principles and Design Elements* under which POS will be implemented and evaluated in Illinois.

POS developers must identify the most pressing components for state or local adoption, taking into consideration their relative need within their educational contexts. Consequently, comprehensive and continuous professional development that impacts teaching and learning and the implementation of POS as a systemic change is imperative. Illinois has made a serious commitment to professional development in the past and this project included:

- Inventory (snapshot) of what has been done in the past

- Development of a plan for future professional development offerings

Project activities included:

*Task 1—Project Plan Development Meeting with Illinois Community College Board Staff:* The CORD project staff met with ICCB project staff to outline roles and responsibilities and confirm a timeline.

*Task 2—Convene Technical Working Group (TWG):* The TWG is composed of representatives recommended by the Illinois Community College Board (i.e., the Office of Community College Research and Leadership [OCCRL], the Illinois Center for Specialized Professional Support [ICSPS], the Illinois Association of Career and Technical Education [IACTE], and others). It was essential for project momentum and eventual success that stakeholders and providers were engaged in this initiative and had the opportunity to help shape both the content and format of the project activities. The TWG met on September 28. Items discussed included an overview of the project, role of the TWG, development of the survey, rollout of the survey and strategies for maximum participation, and intake of major past professional development offerings from the TWG. The TWG met again on December 15 to discuss key findings from the survey. Members shared opinions on key findings and possible recommendations. See the notes from the two TWG meetings in Appendix C. TWG members included the following:

- Scott Anderson, Highland Community College

- David Bond, CORD

- Debra Bragg, University of Illinois

Debbie Canna, Moraine Area Career System  
Don Fay (SDLC chair), Kankakee Area RVES  
James Genandt, Spoon River College  
Diana Glosser, Lake Land College  
Sherry Hott, Southwestern Illinois College  
Tom Hott, Illinois Association of Career and Technical Education  
Jody Hunt, Decatur Area Technical Academy  
Aimee Julian, Illinois Center for Specialized Professional Support  
Rob Kerr, Illinois Community College Board  
Debra Mills, CORD  
Kristy Morelock, Illinois Community College Board  
Kathy Pampe, Illinois Eastern Community College  
Lyn Reha, Illinois Center for Specialized Professional Support  
Kent Scheffel, Lewis and Clark Community College  
Dennis Sorenson, Kankakee Community College  
Martha Eldredge Stark, North Suburban Educational Region for Vocational Education  
Mark Williams, Illinois State Board of Education

*Task 3—Inventory Professional Development Offerings:* CORD took a “snapshot” of past professional development offerings in the POS arena through the survey and gathered professional development offerings from the TWG group.

*Task 4—Survey Faculty Members and Administrators:* An online survey of current practices and perceptions in the implementation of POS was developed and conducted.

*Task 5—Focus Groups:* Focus groups were conducted with a diverse group of faculty members and administrators from colleges across the state to assess needs and current practices in the implementation of POS. The groups included representation from rural, urban, and mid-sized colleges. Three open invitation focus group sessions were held on September 29, 2010, in conjunction with the *Forum of Excellence* Conference in Springfield. A total of 30 people attended one of the three 75-minute sessions (12:45, 2:15 and 3:45 P.M.). Open-ended questions (e.g., *What professional development is needed in your region to move POS forward?*) were answered frankly. This gave the CORD staff insight into what was happening in the field and also gave the field some ownership in the project. See the focus group notes in Appendix C.

*Task 6—Project Report:* This final project report addresses past professional development offerings and proposes a comprehensive plan for professional development opportunities.

### III. Past Professional Development Snapshot

There has been a variety of professional development opportunities for Illinois educators related to POS. Opportunities brought to our attention through the TWG group include presentations; workshops; webinars (*many through OCCRL*); and local, state, and national conferences. ICCB and OCCRL have concentrated their offerings around POS. A review of offerings through ISBE reveals that there has been much training on technology (*podcasting, Skype, etc.*) and the traditional program areas. ICSPS appears to have concentrated on special populations and nontraditional careers, although there has also been movement to offer professional development about the POS Expectation Tool.

Even though there have been many different types of professional development offerings, the survey revealed that not many people have taken advantage of those opportunities.

The survey revealed the following:

- 57.4% stated that they participated in professional development in which academic/general education and CTE faculty members participated jointly. However, when looking only at the responses from academic/general education faculty, only 33% of the secondary academic faculty and 40% of postsecondary general education faculty have participated in some type of professional development with CTE faculty.
- 56% indicated that they have participated in professional development in which secondary and postsecondary participated jointly. Again, closer examination reveals that only 28% of secondary academic faculty and 37% of postsecondary general education faculty have participated in joint secondary/postsecondary professional development.
- 51% of the participants have engaged in some type of professional development related to creating and/or improving POS. However, the faculty and counselors at the secondary and postsecondary levels indicated much lower rates of participation (28%–37%).
- 38.5% have attended regional training related to Tech Prep, Career Pathways, or POS.
- 35.1% have attended state conferences or training related to Tech Prep, Career Pathways, or POS.
- 21% have attended national conferences related to Tech Prep, Career Pathways, or POS.
- 19.6% have attended professional development related to economic development and the labor market. This is critically important (especially for counselors) because it enables educators to understand the relationship that is needed between education and regional economic development and the need for POS.
- 17.3% have attended professional development for counselors or other student support staff that explained current labor market data.
- 14.4% have participated in professional development related to conducting effective business advisory committees. Faculty and counselors at the secondary and postsecondary levels indicated only single-digit percentages of participation.



## IV. Survey Overview

### Survey Development

For the most part, the survey statements, also referred to in this report as “items,” were written so that agreement with the statements corresponds to agreement with what the survey creators consider positive outcomes of appropriate professional development for implementation of POS. Item #7 is the one exception to this, since a high level of disagreement with the statement would be the desired outcome for an exceptional system of POS. A draft of almost 50 survey statements was submitted by CORD to the ICCB staff for review and comment. ICCB staff added to, deleted, and revised statements as appropriate.

Validation of the survey statements was done by obtaining the input of several Career Pathways content experts from CORD as well as the ICCB staff and a Technical Work Group (TWG) of practitioners from Illinois. After the TWG made suggestions during a meeting in September 2010, thirteen people completed a test survey and made further comments that were considered in creating the final version, which is described and analyzed below.

### Survey Description

The survey consists of 46 response items. The response options for the first 40 items were *strongly agree, agree, disagree, strongly disagree, and don't know*. Those 40 items were divided into the following eight topic sections:

Section 1: General Knowledge and Understanding (#1–#8)

Section 2: Leadership (#9–#12)

Section 3: Partnerships (#13–#16)

Section 4: Professional Development (#17–#20)

Section 5: Teaching and Learning (#21–#24)

Section 6: Curriculum (#25–#29)

Section 7: Focusing Students (#30–#34)

Section 8: Using Data (#35–#40)

Items #41–#45 are demographic. Their purpose was to identify the job type and experience of people responding to the survey. This allowed for sorting responses by education level (secondary, postsecondary) and job titles and responsibilities (academic faculty member, CTE faculty member, administrator, counselor). Item #46 allowed respondents to comment about professional development in any way they chose. Forty-six people provided comments.

The survey was open and available for online completion from October 15 through November 1, 2010. During that period, 655 people completed at least one item on the survey but only 561 completed all

the required demographic items. Only those 561 were used in the analysis of the survey. The consolidated survey results, including respondents' comments (item #46), are provided in Appendix A.

## Demographics

Items #41–#45 ask information about the respondents. The responses to the demographic questions are listed here and again at the end of the section headed "Detailed Observations."

#41. "*Which response best describes you?*" For simplicity, this report refers to these response options as "job types." The response options to that item, along with number of responses, are:

- 39 – secondary academic faculty member
  - 140 – secondary career/technical faculty member
  - 39 – secondary administrator
  - 46 – secondary counselor/student support
  - 30 – postsecondary general education faculty member
  - 101 – postsecondary career/technical faculty member
  - 62 – postsecondary administrator
  - 31 – postsecondary student support/counselor
  - 14 – partnership coordinator
  - 17 – EFE director
  - 42 – other
- 561 – Total responses

#42. *How long have you been at your current institution?* The overall results to this item are listed below, but the breakdown by job title can be seen in Appendix B.

- 4% – Less than 1 year
- 23% – 1–4 years
- 24% – 5–9 years
- 49% – 10 or more years

#43. *How long have you been involved with career and technical education?*

- 3% – less than 1 year
- 16% – 1–4 years
- 15% – 5–9 years
- 51% – 10 or more years
- 15% – not involved with CTE

#44. *Is your position?*

- 91% – full-time
- 9% – part-time

#45. *I have been a participant in the following activities during the last three years (choose all that apply).* Respondents were given nine response choices plus “other.” If they chose “other” as one of their responses, they had a free response option to list those activities. Responses, including the listing of 66 responses to the “other” category, can be seen in Appendix A.

## **Analysis Process**

A spreadsheet in Appendix B provides the responses to each survey item, sorted by the 11 job types listed under “Demographics” above. For ease of comparison, the job titles are grouped into “secondary” (four job titles), “postsecondary” (four job titles), “coordinators and directors” (two job titles), and “other.” For ease in identifying agreement and disagreement with each item, the percentages of “strongly agree” and “agree” have been combined, and the percentages of “disagree” and “strongly disagree” have been combined. The third percentage for each item represents the number of respondents who chose “don’t know.”

The job title groupings allow for comparing responses from job title to job title within each group and between/among groups such as secondary to postsecondary, or either of those groups to the coordinators/directors. By “within secondary” we mean comparing the responses of secondary academic faculty to secondary CTE faculty, or comparing one or both of those to secondary administrators or counselors. By “between/among” we mean, for example, comparing secondary as a group to postsecondary as a group, or even one or more secondary job titles to one of more postsecondary job titles. For example, it may be interesting to compare how secondary CTE faculty responses compare to postsecondary CTE faculty responses. The “within” and “between/among” comparisons are detailed in the section headed “VI. Survey Detailed Observations.”

Data for respondents referred to as “other” is provided but not discussed since this group is too small (7.5% of the total) and varied to enable meaningful conclusions to be drawn.

As mentioned earlier, most statements were constructed so that agreement with the statements corresponds to what the survey creators consider desired outcomes. So, for the most part, comments comparing survey responses are made about the percentage of those agreeing with the statements. However, in “VI. Survey Detailed Observations,” part of the analysis of many survey statements includes comments that a certain percentage of respondents “have no confidence” that the concept being measured is taking place. The level of “no confidence” is determined by adding the percent of “disagree” responses to the percent of “don’t know” responses.

## V. Survey Findings

This section is divided into eight topic-specific subsections. Each begins with a list of the topics found in each statement, a set of comments regarding the survey results, and a listing of narrative responses to item #46. Because some of the comments could be interpreted as pertaining to more than one topic, CORD staff members assigned comments to the sections as they deemed appropriate. All narrative responses can be seen in Appendix A.

Illinois has established Six Guiding Principles for Implementation and Evaluation of Programs of Study (POS). According to the Illinois Community College Board, *“These principles are intended to assist stakeholders in the implementation and evaluation of Programs of Study. The guiding principles foster systems thinking and change at all levels of education, especially the secondary and postsecondary levels. They are based on research and promising practices that support systemic reform, education change, and continuous improvement.”* For each of the eight sections of the survey, the corresponding guiding principles are indicated.

### Survey Section 1: General Knowledge and Understanding

POS Principle 1: Leadership, Organization, and Support

POS Principle 6: Program Improvement and Accountability

#### Statement Topics

Items #1–#6 asked the respondents to report on their levels of knowledge and understanding of certain aspects of career and technical education.

1. Definition of POS
2. What the Perkins Act says about POS
3. Illinois’ Six Guiding Principles and corresponding Design Elements for POS implementation
4. Illinois’ Pathways to Results (PTR) initiative
5. Whether institutions/partnerships are offering at least one POS
6. Whether the respondents can name all the POS offered at their institutions/partnerships
7. Requests a very subjective opinion of what the general public believes about the efficacy of CTE programs (whether they lead to low-wage jobs)
8. Asks for a self-report on the respondents’ involvement in creating POS

#### Comments

- Of the first six statements in this section, only #1 and #5 had at least three-fourths of all respondents in agreement (both at 76%). In items #2, #3, and #4, less than half expressed

agreement. This suggests that 24%–70% of the respondents to each of the first six items may be lacking in some aspect of desired knowledge or understanding.

- In all statements except #7, the coordinators/directors group had a much higher level of agreement than other groups. As stated under “Survey Development,” a high level of agreement in responses to #7 is not desirable.
- Within the secondary and postsecondary groups (the groups with the largest numbers of respondents), more times than not the administrators had the highest levels of agreement.
- For the most part, secondary and postsecondary non-CTE faculty had the lowest levels of agreement for the statements in this section. Counselors at both levels were usually the next lowest in percentages of agreement.
- Responses to item #8 indicated a much higher participation rate in creating POS for partnership coordinators (93%) and ETE directors (100%) than for any other job title. The next highest levels were for postsecondary administrators (69%) and secondary administrators (60%).

#### Respondent Comments

- We are slowly creating Programs of Study in our area.
- I realize POS can be clear...it’s just challenging to make them so.
- I think the term “program of study” is very confusing because many colleges and universities use that same term to describe the requirements necessary to earn an associate or baccalaureate degree. I also think the term “pathways to results” is vague and unhelpful—all you are doing is defining required components of a program of study along with a requirement of continuous improvement. Why make up a different term? Just say what it is...
- This survey seems to be using “Programs of Study” in a very particular manner, but at my current institution, program of study is used as a reference to any given major.
- The concept of Programs of Study is good...the actual implementation of such is the challenge. A state-wide template would help move this forward at a quicker pace. While our region is at the forefront of this movement, and has a template for our region, I’m curious about the consistency between regions throughout the state.
- As with many good and relevant ideas, we do not have the time or money to implement the Programs of Study.
- I work with two community colleges in my region. One has extensively developed Programs of Study and the other has introduced Programs of Study but has not progressed very much.
- Not sure why I had to respond to this. I don’t know anything about it.
- Most secondary teachers have never heard of them. Some in my district consider it tracking. Some say students are too young to make a career choice in high school.

- We did have a division meeting explaining programs of study with career clusters. We also received the information and explained it to our Advisory Board last year. This is about all the Programs of Study information we have done.
- I have never been informed of anything concerning POS.
- Neal Kauffman is doing a great job preparing documents to help explain Programs of Study.
- Until I received this e-mail/survey, I have never heard of Programs of Study. This is very troubling.....as I try to read everything the ISBE sends out.
- We don't talk about this enough at the faculty level.

## **Section 2: Leadership**

### POS Principle 1: Leadership, Organization, and Support

#### Statement Topics

The four statements in this section asked for opinions on whether administrators encourage various aspects of developing and improving POS.

9. Encourage developing one or more POS
10. Encourage making time for collaboration between secondary and postsecondary counterparts
11. Encourage joint planning for academic and CTE faculty members
12. Encourage counselors to work with individual students on career planning

#### Comments

- In items #9, #10, and #11, within secondary and postsecondary, administrators responded with the highest levels of agreement. This is not surprising since the purpose of the statements was to rate whether administrators do something generally considered positive.
- In item #12, the focus was on what counselors are encouraged to do by administrators. In this case, counselors had the highest levels of agreement, followed by administrators.
- In #9 (encourages development of one or more POS), coordinators and directors had the highest levels of agreement. In #10 (encourages making time for collaboration between secondary and postsecondary), only the partnership coordinators had a higher level of agreement than the administrators. In other items the responses of the coordinators/directors were about the same as the overall average for those statements.
- Faculty (all types and levels) generally had the lowest levels of agreement with the statements on leadership.

### Respondent Comments

- High school superintendents, principals, and curriculum directors need to be a main audience for future professional development.
- Administration does not allow instructors to be involved.
- I believe that the implementation of POS will require top down support for this initiative. One way to accomplish this would be to have both ISBE and ICCB administration relay this info to superintendents and principals at their state wide meetings and conferences. Until that is done and support is gained, I sadly feel that this will be viewed merely as another flavor of the day initiative.
- When my school continually sends 97% on to college they, the administration feels no need to address programs of study. However we fail to measure how many of those graduate. I feel my high school has failed by not allowing time for student exploration.
- There is no consistency or continuity of a vision and this is a waste of our time and energy. Our local leaders are clueless about what is going on at the state level.
- I will need a lot of help in convincing our administration and counselors that CTE courses are good for all students and will help prepare them to take the “TEST” and for college.
- Better (local) communications and organization would help you get better returns in this survey next time.

### **Section 3: Partnerships**

POS Principle 1: Leadership, Organization, and Support

POS Principle 4: Enhanced Curriculum and Instruction

#### Statement Topics

The four statements in this section dealt with different aspects of the existence and roles of business and education partnerships.

- 13.** Whether economic development and labor market needs are used to develop POS
- 14.** Whether stakeholders have formed a partnership that has regular meetings
- 15.** Whether the partnership has a shared vision and decision making process
- 16.** Whether there is an MOU or charter that outlines roles and responsibilities

#### Comments

- The “Partnerships” statements had one of the highest levels of “don’t know” responses in the survey.

- Within secondary and postsecondary, administrators had the highest levels of agreement for statements #13, #15, and #16. In #14, administrators' level of agreement was only 3 percentage points lower than that for CTE faculty.
- The EFE directors had much higher levels of agreement than any job title in secondary or postsecondary. This was also true for partnership coordinators, except for #13, where their level of agreement was less than half that of the EFE directors and more in line with the level of agreement in the postsecondary group.

#### Respondent Comments

- We received the information and explained it to our Advisory Board last year.
- I know that my CTE department has created articulation agreements with area secondary education programs, but it was before I began working here and I do not believe the agreements have actually been used or promoted in recent years.

### **Section 4: Professional Development**

POS Principle 5: Professional Preparation and Development

#### Statement Topics

The statements in this section dealt with whether professional development is being provided in four areas:

17. Secondary and postsecondary personnel jointly involved
18. Academic/general education faculty and CTE faculty jointly involved
19. Creating and/or improving POS
20. For counselors or other student support staff to help them understand current labor market data

#### Comments

- Between secondary and postsecondary, the "Professional Development" statement with the highest levels of agreement was #18, which dealt with joint professional development involving both academic or general education faculty members and CTE faculty members. Agreement levels were 60% and 64%, respectively. When listing types of professional development in which they had participated (item #45), secondary and postsecondary respondents indicated that their highest frequency of participation was in joint events for academic and CTE faculty members (63% and 55%, respectively).
- Between secondary and postsecondary, the statement in this section with the second highest levels of agreement was #19, which dealt with professional development designed to help educators create and/or improve POS. Agreement levels were 52% and 53%, respectively. When listing types of professional development in which they had participated (item #45),



secondary and postsecondary indicated that their third highest frequency of participation was in events designed to support the creation or improvement of POS (48% and 51%, respectively).

