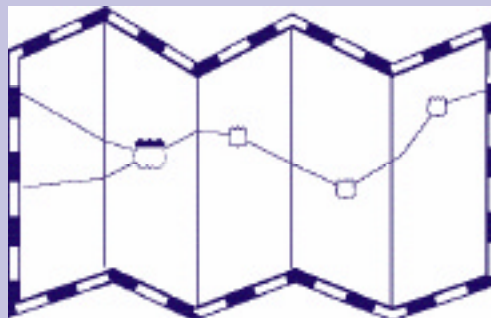


Chapter I

FRAMEWORK FOR PERKINS III

- A. National Educational Reform
- B. Illinois Provisions for Quality Career-Technical Education
- C. Stages of Career Development
- D. Career-Technical Education: A Vehicle for Students to Succeed

Reading the Map





CHAPTER I

Framework for Perkins III

Perkins reauthorized

CTE is alive, well, and redefining itself.

Methods for local operating procedures are outlined in the document.

Historically, career-technical education has provided applied and active learning opportunities. Typically, students who wanted more relevance and application in their education have taken this path. Through the Carl D. Perkins Vocational and Technical Education Act of 1984 and its reauthorizations in 1990 and 1998, enrolled learners, including those in special populations, have been encouraged and supported in their choices to “succeed by doing.” It has been the answer for many to the question, “Why do I need to know this?” Perkins has assisted many learners with the transitions to postsecondary education and further education, and it has been a major supplier of competent members in our productive workforce. Now, renamed to reflect the evolving relationships of culture, learning, and work, Career-Technical Education (CTE) is alive, well, and redefining itself. State and federal legislation is reflecting and driving the increased emphasis by employers and educators for a more skilled workforce. As a result, education reform initiatives encourage more integrated learning, provision of employment skills, and continued lifelong learning and satisfied lives.

In keeping with history and newer trends, this document, entitled *Roadmap to Carl D. Perkins Vocational and Technical Education Act of 1998*, outlines methods that local and State agencies can use to implement Illinois initiatives and the new Carl D. Perkins Vocational and Technical Education Act of 1998 (hereafter referred to as Perkins III or the Perkins Act) in meeting the needs of special populations students. While the Illinois State Board of Education (ISBE) recognizes that each agency operates within its own local parameters, this document offers guidelines from which agencies can shape their operating procedures for meeting the needs of all learners, including those fitting the description of one or more of the population categories listed below.

In Perkins III, the populations designated as special include . . .

- individuals with disabilities.
- individuals from economically disadvantaged families, including foster children.
- individuals preparing for nontraditional training and employment.
- single parents, including single pregnant women.
- displaced homemakers.
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Using Perkins III as a backdrop and framework, this guidebook offers information in accordance with other federal legislation, Illinois State Goals, and the Illinois State Board of Education/Center for Workforce and Community Partnerships’ State Perkins Plan as they relate to provisions for special populations learners in CTE.



Section A: National Educational Reform

It is important to recognize the 1998 Perkins Act as one part of a national educational reform movement. The driving force behind the more stringent accountability measures of Perkins III, with its emphasis on quality, flexibility, and seamless educational and workforce systems is that it is not a mandate of Perkins only. In fact, it is an integral component of many state and national initiatives. In order to prepare all learners for the workplace and lifelong learning, systemic change on multiple fronts is required. In fact, change of this magnitude can only occur as educators collaborate to streamline and improve services.

For this reason, it is mandated in Perkins III that the services and programs for special populations previously provided by Perkins II be coordinated with existing services and other initiatives. Those implementing Perkins III and the Workforce Investment Act (WIA) of 1998, for instance, are required to avoid duplication and supplanting of services. By implication, education is becoming a priority for all members of society.

At the federal level, legislation such as Goals 2000, the WIA, the School-to-Work Opportunities Act, and Perkins III have been passed to . . .

- encourage or mandate states to develop a more comprehensive, collaborative planning system.
- streamline the data gathering process.
- integrate programs and funds.
- develop a single program improvement process.

At the State level, Illinois Learning Standards and the School Improvement Plan reinforce the national momentum to . . .

- assist schools and districts to provide quality education.
- integrate academics and CTE.
- connect education to real-world situations.

As a result, local educational agencies and business personnel have taken significant strides to improve schools and higher education to help all students achieve the Illinois Learning Standards and basic occupational skills. ISBE (2000a) holds planning meetings to coordinate with staff working with the Elementary and Secondary Education Act, Perkins Act, Individuals with Disabilities Education Act (IDEA), and other federal programs to increase the cumulative impact of all programs.