- Between secondary and postsecondary, the statement in the “Professional Development” section with the third highest levels of agreement was #17, which dealt with secondary and postsecondary having participated in joint events. Agreement levels were 46% and 50%, respectively. When listing types of professional development in which they had participated (item #45), secondary and postsecondary indicated that their second highest frequency of participation was in joint events for secondary and postsecondary (55% and 54%, respectively).
- Comparing overall agreement levels for #17 with #18 (51% and 62%, respectively), the results may indicate that there is more “horizontal” joint professional development (combining academic and CTE faculty members at the same level) than “vertical” (combining secondary and postsecondary).
- Between secondary and postsecondary, the statement in this section with the lowest levels of agreement was #20, which dealt with professional development designed to help counselors understand current labor market data. Agreement levels were 32% and 24%, respectively.
- In all four statements, the average agreement level of coordinators and directors was higher than that of secondary and postsecondary.

#### Respondent Comments

- Sorely lacking and much needed.
- As a professional who is new to Perkins and CTE, I would greatly appreciate any training on this subject. It is a lot of information to absorb, and at times it can be overwhelming. Maybe a workshop for new entrants working with CTE would be beneficial. A Perkins 101 class, so to speak. I know this would be quite helpful for me.
- There needs to be professional development for secondary faculty and counselors that is provided outside CTE and PCCS funding. It needs to be school improvement related and required for all faculty, including academic, and all counselors. When professional development is provided with CTE dollars, it is not considered to be important for all faculty and counselors—only those who work with CTE students.
- As a new member of POS, I feel lost and overwhelmed with all the information. It would be nice to have new individuals involved have a separate professional development offering/opportunity than those who are familiar with program.
- I feel that SWIC does an excellent job in providing professional development for Programs of Study!
- I work with two community colleges in my region. One has extensively developed Programs of Study and the other has introduced Programs of Study but has not progressed very much.

- I feel like we need more specific to the FACS Curriculum. We also need them offered during the work day. Lately, all that are offered are at night, and I have a baby and can't attend any of them.
- I look forward to participating in more Professional development opportunities at local, state and national conferences and courses.
- I attended the Race to the Top state conference this last July and have attended two meetings regarding Career Pathways here at my institution. I am also a career development Instructor and Career Services manager. I am also responsible for the collection of responses to our annual Occupational follow-up surveys.
- Budget/finance concerns do not allow for effective professional development.
- Any professional development outside my district is self-initiated and paid for by me. Our local district provides professional development in house and is focusing on having us write their version of objects, lesson plans and unit plans. Each district has their own version of how their plans should look instead of using the lesson and unit plans that are on line created and paid for by the state for our use.
- Professional development at the local level is a challenge when Illinois' financial crisis is in the forefront of daily concern. As CTE teachers are losing their jobs, there is little interest in a philosophic/organizational tweaking.
- As I have provided professional development to our Board (Asst. Supts. For Curriculum and Instruction), CTE Dept. Chairs, and counselors, I have been asked to provide additional PD for counselors, and also supts., principals, and Boards of Education. This might best be done through Administrator Academies, IASB, and counselor conferences. My most effective tools at the seminars we have hosted are to talk about POS as a tool to give students and parents informed choices (help them make a better choice on where they go to college by knowing why they are going) and to utilize: - quotes on "aligned ambitions" from The Ambitious Generation (even though this is about 10 years old) – quotes from Daniel Pink on motivation – our own (customized for each district) POS course sequences (we have four and will be expanding that) – Badger High School's (Lake Geneva, WI) course catalog (this gives people a lot of "doable" ideas).
- It seems to me that Prof Dev is now on the back burner since we started all of this PLC crap.
- Funding professional development appears to be an issue. There are very little professional development monies currently in the counseling office budget outside of attending articulation conferences at 4 yr. state universities.

## **Section 5: Teaching and Learning**

POS Principle 4: Enhanced Curriculum and Instruction

POS Principle 5: Professional Preparation and Development

### Statement Topics

The four items in this section are related to how teachers teach

- 21.** Whether academic/general education faculty members teach contextually
- 22.** Whether CTE faculty members teach contextually
- 23.** Whether CTE faculty members stress and/or support academics in their CTE courses
- 24.** Whether CTE and non-CTE faculty members work together to create project-based learning activities that require the use of academic and CTE knowledge

### Comments

- Statements that have the highest levels of agreement from all groups are #22 and #23 (75% and 76%, respectively). This indicates that overall there is more confidence that CTE faculty members are believed to be teaching contextually and integrating academics with technical material.
- In statements #22 and #23, the largest percentage of “don’t know” responses came from academic and general education faculty members.
- Statements that have the lowest levels of agreement are #21 and #24 (41% and 38%, respectively). Each of these items includes the concept that academic/general education faculty members should use teaching methods that promote contextual learning and problem solving. The highest levels of “don’t know” responses to these two items came from the academic and general education faculty members.

### Respondent Comments

- How do you get the academic teachers to buy in to the push for increased application?
- ...there are just so many issues competing for the attention of teachers.
- Our academic teachers need to understand the Programs of Study much, much more than they do.

## Section 6: Curriculum

POS Principle 3: Alignment and Transition

POS Principle 4: Enhanced Curriculum and Instruction

### Statement Topics

The five statements in this section asked opinions that reflect the perceived quality of the curriculum in the respondents' institutions and partnerships.

25. Whether curriculum used in POS is built on academic, technical, and employability standards
26. Whether secondary POS are rigorous and thorough enough to prepare students to succeed in college without remediation
27. Whether students who have taken articulated or dual credit courses are more prepared for college than those who have not
28. Whether business partners have reviewed curriculum for adherence to standards
29. Whether the "States Career Clusters" initiative website has been used to research examples of POS.

### Comments

- Item #25 had the highest level of agreement (69%) among the five statements in this section.
- Item #29 had the lowest overall level of agreement (36%) and the highest level of "don't know" responses (55%).
- Item #28, dealing with business members of advisory boards reviewing curriculum for adherence to standards, had the second lowest level of agreement (38%) and the second highest level of "don't know" responses (48%).
- Comparing #25 and #28, one might conclude that curriculum creation sometimes includes review and inclusion of standards but rarely involves input from business.
- Responses to items #26 and #27 indicated a lack of strong confidence that programs at the secondary level are rigorous enough to improve student transition from high school to college. (Fifty-four percent and 40%, respectively, either disagreed or did not know whether those students are being prepared appropriately.)

### Respondent Comments

- As students are required to enroll in more and more general education requirements for graduation, they may not have the time.
- Many students require remediation at the secondary level. They are not ready for CTE Programs of Study.

- Small schools are disadvantaged because there are not enough students to justify innovative programs of study nor to direct actions to the immediate economic climate.
- Our curriculum is being formed for students to do well on “the tests” rather than prepared for college or the workforce. We are in a sad state for those of us trying to teach students life and workforce skills.

## **Section 7: Focusing Students**

POS Principle 2: Access, Equity, and Opportunity

### Statement Topics

The five statements in this section dealt with how and to what extent students (and parents) receive information about careers.

- 30.** Whether students are exposed to career awareness and exploration at every level (elementary to postsecondary)
- 31.** Whether high school students have individual career plans that lead to postsecondary POS
- 32.** Whether counselors present community colleges as viable alternatives to four-year colleges
- 33.** Whether POS are effectively marketed to parents and the community as a way for students to prepare for high-wage careers
- 34.** Whether counselors or student support staff give career advice in addition to academic advice

### Comments

- Item #34, dealing with counselors giving career advice in addition to academic advice, had the highest level of overall agreement (67%).
- Item #32, dealing with whether secondary counselors present community colleges as viable alternatives to four-year colleges, had the second highest level of agreement (65%).
- Item #33, dealing with effective marketing of POS to parents and the community, had the lowest overall level of agreement (31%).
- The secondary group had higher levels of agreement than postsecondary in items #30, #31, #32, and #34.
- When asked to comment on actions that counselors do, the highest levels of agreement were from counselors in both the secondary and postsecondary groups (#32 and #34).
- For items #32 and #34, the agreement levels of partnership coordinators and EFE directors differed by more than 20 points each, with partnership coordinators having the higher level of agreement in both items.

- In this section, “don’t know” responses exceeded those of “disagree” in all but item #33, where “don’t know” was only one percentage point lower than “disagree” (34% and 35%, respectively).

### Respondent Comments

- My institution is focusing on general education to the point, perhaps, that CTE will become a dumping ground for students who are not prepared for college; i.e., in need of general education. In an attempt to improve the general education of students, CTE is not a priority. As students are required to enroll in more and more general education requirements for graduation, they may not have the time.
- There also seems to be an assumption that students in early high school can/should select their career path. While providing them with information is important, I think it’s unrealistic to think that more than a few 9th and 10th graders will really select their careers. In my area an overriding goal for most high school students is to attend college, usually a four-year institution, or at least to transfer from the community college to a baccalaureate granting institution. It’s important that Programs of Study are clear about some transfer realities; e.g., students who want to attend a baccalaureate business college should not “major” in CTE community college programs such as marketing or management, because few of those courses other than the general education will transfer to colleges of business.
- There has not been enough done at the secondary level to inform faculty and counselors about their role in connecting “all students”—those who have “no desire” to move to a POS at the Community College, and those that do. If POS is for all students, then that is the way it should be presented at the secondary level. It is still understood to be for CTE students only, and as such cannot be a systems reform. The secondary schools should have been the focus of the early efforts for POS.
- We all need to communicate the importance of the community college system in our state and how this can prepare the future workforce and move high school students into post-secondary education.
- I feel my high school has failed by not allowing students time for exploration.
- Some say students are too young in make a career choice in high school.
- We are too narrow minded in thinking that college is for everyone and everyone should attend college.
- We in Illinois NEED CTE and the Programs of Study to be seen as important for all students no matter their career or college pathway after high school.
- There needs to be more career development for students. Especially at a younger age. This would help the dropout rates, and give students goals for the future.

- Because of finances, limited staff and limited academic choices our students are not able to work towards programs of study. There is such a push for students to “pass the tests” (ACT and PLAN) that we are not focused on what the students will do once they leave high school.

## **Section 8: Using Data**

POS Principle 6: Program Improvement and Accountability

### Statement Topics

The six statements in this section sought opinions on whether data is used in the following ways:

- 35.** For planning and decision-making purposes
- 36.** Collecting and using labor market and economic development data
- 37.** To improve CTE programs
- 38.** To increase student retention
- 39.** To reduce the number of students needing remediation
- 40.** To ensure that all students have access to relevant POS

### Comments

- In items #35 through #39, the administrators within the secondary and postsecondary groups had higher levels of agreement than the other job titles in those corresponding groups.
- Item #35, dealing with whether data is being used for planning and decision-making, had the highest level of agreement in this section (76%).
- Item #38, dealing with whether data is being used to increase student retention, had the second highest level of agreement (65%).
- Item #40, dealing with whether data is used to ensure that all students have access to relevant POS, had the lowest level of agreement (42%) in this section—less than half the respondents.
- Item #36, dealing with whether labor market and economic development data is collected and used, also had less than half of the respondents in agreement (48%).
- In this section, the “don’t know” responses were double or almost double the “disagree” responses for each of the six statements.

### Respondent Comments

- How to use Labor Market data in our rapidly changing economic environment. Are there accessible webinars or other online sources for application and incorporation of this data?
- I think we need to connect POS more to local and regional labor market data.

- When my school continually sends 97% on to college they, the administration, feels no need to address programs of study. However, we fail to measure how many of those graduate.
- Data supports that more students are changing majors more than ever before.
- Data should be used to promote not just college, but all options available to students upon graduating high school.
- One can find data that will support almost any side of a problem. Our district uses data that leads students away from our classes.



## VI. Survey Detailed Observations

As stated earlier, in this section the job title groupings (data in Appendix B) allow for comparison of responses within each group (e.g., comparison of the four job titles within secondary) as well as between/among groups such as secondary and postsecondary, or either of those groups to the coordinators/directors.

### Section 1: General Knowledge & Understanding

**#1. I have an in depth understanding of what is meant by “Program(s) of Study” as defined in the instructions to this survey.**

Overall, 76% agreed with this statement and 19% disagreed, while only 5% reported that they don’t know.

Within comparisons: Within secondary, counselors had a level of agreement of only 67%, compared to 82% for administrators. The others within secondary had only slightly less agreement than the administrators. Within postsecondary, general education faculty had the lowest level of agreement (57%) while postsecondary student support/counselors had the highest (81%).

Between/among comparisons: In spite of differences within groups, the overall levels of agreement for secondary (77%) and postsecondary (75%) were close. Partnership coordinators, at 93%, had the highest level of agreement, and EFE directors tied for the second highest level with secondary administrators with 82%.

Other comments: In measuring how widespread the knowledge or understanding of a particular topic is, a “don’t know” response is equivalent to saying “I don’t know whether I know or not.” So, both “disagree” and “don’t know” responses indicated that there was no confidence in in-depth knowledge or understanding. Overall, the “disagrees” and the “don’t knows” on this item totaled 24%, so almost one quarter of the respondents admitted to not having an “in depth understanding of what is meant by Program(s) of Study.” For some job titles, the levels of no confidence in this statement were in the 30% to 40% range. (Note: The level of “no confidence” in a statement was determined by adding the percent of “disagree” responses to the percent of “don’t know” responses.)

**#2. I understand fully what the Carl D. Perkins Career and Technical Education Improvement Act of 2006 says about Programs of Study.**

Less than half (49%) of the respondents agreed while 38% disagreed and 13% reported that they didn’t know.

Within comparisons: Within the secondary group, agreement varied from 59% for administrators to 26% for counselors. In the postsecondary group, agreement ranged from 63% for administrators to 23% for general education faculty. Partnership coordinators and EFE directors were very close in their levels of agreement (86% and 88%, respectively).

Between/among comparisons: In comparing secondary to postsecondary, the administrators in each group had at least 10 percentage points higher than any of the other job titles in their groups. There was no parallel relationship between other similar job titles. The lowest level of agreement for secondary was counselors at 26%, but the lowest level of agreement for postsecondary was general education faculty at 23%. The coordinators and directors as a group reported much higher levels of agreement than any of the other job titles (87%).

Other comments: Overall, 51% indicated that they do not have confidence that they understand what the Perkins Act says about POS. Comparing the responses to items #1 and #2, more people indicated confidence in understanding what is meant by POS than in knowing what the Perkins legislation says about it (76% and 49%, respectively).

**#3. I understand fully the six Guiding Principles and corresponding Design Elements under which Programs of Study will be implemented and evaluated in Illinois.**

Overall, only 34% agreed with this statement, while 51% disagreed and 15% did not know.

Within comparisons: Responses to this category were fairly consistent within the secondary group. Agreement ranged only from 26% to 31%. The range within postsecondary was wider, from 13% for general education faculty to 48% for administrators.

Between/among comparisons: The highest percent of agreement in each of the secondary and postsecondary groups was reported by administrators. Coordinators and directors had the highest levels of agreement with the statement (average 73%), compared to 36% for postsecondary and 28% for secondary.

Other comments: Overall, two-thirds (66%) did not have confidence that they understand the Guiding Principles and Design Elements guiding the implementation of POS in Illinois.

**#4. I understand fully the Illinois Pathways to Results (PTR) Initiative.**

Overall, only 30% agreed with this statement, while 53% disagreed and 17% responded “don’t know.”

Within comparisons: The responses to this item were very similar to those for item #3. Agreement within secondary ranged only from 23% to 29%, while postsecondary agreement responses varied from 13% for general education faculty to 42% for administrators. There was more variance in the percentage of agreement between coordinators (43%) and directors (76%) than for the first three statements of the survey.

Between/among comparisons: Again, as in #3, the secondary and postsecondary administrators had the highest levels of agreement with the statement in those two groups. At 76% the EFE directors had the highest level of agreement with no single job title being closer than 33 percentage points to them.

Other comments: Overall, 70% responded that they do not have confidence that they fully understand the PTR initiative.

**#5. My institution/partnership offers at least one Program of Study.**

Overall, 76% of the respondents agreed with this statement, while only 5% disagreed and 19% didn't know.

Within comparisons: The percent of agreement for secondary academic faculty (53%) was more than 20 points lower than the percentage for any of the other job titles in the secondary group. The 60% agreement for postsecondary general education faculty was at least 18% lower than the percentage for any of the other job titles in the postsecondary group. The level of agreement for partnership coordinators and EFE directors was 100% and 94%, respectively.

Between/among comparisons: The highest levels of agreement in the secondary and postsecondary categories came from administrators (77% and 85%, respectively). However, the coordinators and directors were much higher (average 97%). More than one-third of non-CTE faculty members (secondary academic and postsecondary general education) gave a "don't know" response for this item (34% and 40%, respectively).

Other comments: Almost one-fourth (24%) of the respondents responded that they do not have confidence that at least one Program of Study is being offered at their institution or partnership.

**#6. I can name all the Programs of Study offered at my institution/partnership.**

Overall, 42% agreed with this statement, while 44% disagreed and 14% didn't know.

Within comparisons: Agreement for secondary academic faculty (18%) was more than 25 points lower than agreement for any of the other job titles in the secondary group. The 17% agreement for postsecondary general education faculty was at least 15 percentage points lower than the agreement of any of the other job titles in the postsecondary group. The level of agreement for partnership coordinators and EFE directors was 79% and 100%, respectively.

Between/among comparisons: The coordinators/directors group had a much higher level of agreement (90%) for this statement than did secondary or postsecondary (43% and 38%, respectively).

Other comments: Overall, more than half (58%) of the respondents indicated that they do not have confidence that they can name all the Programs of Study at their institutions or partnerships.

**#7. In my community/region, there is a perception that most career and technical education (CTE) programs lead to low-wage jobs.**

Overall, 38% agreed with this statement, while 50% disagreed and 12% didn't know.

Within comparisons: Almost half of secondary CTE faculty (46%) and counselors (48%) agreed that there is a perception that CTE programs lead to low-wage jobs. Within postsecondary respondents the highest level of agreement came from CTE faculty (38%).

Between/among comparisons: Overall, the highest level of agreement came from the partnership coordinators (57%), while the lowest agreement came from non-CTE faculty (27% for postsecondary general education faculty and 28% for secondary academic faculty).

Other comments: Most statements in this survey were formulated in such a way that high levels of agreement would indicate favorable conditions. In statement #7, a high level of agreement would indicate unfavorable conditions. The most favorable situation here would be for respondents to indicate that people in their communities and regions do not have a negative perception of CTE programs, but overall only half (50%) responded that negative perceptions of CTE are not prevalent (i.e., only half disagreed with the statement).

**#8. I have been involved in creating Programs of Study at my institution/partnership.**

Overall, just over half (52%) said they had been involved (i.e., by agreeing with the statement), while 40% disagreed and 8% said they didn't know.

Within comparisons: About a fourth (26%) of secondary academic faculty agreed with this statement, a much lower percentage than for any other secondary job title. Within postsecondary, by far the lowest levels of agreement were from general education faculty (23%) and student support/counselors (26%).

Between/among comparisons: Partnership coordinators and EFE directors combined for 97% agreement, a much higher percentage than for secondary and postsecondary (51% each).

Other comments: Almost half (48%) of all respondents indicated that they have no confidence that they have been involved in creating Programs of Study.

## **Section 2: Leadership**

**#9. The administration at my institution/partnership encourages the development of one or more Programs of Study.**

Overall, 69% agreed with this statement while 13% disagreed and 18% didn't know.

Within comparisons: Agreement on the part of secondary administrators (80%) was 17 to 29 percentage points higher than agreement for other job titles. For respondents in postsecondary positions, 87% of administrators agreed while agreement for the other job titles in that group was 10 to 37 percentage points lower. The partnership coordinators had a 100% level of agreement, while the EFE directors had 88% agreement.

Between/among comparisons: At an average of 94%, coordinators and directors had the highest level of agreement. Postsecondary had an overall higher rate of agreement (74%) than secondary (62%). In each case, counselors had the second highest rate of agreement (behind administrators), and non-CTE faculty had the lowest (51% secondary, 50% postsecondary).

Other comments: Overall, almost one-third (31%) indicated that they do not have confidence that their administrators are encouraging development of POS.

**#10. The administration at my institution/partnership encourages making time for collaboration between secondary and postsecondary faculty members, counselors, and administrators.**

Overall, 62% agreed with this statement while 23% disagreed and 15% didn't know.

Within comparisons: The secondary administrators' level of agreement (82%) was 23 to 32 percentage points higher than the responses of the other secondary job titles. The 82% agreement response for postsecondary administrators was only 2 percentage points higher than the responses of postsecondary student support/counselors, but both were about 25 percentage points higher than general education and CTE faculty. The partnership coordinators had an agreement level of 86% while the EFE directors had an agreement level 27 percentage points lower (59%).

Between/among comparisons: Across secondary and postsecondary levels, counselors differed more than any other job title. Postsecondary counselors had an agreement level of 80%, while secondary counselors had an agreement level of 59%. The group with the highest level of agreement was the coordinators/directors (71%), followed by postsecondary (67%) and secondary (57%).

Other comments: Overall, more than one-third (38%) responded that they do not have confidence that administrators are encouraging collaboration between secondary and postsecondary counterparts.

**#11. The administration at my institution/partnership encourages joint planning for academic/general education and CTE faculty members.**

Overall, 53% were in agreement with this statement while 28% disagreed and 19% didn't know.

Within comparisons: The secondary administrators' level of agreement (72%) was 18 to 26 percentage points higher than the responses of the other secondary job titles. The postsecondary administrators' level of agreement (63%) was only 3 percentage points higher than postsecondary CTE faculty, but 11 and 23 percentage points higher than counselors and general education faculty, respectively.

Between/among comparisons: Overall, the levels of agreement among secondary, postsecondary, and coordinators/directors were within just a few percentage points of each other (51%, 57%, and 55%, respectively).

Other comments: Overall, 47% of respondents indicated that they do not have confidence that administrators encourage joint planning between academic/general education and CTE faculty members.

**#12. The administration at my institution/partnership encourages counselors and/or career advisors to work with individual students on career planning.**

Overall, 77% of the respondents were in agreement with this statement, while 12% disagreed and 11% didn't know.

Within comparisons: Within the secondary group, counselors and administrators both had 89% agreement, while the academic and CTE faculty were 15% and 16% lower, respectively. In the postsecondary group, the counselors had the highest rate of agreement (93%), the administrators were at 81% agreement, and the CTE and general education faculty members were at 72% and 70%, respectively. The coordinators/directors were virtually even with agreement levels at 72% and 71%, respectively.

Between/among comparisons: Comparison of responses across groups (secondary, postsecondary, and coordinators/directors) reveals agreement levels of 78%, 77%, and 71%, respectively.

Other comments: Overall, almost one-fourth (23%) of the respondents indicated that they have no confidence that administrators encourage counselors and career advisors to work with students on career planning.

### **Section 3: Partnerships**

**#13. An inventory/survey of the economic development and labor market needs of my region is used to develop Programs of Study in my institution/partnership.**

Overall, 34% of the respondents were in agreement with this statement, while 19% disagreed and 47% didn't know.

Within comparisons: In the secondary group, levels of agreement were consistently low ranging (from 20% for counselors to 28% for administrators). Levels of secondary disagreement were also relatively low (averaging 25%), leaving "don't know" with the largest number of responses (from 46% to 65%). Postsecondary agreement ranged from 23% (general education faculty) to 49% (CTE faculty and administrators). There was a wide range of agreement levels from partnership coordinators (36%) and EFE directors (76%).

Between/among comparisons: Postsecondary agreement responses (43%) were almost twice as high as secondary agreement responses (23%). Postsecondary agreement responses (43%) were higher than those from partnership coordinators (36%) but lower than those from EFE directors (76%).

Other comments: Overall, almost two-thirds (66%) responded that they have no confidence that information on economic development and labor market needs are used to develop POS.

**#14. Representative stakeholders (secondary, postsecondary, business and industry, economic development groups, and community-based organizations) have formed a partnership and participate together in regular partnership meetings.**

Overall, 46% were in agreement with this statement while 17% disagreed and 37% didn't know.

Within comparisons: In the secondary group (all job titles), less than half of the respondents agreed with this statement, with the highest level of agreement coming from CTE faculty (41%). Within postsecondary, the job title with the highest level of agreement was administrators (71%) while the job title with the lowest level of agreement was general education faculty (27%). The coordinators and directors agreed 86% and 82% of the time, respectively.

Between/among comparisons: At 27%, postsecondary general education had the lowest agreement level of all job titles. Among the three groups, coordinators/directors had the highest level of agreement (84%), followed by postsecondary (52%) and secondary (38%).

Other comments: Overall, more than half (54%) of the respondents indicated that they do not have confidence that representative stakeholders have formed a partnership that has regular meetings.

**#15. A shared vision and decision-making process has been established by the partnership.**

Overall, 37% of the respondents were in agreement with this statement, while 17% disagreed and 46% didn't know.

Within comparisons: Within the secondary group, administrators had the highest level of agreement (41%) while academic faculty members had the lowest (26%). Within postsecondary, administrators had the highest level of agreement (45%), while general education faculty members had the lowest (20%). The coordinators and directors were fairly close with 86% and 82% in agreement, respectively.

Between/among comparisons: The coordinators and directors had an agreement level (84%) more than twice that of the secondary (32%) and postsecondary groups (37%).

Other comments: Overall, almost two-thirds (63%) indicated that they do not have confidence that the partnership has a shared vision and decision-making process.

**#16. There is a memorandum of understanding (or charter) that outlines roles and responsibilities of all stakeholders in the partnership.**

Overall, 24% were in agreement with this statement, while 16% disagreed and 60% didn't know.

Within comparisons: In the secondary group, administrators had the highest level of agreement (31%), while the lowest level was from counselors (13%). Administrators had the highest level of agreement in the postsecondary group (39%), and general education faculty had the lowest (7%).

Between/among comparisons: Comparing groups, the coordinators and directors had levels of agreement (64% and 76%, respectively) more than three times that of secondary (18%) and postsecondary (21%).

Other comments: Due to a very high rate of "don't know" responses (60%), overall, more than three-fourths (76%) indicated that they do not have confidence that there is a written agreement that outlines the roles and responsibilities of all stakeholders in the partnership.

## **Section 4: Professional Development**

**#17. My institution/partnership provides professional development activities in which secondary and postsecondary personnel are jointly involved.**

Overall, 51% of the respondents were in agreement with this statement, while 28% disagreed and 21% didn't know.

Within comparisons: The highest level of agreement from secondary respondents came from counselors (56%) followed closely by administrators (55%). CTE faculty members were the lowest (40%). The highest level of agreement for postsecondary respondents came from administrators (68%), while the lowest was from CTE faculty at 38%. Levels of agreement from coordinators and directors were relatively close (93% and 88%, respectively).

Between/among comparisons: The level of agreement of coordinators and directors as a group (90%) was at least 40 percentage points higher than for secondary (46%) and postsecondary (50%).

Other comments: Overall, almost half (49%) of the respondents indicated that they do not have confidence that joint (secondary and postsecondary) professional development activities are being provided. CTE faculty members had the lowest levels of agreement.

**#18. My institution/partnership provides professional development opportunities in which academic/general education and career and technical education (CTE) faculty members are jointly involved.**

Overall, 62% of the respondents were in agreement with this statement, while 20% disagreed and 18% didn't know.

Within comparisons: In the secondary group, administrators had the highest level of agreement (72%) with this statement, while academic faculty (51%) and CTE faculty (59%) had the lowest two levels of agreement. For postsecondary, administrators had the highest level of agreement (71%), while general education faculty members had the lowest (43%). CTE faculty members were closer to the administrators with 64%.

Between/among comparisons: There was not a lot of difference between the average secondary and postsecondary responses to this item (60% and 64% agreement, respectively). The average response of coordinators and directors was a little higher at 71% agreement. The most "don't know" responses came from postsecondary general education faculty members (50%)

Other comments: Overall, more than one-third (38%) indicated that they do not have confidence that joint academic and CTE faculty professional development is happening.

**#19. My institution/partnership provides professional development opportunities related to creating and/or improving Programs of Study.**

Overall, 53% agreed with this statement, while 23% disagreed and 24% didn't know.

Within comparisons: In the secondary group, administrators had the highest level of agreement (64%) and the counselors had the lowest (40%). In the postsecondary group, counselors had the highest level of agreement (65%), while the administrators were next with 55%. General education faculty members had the lowest at 37%. Partnership coordinators had a 50% level of agreement, while EFE directors reported agreement much higher at 94%.

Between/among comparisons: Overall, secondary and postsecondary had similar levels of agreement (52% and 53%, respectively). The combined level of agreement for the coordinators/directors group was 74%, but at 94% agreement the EFE directors were almost 30 percentage points higher than any other job title.

Other comments: Overall, almost half (47%) indicated that they are not confident that professional development related to creating and/or improving POS is being provided.



**#20. My institution/partnership provides professional development for counselors or other student support staff to help them understand current labor market data.**

Overall, 31% of the respondents agreed with this statement, while 29% disagreed and 40% didn't know.

Within comparisons: In the secondary group, the highest level of agreement was with administrators (49%), while counselors were the next highest (35%). Within postsecondary, the highest level of agreement was from student support/counselors (37%). Partnership coordinators agreed at the 50% level, while EFE directors had an agreement level of 71%.

Between/among comparisons: The agreement levels of counselors at the secondary and postsecondary levels were very similar (35% and 37%, respectively). Among the three groups, the highest level of agreement was from the coordinators/directors (61%), followed by secondary (32%) and postsecondary (24%).

Other comments: Overall, more than two-thirds (69%) indicated that they do not have confidence that professional development designed to help counselors understand current labor market data is being provided.

## **Section 5: Teaching and Learning**

**#21. Most academic/general education faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).**

Overall, 41% agreed with this statement, while 26% disagreed and 33% didn't know.

Within comparisons: Within secondary, by far the highest level of agreement with this statement was from academic faculty (62%). Other secondary job titles agreed in the range of 41% to 47%. In the postsecondary group, general education faculty members had an agreement level of 37%, while CTE faculty and counselors had levels of agreement at 45% and 42%, respectively. Administrators had the lowest level of agreement in the postsecondary group at 23%.

Between/among comparisons: Both the partnership coordinators and EFE directors had agreement levels below 30% and had the lowest overall level of agreement of any of the groups (26%). Agreement levels for secondary and postsecondary groups were 47% and 38%, respectively. Secondary academic teachers were the only job title with an agreement level above 50%.

Other comments: Overall, more than half (59%) of the respondents indicated that they do not have confidence that academic/general education faculty members teach contextually.

**#22. Most CTE faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).**

Overall, there was 75% agreement with this statement, while only 3% disagreed and 22% didn't know.

Within comparisons: In the secondary group, the highest levels of agreement were from administrators (90%) and CTE faculty (88%). These were at least 26 percentage points higher than the other two job titles in this group. In the postsecondary group, the highest levels of agreement were from

administrators (85%) and CTE faculty (81%). These were at least 20 percentage points higher than the other two job titles in that group. The partnership coordinators and EFE directors' levels of agreements were very close at 86% and 88%, respectively.

Between/among comparisons: Between secondary and postsecondary, responses from comparable job titles in each group were very similar (e.g., counselors in secondary and postsecondary had agreement levels at 62% and 61%, respectively). Even though the non-CTE faculty members in each group had the lowest levels of agreement with this statement, the postsecondary general education faculty members were 27 percentage points lower than the secondary academic faculty (37% and 54%, respectively). Overall, the group with the highest level of agreement was coordinators/directors (87%), followed by secondary and postsecondary (79% and 73%, respectively).

Other comments: Overall, one-quarter (25%) of the respondents indicated that they do not have confidence that most CTE faculty members teach contextually, but most of those responded "don't know" instead of "disagree."

**#23. Most CTE faculty members in my institution/partnership stress/support academics in their CTE courses.**

Overall, 76% of the respondents agreed with this statement, while 4% disagreed and 20% didn't know.

Within comparisons: In the secondary group, CTE faculty had the highest level of agreement (90%), while administrators had the next highest (84%) and academic faculty had the lowest (63%). Within postsecondary, administrators had the highest level of agreement (79%), while CTE faculty had the second highest (77%) and general education faculty had the lowest (40%). The coordinators and directors were in relative agreement with each other at 86% and 94%, respectively.

Between/among comparisons: Overall, the coordinators and directors group had a 90% agreement rate, followed by secondary (81%) and postsecondary (71%).

Other comments: Overall, almost one-quarter (24%) of the respondents indicated that they do not have confidence that most CTE faculty stress/support academics in their CTE courses, but most of those responded "don't know" instead of "disagree."

**#24. Most academic/general education and CTE faculty members at my institution work together to create project-based learning activities that require the use of academic and CTE knowledge.**

Overall, 38% of the respondents agreed with this statement, while 34% disagreed and 28% didn't know.

Within comparisons: In the secondary group, CTE faculty members had the highest level of agreement (51%) and academic faculty members had the next highest (41%). The administrators' and counselors' agreement levels were 36% and 30%, respectively. Within postsecondary, CTE faculty had the highest level of agreement (46%) and general education faculty had the lowest (17%), while administrators and counselors were 31% and 29%, respectively. Partnership coordinators and EFE directors had agreement levels of 7% and 29%, respectively.

Between/among comparisons: Only one job title had an agreement level of more than half (secondary CTE faculty had 51%). Overall, secondary had the highest level of agreement (44%), postsecondary was next highest (36%), and the coordinators/directors as a group were lowest (19%).

Other comments: Overall, 62% of the respondents indicated that they do not have confidence that most academic/general education and CTE faculty members work together to create project-based learning activities that require the use of academic and CTE knowledge.

## **Section 6: Curriculum**

**#25. At my institution/partnership, curriculum used in Programs of Study is built on standards (academic, technical, employability).**

Overall, 69% reported agreement with this statement, while 6% disagreed and 25% didn't know.

Within comparisons: Within the secondary group, the highest level of agreement was from CTE faculty (74%), while the lowest was from academic faculty (59%). In the postsecondary group, the highest level of agreement was from administrators (82%). The lowest level of agreement in the postsecondary group was from general education faculty members (37%), while their level of "don't know" responses was 63% (no "disagree" responses). Coordinators and directors had agreement levels at 79% and 82%, respectively.

Between/among comparisons: Overall, the secondary group and the postsecondary group reported the same level of agreement with 69%, while the average for coordinators and directors was 81%.

Other comments: Overall, almost one-third (31%) of the respondents indicated that they have no confidence that curriculum used in POS is built on three types of standards.

**#26. The Programs of Study at the secondary level in my district/region are rigorous and thorough enough to prepare students to succeed in college without remediation.**

Overall, 46% were in agreement with this statement, while 27% disagreed and 27% didn't know.

Within comparisons: Within the secondary group, the levels of agreement for each of the four job titles ranged from 56% for academic teachers to 67% for administrators (a relatively small range). The postsecondary group had less confidence in this statement and a wider range. Only 7% of the postsecondary general education faculty members agreed, while 40% of the CTE faculty members agreed. Postsecondary administrators' level of agreement was relatively low at 19%. Partnership coordinators and ETE directors' levels of agreement differed by 23 percentage points (64% and 41%, respectively).

Between/among comparisons: Although less than two-thirds of the secondary group (60%) agreed with the statement, this was higher than the other two groups (postsecondary and coordinators/directors at 29% and 52%, respectively).

Other comments: Overall, more than half (54%) indicated that they have no confidence that POS at the secondary level are rigorous and thorough enough to prepare students to succeed in college without remediation.

**#27. Students in my district/region who have taken articulated or dual credit courses are more prepared for college than those who have not.**

Overall, 60% of the respondents agreed with this statement, while 12% disagreed and 28% didn't know.

Within comparisons: Secondary administrators and counselors had similar levels of agreement with 79% and 76%, respectively. Others in the secondary group were CTE faculty members at 66% and academic faculty at 57%. In the postsecondary group, the highest level of agreement was from administrators (56%) and the lowest was from general education faculty (34%). Partnership coordinators and EFE directors differed by 30 percentage points, with 64% and 94%, respectively.

Between/among comparisons: The secondary group had a level of agreement that was 20 percentage points higher than the postsecondary group (68% and 48%, respectively), but the coordinators/directors group had the highest level of agreement (81%).

Other comments: Overall, 40% of the respondents indicated that they have no confidence that students who have taken articulated or dual credit courses are more prepared for college than those who have not.

**#28. Business members of an advisory council/committee have reviewed my institution's curriculum for adherence to local/regional/national standards.**

Overall, 38% of the respondents agreed with this statement, while 14% disagreed and 48% didn't know.

Within comparisons: For the secondary group, levels of agreement fell into two groups. Administrators and CTE faculty members barely differed, with responses at 31% and 30%, respectively. The academic faculty and counselor groups both reported 18% agreement. Postsecondary respondents had a wider variation: administrators at 65% agreement, contrasting with only 13% agreement from general education faculty members. The partnership coordinators and EFE directors (54% and 65%, respectively) were both within six percentage points of the average agreement level for those two groups.

Between/among comparisons: Secondary had the lowest level of agreement with this statement (26%), postsecondary had the next highest level (49%), and the coordinators/directors had the highest (60%).

Other comments: Overall, almost two-thirds (62%) indicated that they have no confidence that business members of an advisory council/committee have reviewed curriculum for adherence to local/regional/national standards.

**#29.** My institution/partnership has researched the Programs of Study examples provided by the “States Career Cluster Initiative” funded by the U.S. Department of Education at [www.careerclusters.org](http://www.careerclusters.org).