Reform initiatives – Stringent accountability, with emphasis on quality, flexibility, and seamless educational and workforce systems

Coordination of services mandated to . . .

- *encourage a comprehensive, collaborative planning system.*
- *streamline data gathering.*
- *integrate programs and funds.*
- *develop improvement process.*

Illinois reinforces national momentum.

Help all learners achieve Illinois Learning Standards and basic occupational skills.



Section B: Illinois' Provisions for Quality Career-Technical Education

Business leaders have taken an active role in improving the quality of teaching and learning. In Illinois, members of the Illinois Business Education Coalition, including CEOs, managers, presidents, and senior staff of major Illinois corporations, have met to build a long-term education improvement agenda. In recognizing the importance of education in preparing the nation's future workforce, business and industry members are taking on significant leadership responsibilities in education reform.

In response to the national changes and accompanying imperatives for educational reform, the Governor of Illinois appointed a Human Resource Investment Council (HRIC). The HRIC, renamed to include the functions of the Illinois Workforce Investment Board (IWIB), has helped to develop a statewide vision and standards for preparing Illinois learners to meet workplace and societal challenges.

State HRIC/IWIB Identified Goals for CTE Learners

The HRIC/IWIB has identified six outcome-oriented goals for CTE learners. These statewide goals encompass the Perkins Act core indicators with the accompanying State performance measures, and interface with the Illinois Learning Standards established by the ISBE (2000a):

1. All learners should achieve high standards of academic, analytical thinking, technical-professional, and employability skills so they are well-prepared for employment and further education and training.
2. Current workers should continuously upgrade their academic, technical-professional, and workplace skills to assure the relevance of their skills to changing work requirements and their continued employability.
3. All persons, including those not in the workforce, should have opportunities to access high-quality career information and to participate equitably in education and training services to achieve the high levels of skill and knowledge necessary to increase the competitive advantage of Illinois businesses in the global marketplace.
4. All learners should be able to make smooth transitions through the educational and training system and into the workplace in order to attain personal and family economic self-sufficiency through rising real incomes and to improve the economic development of the State.
5. Learners throughout the educational and training system should participate in programs that link classroom and workplace learning.
6. All learners should be assured of the quality, efficiency, and accountability of workforce preparation programs.

HRIC is now the Illinois Workforce Investment Board (IWIB).

HRIC/IWIB's six outcome-oriented goals encompass the Illinois Learning Standards and State performance measures with the Perkins Act core indicators.



In accordance with these goals, all Perkins-funded programs are to provide individuals who are members of special populations with equal access to the full range of CTE programs available to individuals who are not members of special populations.

Equal Opportunities, Access, and Modifications Available for CTE Learners

To assure that all learners have equal opportunities for success in CTE programs and employment, the ISBE's Center for Workforce and Community Partnerships (CWCP) has outlined equity provisions in the State Plan (ISBE, 2000a). In accordance with the General Education Provisions Act (20 U.S.C. 1228a), the following guidelines are used to assure equitable participation in State-level activities.

- ISBE will continue providing technical assistance to both external and internal clients through the services of ISBE staff with equity expertise.
- ISBE will continually update and collect assurance forms that list all items recipients must agree to and observe when accepting and using federal program funds, including Section 427 of the General Education Provisions Act.
- During equity reviews and onsite visits, ISBE staff will verify the equitable activities of school districts, local education agencies (LEAs), and community colleges.
- In any competitive grant activity, individuals of diverse backgrounds will be provided with opportunities to apply for grants and to serve on review teams in an effort to assure equitable participation.
- All conferences will provide opportunities, training, materials, and networking for diverse State populations.
- The State accreditation processes will continue to be a major force in supporting equitable opportunities for learners and instructors.
- State-level commissions, advisory committees, ad hoc committees, task forces, or other groups will have membership that is representative of the diverse populations and groups in the State. (ISBE, 2000a, p. 25)

As required in Section 427 of the General Education Provisions Act, ISBE (2000a) is addressing the six barriers—(1) gender, (2) race, (3) national origin, (4) religion, (5) disability, and (6) age—through input from representatives of these groups. This is being accomplished for LEAs through the State-level development of models, guidelines, staff development activities, and other activities. The intent of these activities is to assure appropriate access of information and programs to all interested participants. Clearly, through the establishment of these State goals and activities, the particular importance of special populations students is affirmed in Illinois.