Overall, 36% of the respondents indicated that they have confidence in this statement, while 9% disagreed and 55% didn’t know.

Within comparisons: In the secondary group, administrators had the highest level of agreement with this statement (49%) and academic faculty members had the lowest (18%). Among postsecondary respondents, administrators had the highest level of agreement (62%) while none (0%) of the general education faculty believed this statement to be true. Postsecondary CTE faculty members’ agreement level was 25%. In the other group, agreement levels varied from 64% for partnership coordinators to 94% for EFE directors.

Between/among comparisons: Although average agreement levels for secondary and postsecondary were close (35% and 34%, respectively), there was great variety among job titles. The average agreement level for coordinators and directors (81%) was much higher than the levels for the other two groups.

Other comments: Overall, almost two-thirds (64%) indicated that they have no confidence that the POS examples provided by the “States Career Clusters Initiative” have been researched, but most of those responded “don’t know” (55%) instead of “disagree” (9%).

## **Section 7: Focusing Students**

**#30.** In my community/region students are exposed to career awareness and exploration at every level (elementary, secondary and postsecondary).

Overall, 56% of respondents agreed with this statement, while 17% disagreed and 27% didn’t know.

Within comparisons: Agreement responses in the secondary group varied only within a six percentage point range (64% to 58% for administrators and academic faculty members, respectively). The range of agreement responses in the postsecondary group varied within a 15 percentage point range (52% to 37% for administrators and general education faculty members, respectively). There was a range of only four percentage points between partnership coordinators (72%) and EFE directors (76%).

Between/among comparisons: The coordinators/directors as a group had the highest level of agreement (74%) with the statement. Secondary had the next highest level of agreement (62%), and the postsecondary group had the lowest (45%).

Other comments: Overall, 44% of the respondents indicated that they do not have confidence that students are exposed to career awareness and exploration at every educational level.

**#31.** Most high school students in my region have individual career plans that lead to postsecondary Programs of Study.

Overall, 36% agreed with this statement, while 32% disagreed and 32% didn’t know.

Within comparisons: Secondary responses varied within a 10 percentage point range with the highest level of agreement from administrators (51%) and lowest from academic faculty members (41%). Postsecondary responses ranged from 30% from general education faculty to 16% for administrators. Postsecondary coordinators agreed at 57%, while EFE directors reported agreement at 47%.

Between/among comparisons: Among the three groups, coordinators/directors had a combined agreement level of 51%, while secondary reported the next highest (47%) and postsecondary the lowest at 21%.

Other comments: Overall, almost two-thirds (64%) indicated that they have no confidence that most high school students have individual career plans that lead to postsecondary POS.

**#32. When advising students about postsecondary options, most secondary school counselors in my region present community colleges as a viable alternative to four-year colleges.**

Overall, 65% of the respondents agreed with this statement, while 11% disagreed and 24% didn't know.

Within comparisons: In the secondary group, the two job titles with the highest level of agreement with this statement were counselors and academic faculty members (both at 87%), while administrators and CTE faculty members reported agreement levels of 74% and 71%, respectively. Within postsecondary, the highest level of agreement was from counselors (58%) while the lowest was from administrators (44%). There was a 21 percentage point difference between partnership coordinators and EFE directors (86% and 65%, respectively).

Between/among comparisons: Secondary had the highest level of agreement (77%). Coordinators/directors followed closely (74%), and postsecondary had the lowest level of agreement (50%).

Other comments: Overall, more than one-third (35%) indicated that they have no confidence that secondary counselors present community colleges as a viable alternative to four-year colleges.

**#33. My institution/partnership effectively markets Programs of Study to parents and the community as a way for students to prepare for high-wage careers.**

Overall, 31% of the respondents agreed with this statement, while 35% disagreed and 34% didn't know.

Within comparisons: In the secondary group, the highest level of agreement was from academic faculty members (37%) and the lowest was from CTE faculty and counselors (both at 26%). Within postsecondary, the highest level of agreement was from CTE faculty members (39%) and the lowest was from administrators (23%). The agreement levels for partnership coordinators and EFE directors fell within a seven point range (22% and 29%, respectively).

Between/among comparisons: Overall, the three groups were within a seven percentage point range with the highest level of agreement coming from postsecondary (33%), followed closely by secondary (29%). The coordinators/directors had the lowest agreement level (26%).

Other comments: Overall, more than two-thirds (69%) indicated that they have no confidence that POS are being effectively marketed to parents and the community as a way for students to prepare for high-wage careers.

**#34. Most counselors/student support staff at my institution/partnership give career advice in addition to academic advice.**

Overall, 67% agreed with this statement, while 13% disagreed and 20% didn't know.

Within comparisons: In the secondary group, counselors had the highest rate of agreement (91%), followed by academic faculty members (81%), administrators (79%), and CTE faculty (65%). Within postsecondary, the highest rate of agreement was from counselors (77%), followed by administrators (66%), general education faculty members (57%), and CTE faculty members (53%). There was a 24 percentage point difference between partnership coordinators and EFE directors (71% and 47%, respectively).

Between/among comparisons: The group with the highest level of agreement was secondary (74%), followed by postsecondary (61%) and coordinators/directors (58%).

Other comments: Overall, one-third (33%) indicated that they do not have confidence that most counselors give career advice in addition to academic advice.

## **Section 8: Using Data**

**#35. My institution/partnership uses data for planning and decision-making purposes.**

Overall, 76% agreed with this statement, while 8% disagreed and 16% didn't know.

Within comparisons: In the secondary group the highest level of agreement was from administrators (95%), while counselors, CTE faculty members, and academic faculty members were bunched together at 78%, 76%, and 74%, respectively. Within the postsecondary group, administrators had the highest level of agreement (84%) and the general education faculty had the lowest (64%). Partnership coordinators and EFE directors were close together at 79% and 82%, respectively.

Between/among comparisons: Overall, the three main groups had agreement levels within five percentage points of each other, with coordinators/directors at 81%, secondary at 79%, and postsecondary the lowest at 76%.

Other comments: Almost one-quarter (24%) of the respondents indicated that they do not have confidence that data is being used for planning and decision making purposes.

**#36. My institution/partnership collects and uses labor market and economic development data.**

Overall, 48% were in agreement with this statement, while 16% disagreed and 36% didn't know.

Within comparisons: In the secondary group, the highest level of agreement was from administrators (51%), while the other job titles were much lower: 34% for CTE faculty members, 31% for academic faculty, and 22% for counselors. Within the postsecondary group, administrators had the

highest level of agreement (82%), while the levels of agreement for the others were 56% for CTE faculty members, 50% for general education faculty members, and 45% for student support/counselors. The partnership coordinators had an agreement level of 72% and EFE directors had an 88% level of agreement.

Between/among comparisons: The coordinators/directors had the highest combined level of agreement (81%), followed by postsecondary at 61% and secondary with a much lower level of 34%.

Other comments: Overall, more than half of the respondents (52%) indicated that they do not have confidence that labor market and economic development data are being collected and used.

**#37. My institution/partnership uses data to improve CTE programs.**

Overall, 58% agreed with this statement, while 15% disagreed and 27% didn't know.

Within comparisons: Within the secondary group, administrators had the highest level of agreement (74%), while CTE faculty members had the second highest (51%), followed by academic faculty members (41%) and counselors (36%). In the postsecondary group, administrators had the highest level of agreement (82%), while counselors had the second highest (68%), followed by CTE faculty (60%) and general education faculty (43%). The EFE directors had an agreement level of 94% and the partnership coordinators were at 69%.

Between/among comparisons: The coordinators/directors had the highest agreement level (83%), while the postsecondary group was at 65% and the secondary group was at 50%.

Other comments: Overall, 42% indicated that they do not have confidence that data is being used to improve CTE programs.

**#38. My institution/partnership uses data to increase student retention.**

Overall, 65% agreed with this statement, while 12% disagreed and 23% didn't know.

Within comparisons: The highest level of agreement in the secondary group was from administrators (69%), followed by counselors (63%), academic faculty members (59%), and CTE faculty members (57%). Within the postsecondary group, the highest level of agreement was from administrators (78%), followed by counselors (68%) and general education and CTE faculty members (both at 67%). Partnership coordinators and EFE directors had levels of agreement that varied by 18 percentage points (64% and 82%, respectively).

Between/among comparisons: The coordinator/director groups had the highest level of agreement (74%), followed by postsecondary (70%) and secondary (61%).

Other comments: Overall, more than one-third (35%) of the respondents indicated that they have no confidence that data is being used to increase student retention.

**#39. My institution/partnership uses data to reduce the number of students needing remediation upon entering college.**

Overall, 51% of the respondents agreed with this statement, while 17% disagreed and 32% didn't know.



Within comparisons: In the secondary group, the highest level of agreement was from administrators (67%). Counselors had the second highest level (59%), followed by CTE faculty (54%) and academic faculty (51%). Within the postsecondary group, administrators had the highest level of agreement (57%), while counselors had the second highest (47%), followed by CTE faculty members (40%) and general education faculty members (38%). Partnership coordinators' and EFE directors' levels of agreement were within five percentage points of each other (64% and 59%, respectively).

Between/among comparisons: The highest level of agreement of the three groups was from coordinators/directors (61%), followed by secondary (56%) and postsecondary (45%).

Other comments: Overall, almost half (49%) indicated that they do not have confidence that data is being used to reduce the number of students needing remediation upon entering college.

**#40. My institution/partnership uses data to ensure that all students have access to relevant Programs of Study.**

Overall, 42% of respondents agreed with this statement, while 19% disagreed and 39% didn't know.

Within comparisons: The highest level of agreement within the secondary group was from academic faculty members (54%). Administrators had the second highest level of agreement (41%), followed by counselors (37%) and CTE faculty members (35%). Within postsecondary, the levels of agreement were tightly grouped in a five percentage point range with CTE faculty members having the highest (43%), followed by counselors (42%), administrators (40%), and general education faculty members (38%). Partnership coordinators and EFE directors had only a three percentage point range difference in levels of agreement (50% and 53%, respectively).

Between/among comparisons: The highest level of agreement of the three groups was from coordinators/directors (52%), followed by postsecondary (41%) and secondary (39%).

Other comments: Overall, more than half (58%) of the respondents indicated that they do not have confidence that data is being used to ensure that all students have access to relevant POS.

**#41. Which response best describes you?**

For simplicity, this report refers to these response options as "job types." The response options to that item, along with number of responses, were:

- 39 – secondary academic faculty member
- 140 – secondary career/technical faculty member
- 39 – secondary administrator
- 46 – secondary counselor/student support
- 30 – postsecondary general education faculty member
- 101 – postsecondary career/technical faculty member
- 62 – postsecondary administrator

- 31 – postsecondary student support/counselor
- 14 – partnership coordinator
- 17 – EFE director
- 42 – other

561 – Total responses

**#42. How long have you been at your current institution?**

The overall results to this item are listed below. The breakdown by job title can be seen in Appendix B.

- 4% – Less than 1 year
- 23% – 1–4 years
- 24% – 5–9 years
- 49% – 10 or more years

**#43. How long have you been involved with career and technical education?**

- 3% – less than 1 year
- 16% – 1–4 years
- 15% – 5–9 years
- 51% – 10 or more years
- 15% – not involved with CTE

**#44. Is your position?**

- 91% – full-time
- 9% – part-time

**#45. I have been a participant in the following activities during the last three years (choose all that apply).**

Respondents were given nine response choices plus “other.” If they chose “other” as one of their responses, they had a free response option to list those activities. The responses, including the listing of 66 responses to the “other” category, can be seen in Appendix A.

Comments: Only the first three of the nine response choices were selected by more than half the respondents.

1. Professional development in which academic/general education and CTE faculty members participated jointly (chosen by 57%)
2. Professional development in which secondary and postsecondary participated jointly (chosen by 56%)

3. Professional development related to creating and/or improving POS (chosen by 51%)

Two other response choices were selected by more than one-third and less than half of the respondents.

1. Regional training related to Tech Prep, Career Pathways, or POS (chosen by 39%)
2. State conferences or training related to Tech Prep, Career Pathways, or POS (chosen by 35%)

More than half of the free responses under “other” (35 of 66) were “none,” “none of the above,” or a similar response. This left only 31 of the 561 respondents (less than 6%) indicating that the type of professional development to which they referred was not covered by any of the nine response choices offered.

## VII. Survey Summary and Conclusions

CORD's position is that that effective POS have certain elements in common. These elements are identified in the titles of the eight survey sections and in the content of the survey statements. The survey responses reveal perceptions about the levels of knowledge, support, and implementation of those elements. Looking at the cumulative results, we note that very few statements elicited high levels of agreement. Only six of the 40 statements had agreement levels of 75% or higher (none were higher than 77%). Twenty-six statements had agreement levels below 60%, and nineteen had agreement levels below 50%.

The following comments summarize the findings and conclusions drawn from the survey results, focus groups, and other observations. Just as in the earlier section, "V. Survey Findings," for each of the eight sections of the survey the corresponding POS guiding principles are indicated.

### 1. Perceptions of General Knowledge and Understanding

POS Principle 1: Leadership, Organization, and Support

POS Principle 6: Program Improvement and Accountability

It's not surprising that administrators and those leading partnerships (partnership coordinators and EFE directors) claimed to have more knowledge and experience with POS and related issues. It also seems logical that the groups with the lowest levels of agreement in this area were the secondary and postsecondary faculty members. For the most part, much less than half of the academic faculty members claimed agreement with the statements in this section. It is interesting how many respondents didn't know whether they know, or not (chose "don't know"). Many narrative comments confessed difficulty in implementation of POS for one reason or another. It seems apparent that more people (beyond just the leadership) need a greater level of knowledge and understanding about the elements of POS.

### 2. Perceptions of Leadership

POS Principle 1: Leadership, Organization, and Support

Overall, the levels of agreement for the four statements in this section ranged from 53% to 77%. This means that about one-fourth to half indicated that they do not have confidence (i.e., they either disagreed or chose "don't know") that leaders are encouraging adoption of actions that result in the development of effective POS. As in the section on general knowledge and understanding (section 1), it is not surprising that administrators claimed to agree with the leadership statements since they were essentially rating themselves on how supportive/encouraging they are in promoting involvement and collaboration in POS issues. Throughout the survey, leaders reported relatively high levels of agreement. It is interesting that, for statement #12 (administration encourages counselors to work with students on career planning), postsecondary counselors reported a higher level of agreement than administrators reported about themselves (93% versus 81%, respectively). Survey results (level of agreement and

narrative comments) indicate that faculty members were not as positive in reporting encouragement from administrators.

### 3. Perceptions of Partnerships

POS Principle 1: Leadership, Organization, and Support

POS Principle 4: Enhanced Curriculum and Instruction

In this section, overall levels of agreement for the four statements were less than 50%. Administrators had more confidence than faculty members or counselors that partnerships have been developed and/or are operating appropriately. However, the partnership coordinators and EFE directors had a much higher level of confidence than the secondary and postsecondary administrators. These higher levels of confidence for coordinators and directors are to be expected since they are mostly the ones leading the development of partnerships. The highest levels of agreement for coordinators and directors are seen in statement #14 (stakeholders have formed a partnerships that meets regularly – 84% combined agreement) and statement #15 (a shared vision and decision-making process has been established by the partnership – 84% combined agreement). Only two respondent narrative comments dealt with partnerships, and one of those was critical about the lack of use of partnerships in the formation of articulation agreements.

### 4. Perceptions of Professional Development

POS Principle 5: Professional Preparation and Development

Comparing overall agreement levels for statement #17 and #18 (51% and 62%, respectively), we note that there seems to be more “horizontal” joint professional development happening (#18 – combining academic and CTE within their own education levels) than “vertical” professional development (#17 – combining secondary and postsecondary). In each case, although more than half of the respondents reported that they are confident that these types of joint professional development are taking place, that still leaves 49% (#17) and 38% (#18) who have no confidence that this is happening. **In #19, 47% (almost half) indicated that they have no confidence that there are professional development opportunities related to creating and/or improving POS.** Most of the 15 respondent narrative comments about professional development indicated a lack of professional development opportunities. In item #45, respondents were asked to indicate in which of the nine types of professional develop they had participated. None of the choices were selected by more than 57% of the respondents. Only three types of professional development listed had more than 50% (those corresponded with the three types addressed in statements #17 through #19).

## 5. Perceptions of Teaching and Learning

POS Principle 4: Enhanced Curriculum and Instruction

POS Principle 5: Professional Preparation and Development

The two statements in this section with levels of agreement below 50% dealt with whether academic and general education faculty members teach contextually (#21) and whether academic and general education faculty members work with CTE faculty members to create project-based learning activities (#24). However, more than 75% of respondents indicated that they have confidence that CTE faculty members teach contextually (#22) and stress/support academics in the CTE courses (#23). Academic and general education faculty members and counselors at the secondary and postsecondary levels had higher levels of “don’t know” responses than the CTE faculty members and administrators. The few narrative comments regarding teaching and learning focused on the need for academic and general education faculty members to have more “buy-in” and “understanding” of this issue.

## 6. Perceptions of Curriculum

POS Principle 3: Alignment and Transition

POS Principle 4: Enhanced Curriculum and Instruction

Although statement #25 had the highest level of agreement in this section (69%) and the lowest level of disagreement (6%), a full one-fourth of respondents chose “don’t know.” We wonder whether it is possible that some of those who agreed with the statement (curriculum used in POS is based on three kinds of standards) may have done so only because they assumed that it must be true. Although more than two-thirds expressed belief that the curriculum is based on standards, less than half (46%) believed that the curriculum is of such quality that it prepares students to succeed in college without remediation (#26). Only 38% agreed that business partners reviewed the curriculum for adherence to standards. Narrative responses indicated several reasons for inadequate curriculum in POS (e.g., not enough time in student schedules due to increased general education graduation requirements, overemphasis on doing well on required academic tests, and small schools not being able to justify the programs).

## 7. Perceptions of Focusing Students

POS Principle 2: Access, Equity, and Opportunity

The lack of confidence (indicated by the sum of the “disagree” and “don’t know” responses) in the statements in this section ranged from 33% to 64%, possibly indicating a need for more information about what is happening in counseling and career planning for students. In most statements, the level of “don’t know” responses was higher than the level of “disagree” responses. In all statements except #33 (POS are effectively marketed to parents and the community), secondary had a higher level of confidence than postsecondary that various counseling activities related to implementing POS are taking place. The levels of agreement for #33 were consistently low across the three groups (only 31% overall). Most of the ten narrative comments indicated that not enough is being done to help students make informed choices about careers and college.

## **8. Perceptions of Using Data**

### POS Principle 6: Program Improvement and Accountability

As in other sections of the survey, the administrators (secondary and postsecondary) had the highest levels of agreement in five of the six statements. Faculty members and counselors were not as certain as administrators that data is being used for improvement of CTE programs, retention, and reducing the need for remediation. The responses to statement #40 indicated little confidence that data is being used “to ensure that all students have access to relevant Programs of Study” (58% either chose “don’t know” or disagreed with the statement). A couple of the narrative responses indicated that data can be used to support any position and that it is sometimes used to steer students away from CTE or POS options.

## VIII. Recommendations

Although much has been done in Illinois to promote and implement POS, there is opportunity to move the initiative forward. Our recommendations are as follows:

**1) Set clearer expectations for regional partnerships including engagement of business/industry.**

The POS Expectation Tool is a step in this direction. More professional development should be encouraged around this tool and others. Stakeholders need to understand that a POS is more than a course sequence and a partnership is more than a meeting. In addition to business representation on the partnership council, the structure should allow for collaboration and connection to any existing business and education partnerships such as local secondary and/or postsecondary CTE program advisory committees. The structure should allow for a reporting mechanism designed to ensure that no stakeholder group operates in a silo. Also, educators should value business/industry's time and know how to use business effectively. Strategies and/or professional development topics could include the following:

- a. Training on structure, governance, and roles outlining components of partnership memoranda of understanding or by-laws
- b. Strategic planning workshops to improve, expand, or create POS as an integral component of the regional educational delivery system
- c. Connecting (and using effectively) business/industry advisory committees in a POS system
- d. Reinvigorating existing advisory committees and connecting to POS partnerships
- e. Transitioning to joint (secondary/postsecondary) business/industry advisory committees
- f. Training on effective use of school site teams for POS implementation and on building networks from regional partnerships to the field

**2) Enhance state-level relationships and integrate with other education priorities.**

Consistent and continuing information on the "big" picture should come from the state level. The state should provide a view of education and workforce initiatives and how they interrelate. ICCB and ISBE should nurture their relationship and expand to include other appropriate educational agencies, social agencies, and workforce and economic development initiatives to build a system that connects education with economic development. It is imperative that efforts be increased to integrate with other education reforms and economic development initiatives. A formal state steering committee should be formed. Initially, this steering committee would be composed of ISBE and ICCB. The state-level steering committee should look for ways to expand to include other state-level agencies as the work in Career Pathways expands. Strategies could include the following:

- a. Reintroduce POS to state-level boards



- b. Share impact with boards (*student data—reduction in need for remediation; higher completion rates*)
- c. Develop resolutions or formal support from the State Board and President’s Council so that the field can see connection and importance
- d. Develop a statewide governance structure and statewide template for POS development
- e. Establish joint statewide policies to support partnership and system building
- f. Institute state-level development and training on strategies for effective use of school site teams
- g. Align state-funded professional development initiatives (OCCRL, ICSPS, ISBE) under the POS umbrella

**3) Provide leadership development.**

Leadership must be nurtured continually and consistently. Partnership members need training on how to develop their leaders in this initiative. Bottom-up and top-down leadership is needed. Strategies could include the following:

- a. Create a *Partnerships for College and Career Success (PCCS) Leadership Academy* that meets face-to-face and online. Meeting topics could include:
  - i. Purpose and guiding principles of POS
  - ii. Instructional leadership (guiding faculty in use of innovative strategies)
  - iii. Developing partnerships with business
  - iv. Use of labor market data
- b. Develop a how-to guide on leadership in PCCS partnerships

**4) Engage academic (secondary) and general education (postsecondary) faculty members.**

At present, POS are seen as a CTE initiative, especially among secondary academic teachers. Strategies for carrying out this recommendation could include the following:

- a. Provide professional development for academic and general education faculty members in the use of contextual teaching, project-based learning, and other innovative teaching techniques
- b. Include academic representation in partnerships
- c. Include academic representation on secondary/postsecondary program advisory committees
- d. Establish resolutions and formal support from the State Board and President’s Council that connect academic/general education priorities to POS

**5) Engage counselors consistently and intensively.**

Professional development is needed for secondary and postsecondary counselors in several areas. Strategies and/or professional development topics could include the following:

- a. Understanding the counselor's role in a POS system
- b. Train-the-trainer workshops designed to help counselors facilitate career development systems
- c. Facilitating student transitions to a broad range of postsecondary options (not just four-year colleges)
- d. Establish "counselor academies" at community colleges for secondary and postsecondary counselors to meet regionally once a month. Activities could include the following:
  - i. Visits to the college in targeted occupational clusters
  - ii. Visits to business/industry in targeted industry clusters
  - iii. Sessions on regional labor market data and the connection between education and economic development
  - iv. Understanding key student outcomes data

**6) Infuse labor market data and economic development concepts into POS training.**

All educators contribute to career development systems inside Career Pathways systems (POS). At present, most educators (especially academic/general education) are removed from the effects that education has on regional economies. Strategies and/or professional development topics could include:

- a. Infusion of economic principles and labor market data into existing professional development
- b. Development of workshops on the connection between education and regional economic development (should include labor market data)
- c. Use of networks (#8) to distribute labor market and economic data

**7) Strengthen the sharing of best practices.**

Many good things are happening in Illinois around POS. The Pathways-to-Results (PTR) initiative is just taking off and should have lessons learned to share. Perhaps the PTR could be the beginning pillar for a promising practices group that could be shared with others. Sharing should occur on all levels and should include more than data. Participants should share strategies and how partnerships and effective practices are developed. Strategies could include:

- a. Establish PTR sites as the beginning pillar for best practice sharing
- b. Best practice sharing at state-level conferences including State Board Associations
- c. Identify and nurture "champions" at the superintendent and principal level for best practice sharing

**8) Establish networks to distribute POS information.**

Strong networks need to be built to counteract the informational breakdown that is occurring with some educators, counselors, parents and students. The community colleges should be the “hub of the wheel” for these networks. The state should pull together resources that are on paper and online into a useful portal. Strategies could include:

- a. State-level development and training of an electronic network of local partnerships
- b. Community awareness campaign for POS/Career Pathways
- c. State-level development and training of presentation and communication materials for adaptation at the local level for various audiences
- d. Training on effectively using school site teams for POS implementation and building a network from the regional partnership to the field within a community college district

**9) Support the alignment of curriculum from secondary to postsecondary education (vertical curriculum alignment).**

While there has been movement towards breaking down silos horizontally (integration of academic and CTE), there are still opportunities to build stronger bridges between secondary and postsecondary educators and their curricula. Strategies and/or professional development topics could include:

- a. Joint secondary and postsecondary advisory committees
- b. Development of a “pathway partners” project in which secondary and postsecondary educators in targeted clusters or pathways partner for one year. Activities could include:
  - i. Site visits between secondary and postsecondary faculty members
  - ii. Teaming of secondary and postsecondary representatives (*academic, general education, CTE, counselors and administrators*) for joint business and industry visits or short internships in targeted pathways
- c. Sharing of key student outcome data

**10) Mentor new people.**

Turnover in educational personnel can be high, so there is always a need to bring new personnel up-to-date on POS and the partnerships that have been created in Illinois. Strategies could include:

- a. Online coursework in Career Pathways for all stakeholders
- b. Development of a formal mentoring program for new PCCS coordinators

Much enthusiasm was exhibited at the TWG meetings and focus groups for POS and the partnerships that have been developed by the state through the PCCS structure. Much work has been done by ICSPS and OCCRL to move the concept forward. Hopefully, this report, especially the results of the survey, will provide the impetus for renewed commitment to take POS to the next level in Illinois.



## **Appendices**



## **Appendix A: Cumulative Survey Results**







## Illinois Programs of Study Survey Survey Background and Instructions

	10%
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Please read this entire page before beginning the survey.

The Illinois Community College Board seeking to determine the understanding of the components of programs of study (POS) in your institution or partnership so that the State can prioritize professional development for POS implementation. There will be a final report in January 2011 for findings.

Illinois Definition of Programs of Study (POS): POS are sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements which include both academic and CTE content. Effective Programs of Study should start no later than the ninth grade and continue through at least two years of postsecondary education. Programs of Study include opportunities to earn college credit (dual credit) in high school, an industry-recognized credential or certificate at the secondary/postsecondary level, and an associate or baccalaureate degree. Please note: An approved program at the postsecondary level may or may not have made the transition to a "program of study".

### Instructions:

- Survey statements are grouped into eight topic areas plus a few demographic questions. Please respond to all statements even if you feel that certain statements do not apply to you. "Don't Know" is a valid response.
- The final survey item is an opportunity for you to make comments about professional development for Programs of Study.
- Be sure to click on "Done" after responding to the last statement.
- Although there are some demographic items at the end, you will not be asked to identify yourself by name or institution.
- EFE Directors/PCCS Coordinators: If you are involved in leading a partnership or regional effort, then the responses should reflect what you believe to be true about the majority of the institutions or people in that group.

Next







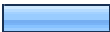
**1. I have an in depth understanding of what is meant by “Program(s) of Study” As defined in the instructions to this survey.**

		Response Percent	Response Count
Strongly Agree		20.0%	131
<b>Agree</b>		<b>56.7%</b>	<b>371</b>
Disagree		16.8%	110
Strongly Disagree		2.1%	14
Don't Know		4.3%	28
<b>answered question</b>			<b>654</b>
<b>skipped question</b>			<b>1</b>






**2. I understand fully what the Carl D. Perkins Career and Technical Education Improvement Act of 2006 says about Programs of Study.**

		Response Percent	Response Count
Strongly Agree		8.6%	56
<b>Agree</b>		<b>39.2%</b>	<b>256</b>
Disagree		30.8%	201
Strongly Disagree		8.0%	52
Don't Know		13.5%	88
<b>answered question</b>			<b>653</b>
<b>skipped question</b>			<b>2</b>


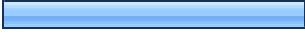


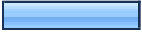
**3. I understand fully the six Guiding Principles and corresponding Design Elements under which Programs of Study will be implemented and evaluated in Illinois.**

		Response Percent	Response Count
Strongly Agree		4.0%	26
Agree		28.0%	182
<b>Disagree</b>		<b>38.5%</b>	<b>250</b>
Strongly Disagree		13.4%	87
Don't Know		16.0%	104
<b>answered question</b>			<b>649</b>
<b>skipped question</b>			<b>6</b>





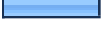
**4. I understand fully the Illinois' Pathways To Results (PTR) initiative.**

		Response Percent	Response Count
Strongly Agree		3.4%	22
Agree		25.9%	168
<b>Disagree</b>		<b>38.5%</b>	<b>250</b>
Strongly Disagree		14.8%	96
Don't Know		17.4%	113
<b>answered question</b>			<b>649</b>
<b>skipped question</b>			<b>6</b>






**5. My institution/partnership offers at least one Program of Study.**

		<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree		29.7%	192
<b>Agree</b>		<b>45.6%</b>	<b>295</b>
Disagree		3.6%	23
Strongly Disagree		0.9%	6
Don't Know		20.2%	131
<b>answered question</b>			<b>647</b>
<b>skipped question</b>			<b>8</b>






**6. I can name all the Programs of Study offered at my institution/partnership.**

		<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree		10.7%	69
Agree		29.1%	188
<b>Disagree</b>		<b>34.8%</b>	<b>225</b>
Strongly Disagree		11.1%	72
Don't Know		14.2%	92
<b>answered question</b>			<b>646</b>
<b>skipped question</b>			<b>9</b>





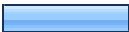
**7. In my community/region, there is a perception that most career and technical education (CTE) programs lead to low-wage jobs.**

		Response Percent	Response Count
Strongly Agree		5.8%	38
Agree		32.3%	210
<b>Disagree</b>		<b>40.7%</b>	<b>265</b>
Strongly Disagree		8.9%	58
Don't Know		12.3%	80
<b>answered question</b>			<b>651</b>
<b>skipped question</b>			<b>4</b>






**8. I have been involved in creating Programs of Study at my institution/partnership.**

		Response Percent	Response Count
Strongly Agree		17.8%	116
Agree		30.8%	200
<b>Disagree</b>		<b>31.5%</b>	<b>205</b>
Strongly Disagree		10.9%	71
Don't Know		8.9%	58
<b>answered question</b>			<b>650</b>
<b>skipped question</b>			<b>5</b>

**9. The administration at my institution/partnership encourages the development of one or more Programs of Study.**

		Response Percent	Response Count
Strongly Agree		18.7%	118
<b>Agree</b>		<b>49.1%</b>	<b>310</b>
Disagree		9.8%	62
Strongly Disagree		3.5%	22
Don't Know		18.9%	119
<b>answered question</b>			<b>631</b>
<b>skipped question</b>			<b>24</b>

**10. The administration at my institution/partnership encourages making time for collaboration between secondary and postsecondary faculty members, counselors, and administrators.**

		Response Percent	Response Count
Strongly Agree		18.8%	118
<b>Agree</b>		<b>42.4%</b>	<b>266</b>
Disagree		16.1%	101
Strongly Disagree		7.7%	48
Don't Know		15.0%	94
<b>answered question</b>			<b>627</b>
<b>skipped question</b>			<b>28</b>

**11. The administration at my institution/partnership encourages joint planning for academic/general education and CTE faculty members.**





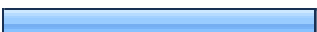
		Response Percent	Response Count
Strongly Agree		13.2%	83
<b>Agree</b>		<b>39.7%</b>	<b>249</b>
Disagree		21.9%	137
Strongly Disagree		5.7%	36
Don't Know		19.5%	122
<b>answered question</b>			<b>627</b>
<b>skipped question</b>			<b>28</b>

**12. The administration at my institution/partnership encourages counselors and/or career advisors to work with individual students on career planning.**






		Response Percent	Response Count
Strongly Agree		28.5%	180
<b>Agree</b>		<b>48.2%</b>	<b>304</b>
Disagree		8.9%	56
Strongly Disagree		3.0%	19
Don't Know		11.4%	72
<b>answered question</b>			<b>631</b>
<b>skipped question</b>			<b>24</b>








**13. An inventory/survey of the economic development and labor market needs of my region is used to develop Programs of Study in my institution/partnership.**

		Response Percent	Response Count
Strongly Agree		6.3%	39
Agree		26.6%	164
Disagree		16.4%	101
Strongly Disagree		3.6%	22
<b>Don't Know</b>		<b>47.1%</b>	<b>290</b>
<b>answered question</b>			<b>616</b>
<b>skipped question</b>			<b>39</b>






**14. Representative stakeholders (secondary, postsecondary, business and industry, economic development groups, and community-based organizations) have formed a partnership and participate together in regular partnership meetings.**

		Response Percent	Response Count
Strongly Agree		7.8%	48
<b>Agree</b>		<b>37.4%</b>	<b>231</b>
Disagree		13.9%	86
Strongly Disagree		4.2%	26
Don't Know		36.6%	226
<b>answered question</b>			<b>617</b>
<b>skipped question</b>			<b>38</b>






**15. A shared vision and decision-making process has been established by the partnership.**

		Response Percent	Response Count
Strongly Agree		5.5%	34
Agree		30.7%	189
Disagree		13.7%	84
Strongly Disagree		3.9%	24
<b>Don't Know</b>		<b>46.2%</b>	<b>284</b>
<b>answered question</b>			<b>615</b>
<b>skipped question</b>			<b>40</b>






**16. There is a memorandum of understanding (or charter) that outlines roles and responsibilities of all stakeholders in the partnership.**

		Response Percent	Response Count
Strongly Agree		4.4%	27
Agree		18.7%	115
Disagree		12.4%	76
Strongly Disagree		4.2%	26
<b>Don't Know</b>		<b>60.3%</b>	<b>371</b>
<b>answered question</b>			<b>615</b>
<b>skipped question</b>			<b>40</b>





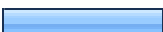
**17. My institution/partnership provides professional development activities in which secondary and postsecondary personnel are jointly involved.**

		Response Percent	Response Count
Strongly Agree		9.0%	54
<b>Agree</b>		<b>41.4%</b>	<b>248</b>
Disagree		21.4%	128
Strongly Disagree		7.0%	42
Don't Know		21.2%	127
<b>answered question</b>			<b>599</b>
<b>skipped question</b>			<b>56</b>





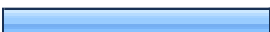
**18. My institution/partnership provides professional development opportunities in which academic/general education and career and technical education (CTE) faculty members are jointly involved.**

		Response Percent	Response Count
Strongly Agree		12.8%	77
<b>Agree</b>		<b>48.5%</b>	<b>292</b>
Disagree		15.1%	91
Strongly Disagree		5.0%	30
Don't Know		18.6%	112
<b>answered question</b>			<b>602</b>
<b>skipped question</b>			<b>53</b>





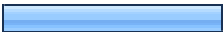
**19. My institution/partnership provides professional development opportunities related to creating and/or improving Programs of Study.**

		Response Percent	Response Count
Strongly Agree		9.2%	55
<b>Agree</b>		<b>43.0%</b>	<b>258</b>
Disagree		19.5%	117
Strongly Disagree		4.3%	26
Don't Know		24.0%	144
<b>answered question</b>			<b>600</b>
<b>skipped question</b>			<b>55</b>






**20. My institution/partnership provides professional development for counselors or other student support staff to help them understand current labor market data.**

		Response Percent	Response Count
Strongly Agree		6.5%	39
Agree		24.0%	144
Disagree		22.2%	133
Strongly Disagree		6.8%	41
<b>Don't Know</b>		<b>40.4%</b>	<b>242</b>
<b>answered question</b>			<b>599</b>
<b>skipped question</b>			<b>56</b>

**21. Most academic/general education faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).**

		Response Percent	Response Count
Strongly Agree		5.8%	34
<b>Agree</b>		<b>34.5%</b>	<b>202</b>
Disagree		21.5%	126
Strongly Disagree		5.3%	31
Don't Know		32.9%	193
<b>answered question</b>			<b>586</b>
<b>skipped question</b>			<b>69</b>

**22. Most CTE faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).**

		Response Percent	Response Count
Strongly Agree		23.5%	137
<b>Agree</b>		<b>50.0%</b>	<b>292</b>
Disagree		2.4%	14
Strongly Disagree		1.0%	6
Don't Know		23.1%	135
<b>answered question</b>			<b>584</b>
<b>skipped question</b>			<b>71</b>






**23. Most CTE faculty members in my institution/partnership stress/support academics in their CTE courses.**

		Response Percent	Response Count
Strongly Agree		21.1%	123
<b>Agree</b>		<b>53.1%</b>	<b>309</b>
Disagree		4.0%	23
Strongly Disagree		0.3%	2
Don't Know		21.5%	125
<b>answered question</b>			<b>582</b>
<b>skipped question</b>			<b>73</b>






**24. Most academic/general education and CTE faculty members at my institution work together to create project - based learning activities that require the use of academic and CTE knowledge.**

		Response Percent	Response Count
Strongly Agree		9.3%	54
Agree		28.5%	166
Disagree		27.1%	158
Strongly Disagree		6.0%	35
<b>Don't Know</b>		<b>29.2%</b>	<b>170</b>
<b>answered question</b>			<b>583</b>
<b>skipped question</b>			<b>72</b>





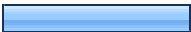
**25. At my institution/partnership, curriculum used in Programs of Study is built on standards (academic, technical, employability).**

		Response Percent	Response Count
Strongly Agree		18.4%	106
<b>Agree</b>		<b>50.7%</b>	<b>292</b>
Disagree		4.9%	28
Strongly Disagree		0.9%	5
Don't Know		25.2%	145
<b>answered question</b>			<b>576</b>
<b>skipped question</b>			<b>79</b>






**26. The Programs of Study at the secondary level in my district/region are rigorous and thorough enough to prepare students to succeed in college without remediation.**

		Response Percent	Response Count
Strongly Agree		8.0%	46
<b>Agree</b>		<b>37.8%</b>	<b>217</b>
Disagree		20.6%	118
Strongly Disagree		5.9%	34
Don't Know		27.7%	159
<b>answered question</b>			<b>574</b>
<b>skipped question</b>			<b>81</b>

**27. Students in my district/region who have taken articulated or dual credit courses are more prepared for college than those who have not.**





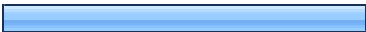
		Response Percent	Response Count
Strongly Agree		18.8%	107
<b>Agree</b>		<b>40.9%</b>	<b>233</b>
Disagree		10.7%	61
Strongly Disagree		1.6%	9
Don't Know		28.1%	160
<b>answered question</b>			<b>570</b>
<b>skipped question</b>			<b>85</b>

**28. Business members of an advisory council/committee have reviewed my institution's curriculum for adherence to local/regional/national standards.**






		Response Percent	Response Count
Strongly Agree		9.9%	57
Agree		27.4%	157
Disagree		11.5%	66
Strongly Disagree		2.6%	15
<b>Don't Know</b>		<b>48.5%</b>	<b>278</b>
<b>answered question</b>			<b>573</b>
<b>skipped question</b>			<b>82</b>







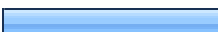
29. My institution/partnership has researched the Programs of Study examples provided by the “States Career Clusters Initiative” funded by the U.S. Department of Education at [www.careerclusters.org](http://www.careerclusters.org).