Illinois assures equitable participation opportunities in the following ways:

- *Technical assistance*
- *Assurance forms*
- *Verification of equitable activities*
- *Diverse backgrounds invited to apply*
- *Conferences required to provide accommodations*
- *Equitable accreditation*
- *Diverse memberships*

According to Section 427 of the General Education Provisions Act, ISBE addresses six barriers:

- 1. Gender*
- 2. Race*
- 3. National origin*
- 4. Religion*
- 5. Disability*
- 6. Age*



Perkins III and this guidebook support the road to career success.

Chart 1-A represents the process.

Career development is a process that all people go through like physical development or mental development.

Illinois has adopted a four-phase model for career development:

Awareness – grades preK-5

Section C: Stages of Career Development

Lifelong learning is a road with diverse experiences, many of which are career related. This road is delineated by career development mile markers or stages. It is the process of moving along the road that educational reform laws encourage and State initiatives support. Chart 1-A, “Stages of Career Development,” represents this traveling process.

Perkins III and other legislation encourage the practice of career development to help students identify, select, or explore their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity. Through exploratory activities, learners are able to form clear goals and make appropriate decisions about their future careers. Computer-assisted programs and other resources (e.g., the Internet; *Dictionary of Occupational Titles*; and the *Occupational Outlook Handbook*, published by the U.S. Department of Labor) can be used during the career exploration process. Schmidt (1993) suggests that educational staff ensure that their curriculum, school services, and special programs provide students with opportunities to learn about the present and future trends and directions of different occupations.

Career development has been defined as the interaction of psychological, sociological, economic, physical, and chance factors that shape the sequence of jobs, occupations, or careers in which a person may engage throughout a lifetime. Career development is a major aspect of human development. It includes the entire life span and encompasses the whole person. Career development involves a person’s past, present, and future work roles. It is linked to self-concept, family life, and all aspects of one’s environmental and cultural conditions.

NCRVE (1995) notes that career awareness and exploration actually begin at a very young age for all learners. Through role models and television, young people often develop stereotypes and draw conclusions about many careers that may limit their future. Therefore, it is desirable for educational entities to begin assisting young people in their career development prior to their entry into kindergarten, and this assistance should continue through every phase of their development into adult life. In this way, learners become aware of their strengths, aptitudes, and interests and are able to match them to the full range of options available (Schmidt, 1993). It is important for service providers to note that the ages and grades in all stages need to stay flexible and approximate.

Career Awareness

To ensure that the career development process is consistent, Illinois has adopted a four-phase model based on the National Career Development Competencies to guide the development of comprehensive career development services. The *awareness* phase in grades preK-5 helps learners understand work and their own uniqueness. This phase provides a basic knowledge of career clusters (i.e., large groups of occupations that



have similar backgrounds and functions) and planned career development activities in the context of the fundamental learning areas.

Career Exploration

The *exploration* phase in grades 6-8 helps learners discover their individual interests and abilities by exploring careers; this, in turn, will help learners understand how they fit into the world of work. Exploration is achieved through multidisciplinary, hands-on activities. In addition, cooperative learning techniques fostering teamwork and problem solving are highlighted. In-school career development activities include unbiased assessment and career interest inventories designed to help learners identify their abilities and aptitudes. By the end of 8th grade, learners should be prepared to select one of the six career interest areas as they develop their Individualized Career Plans (ICPs), at least tentatively.

Individualized career planning, an essential component of career preparation, is the cornerstone for making appropriate career, educational, and occupational choices (Cunanan & Maddy-Bernstein, 1993). It is critical to the smooth transition of learners from school to work or further education. Career planning is a means for learners to reflect on and examine important areas of their lives and the value of education to their future lifestyles and career choices. It is a pivotal step for all learners in opening doors to more promising and challenging careers.

Counselors, instructors, special populations personnel, and other student service professionals must collaborate in assisting all learners to develop and implement a formal individualized comprehensive written career plan. NCRVE (1995) notes that since team consideration of issues often creates the conditions for new perspectives, it is important that agency service providers work together with the learner on ICPs. In light of the ICPs, team members can examine their own practices and cooperate for more effective individualized career services.

Career Investigation and Preparation

The *investigation* phase in grades 9 and 10 provides opportunities for learners to test their preliminary career decisions through instruction in all aspects of a chosen industry and through work-based learning experiences available through job shadowing and mentoring. By the beginning of the 11th grade, it is expected that all learners will be able to select a career major.

The *preparation* phase in grades 11 through 16 helps learners to develop advanced academic and occupational skills directly related to their ICPs. Job-related skill development focuses on meeting the specific occupational standards approved by the Illinois Occupational Skills Standards and Credentialing Council.