		Response Percent	Response Count
Strongly Agree		10.1%	58
Agree		26.2%	150
Disagree		6.6%	38
Strongly Disagree		2.1%	12
<b>Don't Know</b>		<b>55.0%</b>	<b>315</b>
<b>answered question</b>			<b>573</b>
<b>skipped question</b>			<b>82</b>





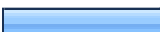
30. In my community/region students are exposed to career awareness and exploration at every level (elementary, secondary and postsecondary).

		Response Percent	Response Count
Strongly Agree		13.0%	74
<b>Agree</b>		<b>42.8%</b>	<b>244</b>
Disagree		13.7%	78
Strongly Disagree		3.0%	17
Don't Know		27.5%	157
<b>answered question</b>			<b>570</b>
<b>skipped question</b>			<b>85</b>





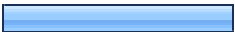
**31. Most high school students in my region have individual career plans that lead to postsecondary Programs of Study.**

		Response Percent	Response Count
Strongly Agree		5.6%	32
Agree		29.8%	170
Disagree		24.9%	142
Strongly Disagree		7.2%	41
<b>Don't Know</b>		<b>32.6%</b>	<b>186</b>
<b>answered question</b>			<b>571</b>
<b>skipped question</b>			<b>84</b>






**32. When advising students about postsecondary options, most secondary school counselors in my region present community colleges as a viable alternative to four-year colleges.**

		Response Percent	Response Count
Strongly Agree		20.5%	116
<b>Agree</b>		<b>44.5%</b>	<b>252</b>
Disagree		9.7%	55
Strongly Disagree		1.6%	9
Don't Know		23.7%	134
<b>answered question</b>			<b>566</b>
<b>skipped question</b>			<b>89</b>


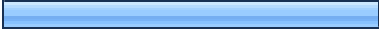


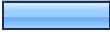
**33. My institution/partnership effectively markets Programs of Study to parents and the community as a way for students to prepare for high-wage careers.**

		Response Percent	Response Count
Strongly Agree		3.9%	22
Agree		27.3%	154
Disagree		26.9%	152
Strongly Disagree		7.3%	41
<b>Don't Know</b>		<b>34.7%</b>	<b>196</b>
<b>answered question</b>			<b>565</b>
<b>skipped question</b>			<b>90</b>





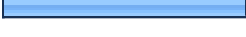
**34. Most counselors/student support staff at my institution/partnership give career advice in addition to academic advice.**

		Response Percent	Response Count
Strongly Agree		18.2%	104
<b>Agree</b>		<b>47.7%</b>	<b>272</b>
Disagree		9.6%	55
Strongly Disagree		3.5%	20
Don't Know		20.9%	119
<b>answered question</b>			<b>570</b>
<b>skipped question</b>			<b>85</b>


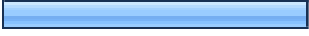



**35. My institution/partnership uses data for planning and decision -making purposes.**

		Response Percent	Response Count
Strongly Agree		19.3%	110
<b>Agree</b>		<b>56.8%</b>	<b>323</b>
Disagree		6.7%	38
Strongly Disagree		1.2%	7
Don't Know		16.0%	91
<b>answered question</b>			<b>569</b>
<b>skipped question</b>			<b>86</b>






**36. My institution/partnership collects and uses labor market and economic development data.**

		Response Percent	Response Count
Strongly Agree		9.3%	53
<b>Agree</b>		<b>38.2%</b>	<b>217</b>
Disagree		13.2%	75
Strongly Disagree		2.8%	16
Don't Know		36.4%	207
<b>answered question</b>			<b>568</b>
<b>skipped question</b>			<b>87</b>





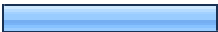
**37. My institution/partnership uses data to improve CTE programs.**

		Response Percent	Response Count
Strongly Agree		11.5%	65
<b>Agree</b>		<b>46.0%</b>	<b>260</b>
Disagree		12.2%	69
Strongly Disagree		2.7%	15
Don't Know		27.6%	156
<b>answered question</b>			<b>565</b>
<b>skipped question</b>			<b>90</b>






**38. My institution/partnership uses data to increase student retention.**

		Response Percent	Response Count
Strongly Agree		13.1%	74
<b>Agree</b>		<b>52.0%</b>	<b>295</b>
Disagree		9.9%	56
Strongly Disagree		1.8%	10
Don't Know		23.3%	132
<b>answered question</b>			<b>567</b>
<b>skipped question</b>			<b>88</b>












**39. My institution/partnership uses data to reduce the number of students needing remediation upon entering college.**

		Response Percent	Response Count
Strongly Agree		8.8%	50
<b>Agree</b>		<b>42.3%</b>	<b>239</b>
Disagree		13.3%	75
Strongly Disagree		3.5%	20
Don't Know		32.0%	181
<b>answered question</b>			<b>565</b>
<b>skipped question</b>			<b>90</b>

**40. My institution/partnership uses data to ensure that all students have access to relevant Programs of Study.**

		Response Percent	Response Count
Strongly Agree		8.1%	46
Agree		33.5%	189
Disagree		15.8%	89
Strongly Disagree		3.5%	20
<b>Don't Know</b>		<b>39.1%</b>	<b>221</b>
<b>answered question</b>			<b>565</b>
<b>skipped question</b>			<b>90</b>

**41. Which response best describes you?**

		<b>Response Percent</b>	<b>Response Count</b>
Postsecondary general education faculty member		5.3%	30
Postsecondary career/technical faculty member		18.0%	101
Postsecondary administrator		11.1%	62
Postsecondary student support/counselor		5.5%	31
Partnership coordinator		2.5%	14
EFE director		3.0%	17
Secondary academic faculty member		7.0%	39
<b>Secondary career/technical faculty member</b>		<b>25.0%</b>	<b>140</b>
Secondary administrator		7.0%	39
Secondary counselor/student support		8.2%	46
Other		7.5%	42
<b>answered question</b>			<b>561</b>
<b>skipped question</b>			<b>94</b>

**42. How long have you been at your current institution?**



		<b>Response Percent</b>	<b>Response Count</b>
Less than one year		4.3%	24
1-4 years		22.6%	127
5-9 years		23.5%	132
<b>10 or more years</b>		<b>49.6%</b>	<b>278</b>
<b>answered question</b>			<b>561</b>
<b>skipped question</b>			<b>94</b>

**43. How long have you been involved with career and technical education (CTE)?**











		<b>Response Percent</b>	<b>Response Count</b>
Less than one year		3.0%	17
1-4 years		16.0%	90
5-9 years		15.0%	84
<b>10 or more years</b>		<b>51.0%</b>	<b>286</b>
I am not involved with CTE.		15.0%	84
<b>answered question</b>			<b>561</b>
<b>skipped question</b>			<b>94</b>



**44. Is your position:**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Full-time?</b>		<b>90.6%</b>	<b>508</b>
<b>Part-time?</b>		<b>9.4%</b>	<b>53</b>
<b>answered question</b>			<b>561</b>
<b>skipped question</b>			<b>94</b>

**45. I have been a participant in the following activities during the last three years: (choose all that apply)**

		Response Percent	Response Count
Professional development in which secondary and postsecondary participated jointly		56.0%	314
<b>Professional development in which academic/general education and CTE faculty members participated jointly</b>		<b>57.4%</b>	<b>322</b>
Professional development related to creating and/or improving Programs of Study		51.0%	286
Professional development for counselors or other student support staff which explained current labor market data		17.3%	97
Professional development related to economic development and the labor market		19.6%	110
Professional development related to conducting effective business advisory committees.		14.4%	81
National conferences related to Tech Prep, Career Pathways, or Programs of Study		21.0%	118
State conferences or training related to Tech Prep, Career Pathways, or Programs of Study		35.1%	197
Regional training related to Tech Prep, Career Pathways, or Programs of Study		38.5%	216
Other (please specify)		11.8%	66
		<b>answered question</b>	<b>561</b>
		<b>skipped question</b>	<b>94</b>

**46. Optional: Please provide any comments about professional development for Programs of Study in the box provided below.**

	<b>Response Count</b>
	46
<b>answered question</b>	<b>46</b>
<b>skipped question</b>	<b>609</b>

**45. I have been a participant in the following activities during the last three years:**

<b>Other (please specify)</b>		
1	none	Oct 15, 2010 7:07 PM
2	Professional development for educators within my discipline from around the country	Oct 15, 2010 8:27 PM
3	General Faculty Development National Conferences - NISOD, League, etc.	Oct 15, 2010 9:23 PM
4	educational technology	Oct 15, 2010 10:08 PM
5	Career Cruising Software for ICP training.	Oct 17, 2010 1:47 AM
6	none	Oct 18, 2010 2:47 PM
7	none of above	Oct 18, 2010 2:50 PM
8	Adult Education level of PD	Oct 18, 2010 2:53 PM
9	--	Oct 18, 2010 3:03 PM
10	not allowed by my facility	Oct 18, 2010 3:03 PM
11	none	Oct 18, 2010 3:40 PM
12	Training related to my career, but not related to CTE.	Oct 18, 2010 4:48 PM
13	we are not doing much for professional development	Oct 18, 2010 6:10 PM
14	Presenter for ISU's Careers Connection Conference	Oct 18, 2010 6:48 PM
15	Tech Prep meetings between secondary and postsecondary staff	Oct 18, 2010 7:59 PM
16	develop specific to my field and education topics	Oct 18, 2010 8:34 PM
17	none	Oct 18, 2010 8:41 PM
18	None of the above	Oct 18, 2010 9:14 PM
19	none of these	Oct 18, 2010 11:53 PM
20	Campus meetings that discusses opportunities for improvement	Oct 19, 2010 12:06 AM
21	Member, MACS Advisory Council	Oct 19, 2010 1:51 PM
22	Federal training sessions related to certificate renewal	Oct 19, 2010 2:34 PM
23	no involvement	Oct 19, 2010 3:39 PM
24	none	Oct 19, 2010 4:50 PM
25	none of the above	Oct 19, 2010 5:04 PM
26	none	Oct 19, 2010 5:06 PM
27	no comment	Oct 19, 2010 5:19 PM
28	national conferences related to English literature	Oct 19, 2010 5:31 PM
29	Curriculum Development for Programs of Study	Oct 19, 2010 5:41 PM

## 45. I have been a participant in the following activities during the last three years:

Other (please specify)		
30	non of the above	Oct 19, 2010 6:36 PM
31	None	Oct 19, 2010 7:37 PM
32	NONE	Oct 20, 2010 1:35 AM
33	other	Oct 20, 2010 1:48 PM
34	None of the above.	Oct 20, 2010 2:49 PM
35	Professional Development/ secondary students-diversity, drugs, Post Traumatic Stress Syndrom, current technolgoy in the classroom	Oct 20, 2010 7:37 PM
36	none of these	Oct 21, 2010 12:37 AM
37	Meeting with C & T persons at ISBE	Oct 21, 2010 1:14 AM
38	Adult Education GED	Oct 21, 2010 4:09 AM
39	None	Oct 21, 2010 2:23 PM
40	none	Oct 21, 2010 3:59 PM
41	None	Oct 21, 2010 8:13 PM
42	none	Oct 21, 2010 10:04 PM
43	CTE conferences	Oct 22, 2010 12:51 AM
44	P&CC Meetings	Oct 22, 2010 4:54 PM
45	none	Oct 22, 2010 5:04 PM
46	None	Oct 22, 2010 11:02 PM
47	None of the above	Oct 23, 2010 3:29 PM
48	English for Speakers of Other Languages	Oct 24, 2010 5:12 PM
49	I have not been involved in any programs to-date	Oct 24, 2010 11:19 PM
50	None that I am aware of.	Oct 25, 2010 1:54 PM
51	none of the above	Oct 25, 2010 1:54 PM
52	Assessment conferences	Oct 25, 2010 5:27 PM
53	professional development for career programs through professional organizations	Oct 25, 2010 7:12 PM
54	Nothing	Oct 25, 2010 7:19 PM
55	TREES, BEST, & ETC Facilatator	Oct 25, 2010 7:59 PM
56	Grant Writing	Oct 25, 2010 8:14 PM
57	nothing	Oct 26, 2010 2:18 PM
58	Career Cruising program	Oct 26, 2010 3:05 PM
59	Presented at IL Connections Conference	Oct 27, 2010 2:22 PM
60	No training.	Oct 28, 2010 2:41 PM
61	numerous college workshops	Oct 28, 2010 3:11 PM
62	I don't think I have attended any in regard to this survey.	Oct 28, 2010 3:14 PM
63	No professional development or conferences	Oct 28, 2010 3:19 PM
64	none of the above	Oct 28, 2010 9:10 PM
65	CTE Student Support Committee	Oct 28, 2010 9:20 PM
66	professional development in my area of study	Oct 31, 2010 1:21 PM

## 46. Optional: Please provide any comments about professional development for

Response Text		
1	Sorely lacking and much needed	Oct 15, 2010 8:27 PM
2	We are slowly creating Programs of Study in our area.	Oct 15, 2010 9:40 PM
3	My institution is focusing on general education to the point, perhaps, that CTE will become a dumping ground for students who are not prepared for college; ie, in need of general education. In an attempt to improve the general education of students, CTE is not a priority. As students are required to enroll in more and more general education requirements for graduation, they may not have the time.	Oct 16, 2010 9:51 PM
4	The survey seems to assume all CTE programs are at the same level with respect to advisory committees, use of industry standards,etc. In reality, at my college there are great differences across the CTE programs. There also seems to be an assumption that students in early high school can/should select their career path. While providing them with information is important, I think it's unrealistic to think that more than a few 9th and 10th graders will really select their careers. In my area an overriding goal for most high school students is to attend college, usually a four-year institution, or at least to transfer from the community college to a baccalaureate granting institution. It's important that Programs of Study are clear about some transfer realities; e.g., students who want to attend a baccalaureate business college should not 'major' in CTE community college programs such as marketing or management, because few of those courses other than the general education will transfer to colleges of business. I realize POS can be clear...it's just challenging to make them so. Finally, I trust the state will permit flexibility in how POS are developed in various regions and partnerships and not expect everyone will follow a tightly prescribed process that may not fit well for them.	Oct 16, 2010 10:33 PM
5	I think the term "program of study" is very confusing because many colleges and universities use that same term to describe the requirements necessary to earn an associate or baccalaureate degree. I also think the term "pathways to results" is vague and unhelpful - all you are doing is defining required components of a program of study along with a requirement of continuous improvement. Why make up a different term? Just say what it is...	Oct 17, 2010 7:41 PM
6	High school superintendents, principals, and curriculum directors need to be a main audience for future professional development.	Oct 18, 2010 1:11 PM
7	As a professional who is new to Perkins and CTE, I would greatly appreciate any training on this subject. It is a lot of information to absorb, and at times it can be overwhelming. Maybe a workshop for new entrants working with CTE would be beneficial. A Perkins 101 class, so to speak. I know this would be quite helpful for me.	Oct 18, 2010 2:49 PM
8	Administration does not allow instructors to be involved.	Oct 18, 2010 3:03 PM
9	This survey seems to be using "Programs of Study" in a very particular manner, but at my current institution, program of study is used as a reference to any given major.	Oct 18, 2010 3:20 PM
10	The concept of Programs of Study is good...the actual implementation of such is the challenge. A state-wide template would help move this forward at a quicker pace. While our region is at the forefront of this movement and have a template for our region, I'm curious about the consistency between regions throughout the state. How do you get the academic teachers to buy in to the push for increased application? We're doing a good job of using WIN, WorkKeys preparation, Career Cruising, and emphasizing making the content relevant...there are just so many issues competing for the attention of teachers...Somehow we've got to find a way to connect all of this - is Programs of Study the connecting point?	Oct 18, 2010 4:18 PM

## 46. Optional: Please provide any comments about professional development for

Response Text		
11	There has not been enough done at the secondary level to inform faculty and counselors about their role in connecting "all students"--those who have "no desire" to move to a POS at the Community College, and those that do. If POS is for all students, then that is the way it should be presented at the secondary level. It is still understood to be for CTE students only, and as such cannot be a systems reform. The secondary schools should have been the focus of the early efforts for POS. There needs to be professional development for secondary faculty and counselors that is provided outside CTE and PCCS funding. It needs to be school improvement related and required for all faculty, including academic, and all counselors. When professional development is provided with CTE dollars, it is not considered to be important for all faculty and counselors--only those who work with CTE students. Programs of Study is still being bought and sold as a CTE student initiative, although the intention was to frame it as a system change for all students.	Oct 18, 2010 5:59 PM
12	I believe that there implementation of POS will require top down support for this initiative. One way to accomplish this would be to have both ISBE and ICCB admins relay this info to suprintendents and principals at their state wide meetings and conferences. Until that is done and support is gained, I sadly feel that this will be viewed merely as another flavor of the day initiative.	Oct 18, 2010 6:13 PM
13	Better (local) communications and organization would help you get better returns in this survey next time.	Oct 18, 2010 6:48 PM
14	As with many good and relevant ideas, we do not have the time or money to implement the Programs of Study.	Oct 18, 2010 7:09 PM
15	As a new member of POS, I feel lost and overwhelmed with all the information. It would be nice to have new individuals involved have a separate professional development offering/opportunity than those who are familiar with program.	Oct 18, 2010 7:40 PM
16	How to use Labor Market data in our rapidly changing economic environment. Are there accessible webinars or other online sources for application and incorporation of this data?	Oct 18, 2010 8:48 PM
17	Programs of Study are an excellent way to communicate pathways for students. I think we need to connect POS more to local and regional labor market data. Our academic teachers need to understand the Programs of Study much, much more than they do. Finally, we all need to communicate the importance of the community college system in our state and how this can prepare the future workforce and move high school students into post-secondary education.	Oct 18, 2010 10:01 PM
18	When my school continually sends 97% on to college they, the admin. feels no need to address programs of study. However we fail to measure how many of those graduate. I feel my high school has failed by not allowing students time for exploration. The transcript has become the most important document. Data supports that more students are changing majors more than ever before. Exploration is now taking place in College! I'm sure they don't mind the added revenue. Every kid should have a Program of Study to address their strenghts and provide them with map to the future.	Oct 19, 2010 1:24 PM
19	I feel that SWIC does an excellent job in providing professional development for Programs of Study!	Oct 19, 2010 2:25 PM
20	I work with two community colleges in my Region. One has extensively developed Programs of Study and the other has introduced Programs of Study but has not progressed very much.	Oct 19, 2010 2:51 PM
21	Not sure why I had to respond to this. I don't know anything about it.	Oct 19, 2010 5:31 PM
22	Most secondary teachers have never heard of them. Some in my district consider it tracking. Some say students are to young in make a career choice in high school.	Oct 19, 2010 6:13 PM

## 46. Optional: Please provide any comments about professional development for

Response Text		
23	We did have a division meeting explaining programs of study with career clusters. We also received the information and explained it to our Advisory Board last year. This is about all the Programs of Study information we have done.	Oct 19, 2010 6:14 PM
24	I feel like we need more specific to the FACS Curriculum. We also need them offered during the work day. Lately, all that are offered are at night, and I have a baby and can't attend any of them.	Oct 19, 2010 6:22 PM
25	I know that my CTE department has created articulation agreements with area secondary education programs, but it was before I began working here and I do not believe the agreements have actually been used or promoted in recent years.	Oct 19, 2010 7:45 PM
26	I look forward to participating in more Professional development opportunities at local, state and national conferences and courses.	Oct 20, 2010 1:54 AM
27	Many students require remediation at the secondary level. They are not ready for CTE Programs of Study.	Oct 20, 2010 1:47 PM
28	I attended the Race to the Top state conference this last July and have attended two meetings regarding Career Pathways here at my institution. I am also a career development Instructor and Career Services manager. I am also responsible for the collection of responses to our annual Occupational follow-up surveys.	Oct 21, 2010 7:33 PM
29	I have never been informed of anything concerning POS.	Oct 21, 2010 8:13 PM
30	Budget/finance concerns do not allow for effective professional development.	Oct 21, 2010 10:04 PM
31	I have only participated in general school/district planned inservices.	Oct 22, 2010 2:14 PM
32	Programs of study must be utilized by the general education faculty.counselors. Data should be used to promote not just college, but all options available to studnets upon graduating high school. We are to narrow minded in thinking that college is for everyone and everyone should attend college.	Oct 22, 2010 4:44 PM
33	Neal Kauffman is doing a great job preparing documents to help explain Programs of Study.	Oct 22, 2010 4:54 PM
34	Any professional development outside my district is self-initiated and paid for by me. Our local district provides professional development in house and is focusing on having us write their version of objects, lesson plans and units plans. Each district has there own version of how their plans should look instead of using the lesson and unit plans that are on line created and paid for by the state for our use. There is no consistency or continuity of a vision and this is a waste of our time and energy. Our local leaders are clueless about what is going on at the state level.	Oct 23, 2010 2:53 AM
35	We in Illinois NEED CTE and the Programs of Study to be seen as important for all students no matter their career or college pathway after high school. Please support CTE - especially Business courses in our high schools and colleges!	Oct 25, 2010 1:52 AM
36	Until I received this e-mail/survey, I have never heard of Programs of Study. This is very troubling.....as I try to read everything the ISBE sends out.	Oct 25, 2010 12:14 PM
37	Professional development at the local level is a challenge when Illinois' financial crisis is in the forefront of daily concern. As CTE teachers are losing their jobs, there is little interest in a philosophic/organizational tweeking.	Oct 25, 2010 1:53 PM
38	There needs to be more career development for students. Especially at a younger age. This would help the drop out rates, and give students goals for the future.	Oct 25, 2010 1:54 PM
39	We don't talk about this enough at the faculty level.	Oct 25, 2010 5:58 PM

## 46. Optional: Please provide any comments about professional development for

Response Text		
40	I was unsure at times whether the questions were about my particular school district or my EFE. If they all related to my EFE, I would adjust all my answers to very positive. I feel our EFE is very much on top of this situation. However, my particular local school district is not. I will need a lot of help in convincing our administration and counselors that CTE courses are good for all students and will help prepare them to take the "TEST" and for college.	Oct 25, 2010 7:59 PM
41	One can find data that will support almost any side of a problem. Our district uses data that leads students away from our classes.	Oct 26, 2010 2:21 PM
42	Small schools are disadvantaged because there are not enough students to justify innovative programs of study nor to direct actions to the immediate economic climate	Oct 27, 2010 2:03 PM
43	Because of finances, limited staff and limited academic choices our students are not able to work towards programs of study. There is such a push for students to "pass the tests" (ACT and PLAN) that we are not focused on what the students will do once they leave high school. Our curriculum is being formed for students to do well on "the tests" rather than prepared for college or the workforce. We are in a sad state for those of us trying to teach students life and workforce skills.	Oct 27, 2010 2:25 PM
44	As I have provided professional development to our Board (Asst. Supts. for Curriculum and Instruction), CTE Dept. Chairs, and counselors, I have been asked to provide additional PD for counselors, and also supts., principals, and Boards of Education. This might best be done through Administrator Academies, IASB, and counselor conferences. My most effective tools at the seminars we have hosted are to talk about POS as a tool to give students and parents informed choices (help them make a better choice on where they go to college by knowing why they are going) and to utilize: <ul style="list-style-type: none"> <li>- quotes on "aligned ambitions" from The Ambitious Generation (even though this is about 10 years old)</li> <li>- quotes from Daniel Pink on motivation</li> <li>- our own (customized for each district) POS course sequences (we have four and will be expanding that)</li> <li>- Badger High School's (Lake Geneva, WI) course catalog (this gives people a lot of "doable" ideas)</li> </ul>	Oct 27, 2010 2:50 PM
45	It seems to me that Prof Dev is now on the back burner since we started all of this PLC crap.	Oct 28, 2010 3:11 PM
46	Funding professional development appears to be an issue. There is very little professional development monies currently in the counseling office budget outside of attending articulation conferences at 4 yr. state universities.	Nov 1, 2010 12:48 AM



## **Appendix B: Survey Results by Job Title**



	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
<b>GENERAL KNOWLEDGE &amp; UNDERSTANDING</b>																
	1. I have an in depth understanding of what is meant by "Program(s) of Study" As defined in the instructions to this survey.	80%	79%	82%	67%	77%	57%	78%	76%	81%	75%	93%	82%	87%	68%	76%
		5%	4%	5%	7%	5%	7%	3%	2%	3%	3%	0%	12%	7%	7%	5%
	15%	17%	13%	26%	18%	36%	36%	19%	22%	16%	22%	7%	6%	6%	25%	19%
2. I understand fully what the Carl D. Perkins Career and Technical Education Improvement Act of 2006 says about Programs of Study.	SA/A-	33%	48%	59%	26%	44%	23%	53%	63%	52%	51%	86%	88%	87%	38%	49%
	DK -	26%	14%	5%	13%	14%	20%	15%	8%	6%	13%	0%	6%	3%	19%	13%
	D/SD-	41%	38%	36%	61%	42%	57%	32%	29%	42%	36%	14%	6%	10%	43%	38%
3. I understand fully the six Guiding Principles and corresponding Design Elements under which Programs of Study will be implemented and evaluated in Illinois.	SA/A-	29%	28%	31%	26%	28%	13%	36%	48%	35%	36%	69%	76%	73%	27%	34%
	DK -	21%	15%	13%	13%	15%	23%	18%	7%	13%	15%	8%	0%	3%	29%	15%
	D/SD-	50%	57%	56%	61%	57%	64%	46%	45%	52%	49%	23%	24%	24%	44%	51%
4. I understand fully the Illinois' Pathways To Results (PTR) initiative.	SA/A-	23%	28%	29%	26%	27%	13%	31%	42%	30%	31%	43%	76%	61%	21%	30%
	DK -	23%	19%	8%	20%	18%	13%	17%	10%	20%	15%	7%	6%	7%	29%	17%
	D/SD-	54%	53%	63%	54%	55%	74%	52%	48%	50%	54%	50%	18%	32%	50%	53%
5. My institution/partnership offers at least one Program of Study.	SA/A-	53%	75%	77%	76%	72%	60%	78%	85%	87%	79%	100%	94%	97%	74%	76%
	DK -	34%	19%	15%	17%	21%	40%	20%	12%	13%	19%	0%	0%	0%	21%	19%
	D/SD-	13%	6%	8%	7%	7%	0%	2%	3%	0%	2%	0%	6%	3%	5%	5%
6. I can name all the Programs of Study offered at my institution/partnership.	SA/A-	18%	47%	43%	51%	43%	17%	32%	53%	49%	38%	79%	100%	90%	22%	42%
	DK -	26%	12%	13%	18%	15%	10%	19%	5%	16%	14%	0%	0%	0%	17%	14%
	D/SD-	56%	41%	44%	31%	42%	73%	49%	42%	35%	48%	21%	0%	10%	61%	44%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
7. In my community/region, there is a perception that most career and technical education (CTE) programs lead to low-wage jobs.	SA/A-	28%	46%	36%	48%	42%	27%	38%	29%	29%	33%	57%	41%	48%	36%	38%
	DK -	8%	11%	8%	6%	9%	23%	16%	12%	13%	15%	7%	6%	7%	19%	12%
	D/SD-	64%	43%	56%	46%	49%	50%	46%	59%	58%	52%	36%	53%	45%	45%	50%
8. I have been involved in creating Programs of Study at my institution/partnership.	SA/A-	26%	58%	60%	43%	51%	23%	56%	69%	26%	51%	93%	100%	97%	24%	52%
	DK -	15%	9%	3%	7%	8%	0%	14%	0%	6%	7%	0%	0%	0%	14%	8%
	D/SD-	59%	33%	37%	50%	41%	77%	30%	31%	68%	42%	7%	0%	3%	62%	40%
LEADERSHIP																
	SA/A-	51%	60%	80%	63%	62%	50%	73%	87%	77%	74%	100%	88%	94%	67%	69%
	DK -	33%	18%	5%	26%	20%	47%	18%	7%	13%	18%	0%	0%	0%	26%	18%
9. The administration at my institution/partnership encourages the development of one or more Programs of Study.	D/SD-	16%	22%	15%	11%	18%	3%	9%	6%	10%	8%	0%	12%	6%	7%	13%
	SA/A-	53%	50%	82%	59%	57%	53%	58%	82%	80%	67%	86%	59%	71%	62%	62%
	DK -	16%	10%	3%	17%	11%	37%	22%	7%	10%	18%	7%	6%	6%	29%	15%
10. The administration at my institution/partnership encourages making time for collaboration between secondary and postsecondary faculty members, counselors, and administrators.	D/SD-	31%	40%	15%	24%	32%	10%	20%	11%	10%	15%	7%	35%	23%	9%	23%
	SA/A-	46%	47%	72%	54%	51%	40%	60%	63%	52%	57%	50%	59%	55%	46%	53%
	DK -	23%	9%	5%	26%	14%	47%	19%	15%	29%	23%	21%	12%	16%	32%	19%
11. The administration at my institution/partnership encourages joint planning for academic/general education and CTE faculty members.	D/SD-	31%	44%	23%	20%	35%	13%	21%	22%	19%	20%	29%	29%	29%	22%	28%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
12. The administration at my institution/partnership encourages counselors and/or career advisors to work with individual students on career planning.	SA/A-	74%	73%	89%	89%	78%	70%	72%	81%	93%	77%	72%	71%	71%	72%	77%
	DK -	10%	9%	3%	4%	7%	23%	16%	13%	7%	15%	14%	6%	10%	14%	11%
	D/SD-	16%	18%	8%	7%	15%	7%	12%	6%	0%	8%	14%	23%	19%	14%	12%
<b>PARTNERSHIPS</b>																
13. An inventory/survey of the economic development and labor market needs of my region is used to develop Programs of Study in my institution/partnership.	SA/A-	26%	22%	28%	20%	23%	23%	49%	49%	32%	43%	36%	76%	58%	29%	34%
	DK -	56%	46%	51%	65%	52%	74%	40%	31%	55%	44%	28%	6%	16%	57%	47%
	D/SD-	18%	32%	21%	15%	25%	3%	11%	20%	13%	13%	36%	18%	26%	14%	19%
14. Representative stakeholders (secondary, postsecondary, business and industry, economic development groups, and community-based organizations) have formed a partnership and participate together in regular partnership meetings.	SA/A-	36%	41%	38%	31%	38%	27%	48%	71%	48%	52%	86%	82%	84%	42%	46%
	DK -	49%	34%	44%	52%	41%	70%	34%	16%	42%	35%	7%	0%	3%	46%	37%
	D/SD-	15%	25%	18%	17%	21%	3%	18%	13%	10%	13%	7%	18%	13%	12%	17%
15. A shared vision and decision-making process has been established by the partnership.	SA/A-	26%	33%	41%	29%	32%	20%	37%	45%	42%	37%	86%	82%	84%	32%	37%
	DK -	51%	42%	39%	64%	47%	77%	45%	34%	55%	48%	14%	0%	6%	61%	46%
	D/SD-	23%	25%	20%	7%	21%	3%	18%	21%	3%	15%	0%	18%	10%	7%	17%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(81) Coord. & Dir. Response Totals	(42) Other	(561) Overall
16. There is a memorandum of understanding (or charter) that outlines roles and responsibilities of all stakeholders in the partnership.	SA/A-	18%	17%	31%	13%	18%	7%	16%	39%	13%	21%	64%	76%	71%	36%	24%
	DK -	64%	56%	49%	80%	61%	90%	68%	40%	81%	65%	29%	6%	16%	62%	60%
	D/SD-	18%	27%	20%	7%	21%	3%	16%	21%	6%	14%	7%	18%	13%	2%	16%
<b>PROFESSIONAL DEVELOPMENT</b>																
17. My institution/partnership provides professional development activities in which secondary and postsecondary personnel are jointly involved.	SA/A-	49%	40%	55%	56%	48%	43%	38%	68%	58%	50%	93%	88%	90%	62%	51%
	DK -	20%	18%	16%	13%	17%	50%	30%	16%	26%	28%	0%	0%	0%	21%	21%
	D/SD-	31%	42%	29%	31%	37%	7%	32%	16%	16%	32%	7%	12%	10%	17%	28%
18. My institution/partnership provides professional development opportunities in which academic/general education and career and technical education (CTE) faculty members are jointly involved.	SA/A-	51%	59%	72%	61%	60%	43%	64%	71%	68%	64%	64%	76%	71%	64%	62%
	DK -	23%	9%	10%	17%	13%	50%	22%	15%	29%	25%	0%	6%	3%	24%	18%
	D/SD-	26%	22%	18%	22%	27%	7%	14%	14%	3%	11%	36%	18%	26%	12%	20%
19. My institution/partnership provides professional development opportunities related to creating and/or improving Programs of Study.	SA/A-	49%	54%	64%	40%	52%	37%	52%	55%	65%	53%	50%	94%	74%	45%	53%
	DK -	33%	18%	23%	22%	22%	50%	22%	18%	32%	26%	0%	0%	0%	38%	24%
	D/SD-	18%	28%	13%	38%	26%	13%	26%	27%	3%	21%	50%	6%	26%	17%	23%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(264) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
20. My institution/partnership provides professional development for counselors or other student support staff to help them understand current labor market data.	SA/A-	31%	27%	49%	35%	32%	7%	28%	21%	37%	24%	50%	71%	61%	38%	31%
	DK -	59%	44%	18%	15%	37%	86%	48%	40%	20%	47%	7%	12%	10%	48%	40%
	D/SD-	10%	29%	33%	50%	31%	7%	24%	39%	43%	29%	43%	17%	29%	14%	29%
<b>TEACHING AND LEARNING</b>																
21. Most academic/general education faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).	SA/A-	62%	47%	41%	43%	47%	37%	45%	23%	42%	38%	21%	29%	26%	33%	41%
	DK -	25%	24%	18%	22%	23%	43%	43%	37%	52%	42%	36%	24%	29%	43%	33%
	D/SD-	13%	29%	41%	35%	30%	20%	12%	40%	6%	20%	43%	47%	45%	24%	26%
22. Most CTE faculty members in my institution/partnership teach contextually (i.e., in the context of how the information being taught is used outside the classroom).	SA/A-	54%	88%	90%	62%	79%	37%	81%	85%	61%	73%	86%	88%	87%	50%	75%
	DK -	38%	8%	5%	33%	16%	63%	19%	13%	39%	26%	7%	6%	6%	48%	22%
	D/SD-	8%	4%	5%	5%	5%	0%	0%	2%	0%	1%	7%	6%	7%	2%	3%
23. Most CTE faculty members in my institution/partnership stress/support academics in their CTE courses.	SA/A-	63%	90%	84%	68%	81%	40%	77%	79%	63%	71%	86%	94%	90%	55%	76%
	DK -	34%	7%	5%	30%	15%	57%	19%	14%	37%	25%	7%	0%	3%	43%	20%
	D/SD-	3%	3%	11%	2%	4%	3%	4%	7%	0%	4%	7%	6%	7%	2%	4%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(264) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(81) Coord. & Dir. Response Totals	(42) Other	(561) Overall
24. Most academic/general education and CTE faculty members at my institution work together to create project-based learning activities that require the use of academic and CTE knowledge.	SA/A-	41%	51%	36%	30%	44%	17%	46%	31%	29%	36%	7%	29%	19%	29%	38%
	DK -	41%	8%	13%	37%	19%	70%	29%	19%	61%	36%	43%	6%	23%	52%	28%
	D/SD-	18%	41%	51%	33%	37%	13%	25%	50%	10%	28%	50%	65%	58%	19%	34%
<b>CURRICULUM</b>																
25. At my institution/partnership, curriculum used in Programs of Study is built on standards (academic, technical, employability).	SA/A-	59%	74%	68%	63%	69%	37%	69%	82%	71%	69%	79%	82%	81%	67%	69%
	DK -	33%	20%	24%	33%	25%	63%	24%	13%	26%	26%	14%	12%	13%	26%	25%
	D/SD-	8%	6%	8%	4%	6%	0%	7%	5%	3%	5%	7%	6%	6%	7%	6%
26. The Programs of Study at the secondary level in my district/region are rigorous and thorough enough to prepare students to succeed in college without remediation.	SA/A-	56%	59%	67%	60%	60%	7%	40%	19%	35%	29%	64%	41%	52%	40%	46%
	DK -	23%	21%	15%	22%	21%	50%	35%	39%	23%	36%	14%	18%	16%	31%	27%
	D/SD-	21%	20%	18%	18%	19%	43%	25%	42%	42%	35%	22%	41%	32%	29%	27%
27. Students in my district/region who have taken articulated or dual credit courses are more prepared for college than those who have not.	SA/A-	57%	66%	79%	76%	68%	34%	49%	56%	45%	48%	64%	94%	81%	50%	60%
	DK -	33%	27%	13%	13%	23%	45%	30%	32%	32%	33%	36%	6%	19%	36%	28%
	D/SD-	10%	7%	8%	11%	9%	21%	21%	12%	23%	19%	0%	0%	0%	14%	12%



Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
28. Business members of an advisory council/committee have reviewed my institution's curriculum for adherence to local/regional/national standards.	SA/A-	18%	30%	31%	18%	26%	56%	65%	33%	49%	54%	65%	60%	26%	38%
	DK -	72%	47%	45%	71%	55%	36%	27%	64%	44%	23%	6%	13%	60%	48%
	D/SD-	10%	23%	24%	11%	19%	8%	8%	3%	7%	23%	29%	27%	14%	14%
29. My institution/partnership has researched the Programs of Study examples provided by the "States Career Clusters Initiative" funded by the U.S. Department of Education at www.careerclusters.org.	SA/A-	18%	38%	49%	27%	35%	25%	62%	39%	34%	64%	94%	81%	28%	36%
	DK -	77%	49%	33%	62%	53%	71%	26%	58%	61%	22%	0%	10%	67%	55%
	D/SD-	5%	13%	18%	11%	12%	4%	12%	3%	5%	14%	6%	9%	5%	9%
<b>FOCUSING STUDENTS</b>															
30. In my community/region students are exposed to career awareness and exploration at every level (elementary, secondary and postsecondary).	SA/A-	58%	63%	64%	61%	62%	45%	52%	42%	45%	72%	76%	74%	64%	56%
	DK -	18%	23%	18%	13%	20%	40%	31%	42%	40%	7%	6%	7%	24%	27%
	D/SD-	24%	14%	18%	26%	18%	15%	17%	16%	15%	21%	18%	19%	12%	17%
31. Most high school students in my region have individual career plans that lead to postsecondary Programs of Study.	SA/A-	41%	48%	51%	44%	47%	20%	16%	26%	21%	57%	47%	51%	35%	36%
	DK -	26%	18%	16%	15%	18%	51%	58%	35%	52%	7%	12%	10%	30%	32%
	D/SD-	33%	34%	33%	41%	35%	13%	26%	39%	27%	36%	41%	39%	35%	32%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
32. When advising students about postsecondary options, most secondary school counselors in my region present community colleges as a viable alternative to four-year colleges.	SA/A-	87%	71%	74%	87%	77%	48%	52%	44%	58%	50%	86%	65%	74%	61%	65%
	DK -	13%	19%	13%	11%	16%	48%	35%	38%	32%	37%	0%	12%	7%	17%	24%
	D/SD-	0%	10%	13%	2%	7%	4%	13%	18%	10%	13%	14%	23%	19%	22%	11%
33. My institution/partnership effectively markets Programs of Study to parents and the community as a way for students to prepare for high-wage careers.	SA/A-	37%	26%	32%	26%	29%	33%	39%	23%	32%	33%	22%	29%	26%	46%	31%
	DK -	40%	34%	29%	26%	33%	60%	31%	34%	52%	39%	14%	12%	13%	27%	34%
	D/SD-	23%	40%	39%	48%	38%	7%	30%	43%	16%	28%	64%	59%	61%	27%	35%
34. Most counselors/student support staff at my institution/partnership give career advice in addition to academic advice.	SA/A-	81%	65%	79%	91%	74%	57%	53%	66%	77%	61%	71%	47%	58%	64%	67%
	DK -	16%	19%	3%	4%	14%	33%	33%	21%	13%	27%	7%	24%	16%	29%	20%
	D/SD-	3%	16%	18%	5%	12%	10%	14%	13%	10%	12%	22%	29%	26%	7%	13%
<b>USING DATA</b>																
35. My institution/partnership uses data for planning and decision-making purposes.	SA/A-	74%	76%	95%	78%	79%	64%	75%	84%	77%	76%	79%	82%	81%	58%	76%
	DK -	21%	16%	0%	9%	13%	33%	17%	6%	13%	16%	7%	6%	6%	37%	16%
	D/SD-	5%	8%	5%	13%	8%	3%	8%	10%	10%	8%	14%	12%	13%	5%	8%

Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(264) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(31) Coord. & Dir. Response Totals	(42) Other	(561) Overall
36. My institution/partnership collects and uses labor market and economic development data.	SA/A-	31%	34%	51%	22%	34%	56%	82%	45%	61%	72%	88%	81%	42%	48%
	DK -	59%	45%	8%	39%	41%	34%	11%	45%	31%	21%	6%	13%	48%	36%
	D/SD-	10%	21%	41%	39%	25%	10%	7%	10%	8%	7%	6%	6%	10%	16%
37. My institution/partnership uses data to improve CTE programs.	SA/A-	41%	51%	74%	36%	50%	60%	82%	68%	65%	69%	94%	83%	51%	58%
	DK -	51%	23%	5%	31%	26%	29%	13%	26%	28%	23%	0%	10%	39%	27%
	D/SD-	8%	26%	21%	33%	24%	11%	5%	6%	7%	8%	6%	7%	10%	15%
38. My institution/partnership uses data to increase student retention.	SA/A-	59%	57%	69%	63%	61%	67%	78%	68%	70%	64%	82%	74%	62%	65%
	DK -	19%	30%	13%	28%	25%	22%	11%	26%	21%	7%	6%	7%	33%	23%
	D/SD-	22%	13%	18%	9%	14%	11%	11%	6%	9%	29%	12%	19%	5%	12%
39. My institution/partnership uses data to reduce the number of students needing remediation upon entering college.	SA/A-	51%	54%	67%	59%	56%	40%	57%	47%	45%	64%	59%	61%	43%	51%
	DK -	39%	32%	10%	15%	27%	46%	26%	33%	39%	7%	12%	10%	45%	32%
	D/SD-	10%	14%	23%	26%	17%	14%	17%	20%	16%	29%	29%	29%	12%	17%

	Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(81) Coord. & Dir. Response Totals	(42) Other	(561) Overall
40. My institution/partnership uses data to ensure that all students have access to relevant Programs of Study.	SA/A-	54%	35%	41%	37%	39%	38%	43%	40%	42%	41%	50%	53%	52%	53%	42%
	DK -	36%	43%	23%	41%	39%	59%	43%	39%	45%	44%	29%	6%	16%	27%	39%
	D/SD-	10%	22%	36%	22%	22%	3%	14%	21%	13%	15%	21%	41%	32%	20%	19%
<b>DEMOGRAPHICS</b>																
41. Which Response Best Describes You? (also see column headings)		39	140	39	46	264	30	101	62	31	224	14	17	31	42	561
	<1 year	2%	2%	8%	6%	4%	10%	2%	5%	10%	5%	14%	0%	7%	2%	4%
	1-4 years	15%	26%	10%	15%	20%	20%	22%	26%	19%	22%	29%	35%	32%	33%	23%
	5-9 years	26%	23%	36%	30%	27%	23%	23%	16%	13%	20%	21%	35%	29%	17%	24%
	10 or more years	57%	49%	46%	49%	49%	47%	53%	53%	58%	53%	36%	30%	32%	48%	49%
42. How long have you been at your current institution?	<1 year	0%	0%	5%	7%	2%	7%	1%	3%	13%	4%	0%	0%	0%	7%	3%
	1-4 years	15%	19%	5%	26%	17%	0%	12%	23%	26%	15%	7%	12%	10%	17%	16%
	5-9 years	8%	19%	28%	13%	18%	13%	15%	14%	13%	14%	21%	0%	10%	5%	15%
43. How long have you been involved with career and technical education?	10 or more years	20%	62%	57%	41%	52%	10%	67%	47%	35%	50%	72%	88%	80%	33%	51%
	Not involved w/CTE	57%	0%	5%	13%	11%	70%	5%	13%	13%	17%	0%	0%	0%	38%	15%

Response Choices	(39) Sec. Academic Faculty	(140) Sec. CTE Faculty	(39) Sec. Admin.	(46) Sec. Counselor	(284) Sec. Response Totals	(30) Postsec. Gen. Ed. Faculty	(101) Postsec. CTE Faculty	(62) Postsec. Admin.	(31) Postsec. Student Spt. Counselor	(224) Postsec. Response Totals	(14) Partner. Coord.	(17) EFE Director	(81) Coord. & Response Totals	(42) Other	(561) Overall
Fulltime?	95%	93%	100%	96%	95%	73%	96%	97%	87%	92%	79%	65%	71%	71%	91%
Parttime?	5%	7%	0%	4%	5%	27%	4%	3%	13%	8%	21%	35%	29%	29%	9%
jointly w/ sec & postsec	28%	56%	62%	68%	55%	37%	41%	74%	71%	54%	86%	88%	87%	52%	56%
joint with gen. ed. & CTE	33%	74%	72%	46%	63%	40%	57%	61%	52%	55%	50%	71%	61%	31%	57%
create or improve POS	28%	58%	46%	35%	48%	37%	51%	69%	32%	51%	100%	94%	97%	36%	51%
labor mkt. data for couns.	5%	7%	36%	30%	15%	3%	9%	21%	29%	14%	36%	77%	58%	17%	17%
econ. dev. & labor mkt.	13%	19%	21%	15%	17%	10%	16%	36%	3%	19%	36%	65%	52%	14%	20%
conduct bus. adv. comm.	3%	14%	23%	4%	12%	0%	23%	16%	3%	15%	21%	59%	42%	7%	14%
national conf. TP, CP, POS	8%	20%	26%	7%	17%	3%	24%	26%	16%	21%	57%	77%	68%	17%	21%
state conf. TP, CP, POS	15%	29%	44%	24%	34%	3%	23%	57%	32%	31%	79%	94%	87%	29%	35%
regional tng. TP, CP, POS	10%	43%	49%	50%	40%	3%	24%	53%	45%	32%	71%	88%	81%	31%	39%
Other (see App A)	15%	8%	3%	9%	8%	17%	14%	5%	10%	11%	1%	0%	3%	43%	12%
	3 replies	13 replies	3 replies	2 replies	21 replies	2 replies	7 replies	5 replies	6 replies	20 replies	1 reply	4 replies	5 replies	0 replies	46 replies

46. Optional: Please provide any comments about professional development for POS:

46 responses: see attached pages



## **Appendix C: Meeting Notes**





## **TWG Meeting, September 28, 2010**

- Debbie Mills, CORD, reviewed the 5 tasks of the project
- Need a snapshot of the professional development offerings over the past three to five years. Some events are statewide, but others are regional or local. Not just workshops. Also include webinars. Just need a snapshot. Other information will come through the survey.
- ICCB gives small grants regionally – “Regional Collaboratives.”
- CORD will send out an “intake” form to list those activities. Include things about POS in the broadest sense – could include Tech Prep, Career Pathways, etc.
- Survey discussion:
  - Possibly 2 surveys, one for practitioners and one at the system director level?
  - Or, add to “institution” such as institution/partnership.
  - Add note at beginning to clarify that if you are not at the local level, answer how the majority of the institutions under your direction relate to this.
- Discussion about whether training should be provided by outside people, or whether the local/regional leaders should be trained to do the training.

## Professional Development Focus Group, September 29, 2010

### 12:45 pm Focus Group

13 people attending

- Career and Technical Education (CTE) curriculum grant from Illinois State Board of Education – online curricula for teachers
- Consultant for professional development teachers
- Nursing instruction retired – Perkins administrator
- Education for Employment (EFE) Director – 26 schools – 54,000 students
- Institutional Research at a college
- Systems Director for a regional delivery system
- Lincoln Land – student services helping with POS
- Partnership for College and Career Success (PCCS) Director; Moraine Valley Community College
- Dean for Science and Technology; Moraine Valley Community College
- Dean; Moraine Valley Community College
- Dean; Business and Information System at a college
- EFE Director
- Late person

What is needed for professional development in the area of Programs of Study?

- Everyone needs professional development
- Programs of Study not part of the culture yet
- Higher levels of leadership need to “get it” and talk about it
- Teachers don’t understand Programs of Study (POS) and how different than previous programs
- Focus is on test scores and all else is “noise”
- Need to show principals that Programs of Study implementation will increase text scores
- CTE has become a dumping ground
- Need data to show progress of students in CTE courses
- CTE teachers need to learn to align courses to standards in core courses
- Academic teachers and CTE teachers need to learn to help each other and leadership needs to learn to encourage this
- Need to show there could be less developmental ed and more completers

- Show leadership that Programs of Study will align curricula to have less dev ed and more completers
- Need to push “basics” down to elementary level. Students need to come to high school prepared to succeed in academic basics.
- Stackable certificates – don’t see value – value depends on the sector
- Need business/industry at the table
- Business/Industry needs professional development on what education needs from them and educators need professional development on how to communicate with... Use business/industry effectively. Educators need to convince business/industry that working on programs of study can affect the bottom line.
- Need to learn how to use advisory committees that include business/industry. Need to be joint secondary and postsecondary advisory committees
- Parents are influential. They need to hear about the Programs of Study alternatives. Professional development on how to run a community awareness campaign.
- Counselors need a lot of help – don’t understand Programs of Study. Counselor professional development VERY IMPORTANT.
- Contextual teaching and learning very important.

## **2:15 Focus Group**

12 people

- EFE director; rural area; get superintendents and principals to buy in or it will go away anyway. Their focus is on academics and college. No focus on career preparation. Everyone agrees.
- Postsecondary leadership also does not “get it”
- Counselors don’t buy in either.
- Administrators’ academy needs to have Programs of Study infused. Leaders need to see how POS is linked to increased student achievement.
- Postsecondary success is measured by completion rates and serving the business community. There is a disconnect with secondary because they have different goals.
- Secondary leadership needs to understand the labor market so they will see where POS can lead
- Need to show how Programs of Study/contextual learning can lead to secondary academic goals
- Use annual superintendent and principals conferences to spread the word.
- Also the Illinois School Board Association.
- More of the same does not equate to better.

- Business has the power, but don't understand how Programs of Study works.
- There needs to be data from where it's working for it to be adopted
- Should all students be in a Programs of Study or just certain students? Illinois does not seem to believe that it's for all students
- Counselors need to know how to have a conversation with students and families about career development.
- Counselors have been saddled with too many other duties.
- Educators need to know what is going on in the world with the economy and jobs – not just what happens in schools.
- Counselors need training in career education. They don't know their role.
- All levels need training in contextual teaching and learning. CTE and science teachers do better than others.
- Need to give applied math or applied science credit for certain CTE classes. Principals and superintendents would be more supportive if students could get credit.
- Must bring secondary and postsecondary faculty together regularly so that they can learn to align course work.

### **3:45 Focus Group**

5 people attended

- Teachers don't realize they are part of a Programs of Study.
- Terminology causes some barriers/resistance
- Postsecondary faculty don't understand how they fit into Programs of Study
- Postsecondary counselors don't understand their role in counseling for occupational areas/ Programs of Study
- Helps to organize college catalogs along career cluster lines
- Secondary counselors may be receptive, but don't know much about Programs of Study
- Need to start with broad information about clusters and understand the options within a cluster
- Faculty members in programs that are not part of an accrediting body don't understand why there needs to be a specific plan with specific sequence. Need professional development for deans.
- How to get secondary, postsecondary and business/industry to work together as one group – joint advisory councils.
- All educators need to realize that business/industry is the customer.
- Business/industry needs professional development on running an advisory committee and how to review curricula

- Teach teams of academic and CTE faculty to work together to create lessons.
- Have secondary and postsecondary staff development days together – sometimes could offer in the summer. Needs to be long-term and not just a one shot event.
- Provide professional development on how to do professional development
- Needs to be accountability with professional development. What is learned and how is it shared with others?
- Need professional development in using data, as well as research in deciding what activities to do then measure. Needs to be understandable and useable. And need to know where to go to get appropriate data. Must have different data to talk to different audiences.

## **TWG Meeting, December 15, 2010**

Attendees: Deb Bragg; Rob Kerr; Aimee Julian; Kristy Morelock; Jody Hunt; Kent Scheffel; Sherry Hott; Tom Hott; Suzanne Kendryna; Debbie Mills

- Illinois need more in-depth information so folks can understand that cp is “more than a course sequence”
- Train-the-trainer in Pathways-To-Results; Need this with system directors. Programs of Study (POS) is not a priority in all regions
- Is Illinois State Board of Education (ISBE) talking POS? Are secondary folks hearing about POS from systems directors? Academic side doesn't understand. It's not just CTE folks. Need ISBE high leadership
- Secondary counselors have too many students in their case load.
- Message needs to be: POS are for ALL students; right now it's a CTE initiative.
- Bottom up and top down---leadership is needed
- Results matter: What is the impact? Show data to superintendents and principals
- State-level boards: Show them the data that you have. Need a resolution or support. President's Council?
- Informational network breakdown
- Academic representation at CTE advisory committee
- Connection between partnerships and ad Committees? What would a model partnership look like? Articulate to the partnerships: here are our expectations for partnerships. Define outcomes
- Get “expectation tool”
- Need parameters
- Board level @ Illinois Community College Board (ICCB) and ISBE
- Promising practices in Illinois...learning from others. Take the PTR initiative and make it promising practices. Share the good. Pull together the Promising practices...the people, the leaders that are developing. Mentoring
- Partnerships need to be strengthened (secondary & postsecondary; education and business/industry). Being strategic; not just holding meetings Using business effectively

### **Recommendations**

- Partnerships
- Engaging Counselors; How POS will be useful to them

- ISBE @ meetings
- All students needs to be understood
- Sec and PS counselors together; vertical partnerships
- Best practices
- Reintroduce to both boards (ISBE and ICCB); gather support; renew
- Find champions (superintendents)...Wheeling superintendent?
- High School principals