Exploration – grades 6-8

By the end of 8th grade, learners can make a tentative career choice.

ICPs should be dynamic and changeable as learners mature.

Investigation – grades 9 & 10

All students are able to make a choice of a career major by the beginning of 11th grade.

Preparation – grades 11-16



Section D: Career-Technical Education: A Vehicle for Students to Succeed

Educational reform, which seeks to integrate academic and CTE curricula, has been supported by forward-thinking educators, businesses, and communities. In addition to providing a foundation of integrated academic and career-technical basic skills for workforce development in Illinois, CTE provides a vehicle for learning experientially.

CTE benefits every learner!

In Illinois, CTE, coordinated through the Education for Employment (EFE) systems and community colleges, is the critical educational component of the Workforce Development System. CTE provides a process by which students learn through the following key elements:

- Curriculum that is aligned to the Illinois Learning Standards
- Sequence of career development activities
- Learning options appropriate for all learners/learning styles
- Workplace skills (SCANS) taught in context
- Exposure to a wide range of career experiences
- Work-based learning opportunities
- Experiences to connect lifelong learning and earning
- Technical skills based on industry and the Illinois Occupational Skill Standards

CTE contributes to a comprehensive workforce development system in Illinois in the following ways:

- Increases high school graduation rate
- Provides basic technical skills needed for the 21st century
- Integrates academic and workplace skills necessary for all careers
- Improves the earning potential of learners
- Provides dual credit opportunity for learners
- Aligns with career opportunities today and in the future (Committee of Education for Employment System Directors, 2000)

Occupational Areas

- *Agriculture and Natural Resources*
- *Arts and Communications*
- *Health Care*
- *Human and Family Services*
- *Engineering and Industrial Technology*
- *Business and Administrative Services*

ISBE funds many opportunities/vehicles for integrated school and work experiences for students through CTE. CTE occupational areas currently include Agriculture and Natural Resources, Arts and Communications, Health Care, Human and Family Services, Engineering and Industrial Technology, and Business and Administrative Services, and are offered as electives to secondary and postsecondary learners. Programs within these areas include such authentic learning opportunities as cooperative education, Tech Prep, school-based enterprises, community-based learning/community service, internships, and youth apprenticeships.



Cooperative Education

Cooperative education is a means of preparing individuals for work. The underlying principle of cooperative education, commonly referred to as “co-op,” is to provide individuals with paid employment closely linked to the classroom. Students participating in cooperative education usually spend the second half of their school day working at a job for which they not only get paid but also receive credits toward graduation. They spend the rest of their day in academic classes. Although most co-op programs do not usually provide workplace credentials for participation, the rewards for learners are in the early exposure they get that will help lead them to employment after graduation, the wages they receive while in school, and the diploma and/or credential they receive upon completion. These co-op jobs sometimes lead to full-time jobs upon graduation. If jobs are coordinated with the interests of the participants in mind, the co-op experiences can help to confirm career choices.

Tech Prep

Perkins III confirms Technical Preparation (Tech Prep) programs as viable for employers and learners alike in the boosting of skills and the creation of streamlined paths to the workplace. Tech Prep seeks to identify a sequence of academic and CTE courses to lead students through a seamless transition from high school to college youth apprenticeships. A major goal is to raise the academic ability for technical training. Tech Prep or 2+2 programs, as they are sometimes called, involve the coordination of curricula during the last two years of high school and the first two years or more of higher education or during a youth apprenticeship program of at least two years following secondary instruction. Tech Prep includes “a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate’s degree or postsecondary certificate in a specific career field” (Section 204 of the Perkins Act). Tech Prep programs help build a foundation for the high-level reasoning and operational skills that advanced technological manufacturing and production techniques require. Tech Prep requires an articulation and integration plan between institutions at the secondary and postsecondary levels to improve credentials, certification, and transition of learners into successful employment. Additionally, Tech Prep gives learners experience in the adult world of responsible work and provides incentives for them to continue their schooling (ISBE, 1999b).

School-Based Enterprises

Bank branches, fast-food restaurants, gift stores, and retail stores are school-based enterprises that offer exciting experiences and real-world applications to learners. These on-campus ventures become the learning-in-action sites where learners apply classroom-learned skills such as sales techniques, human relations, advertising, pricing, calculating expenses and profits, maintaining inventory, and accounting in the workplace. Thus, learners who are participating in school-based enterprises not only earn credits but learn job-related skills in a practical context, gain experience relevant to the workplace, and become better prepared to enter

CTE

- Cooperative education
- Tech Prep
- School-based enterprise
- Community-based learning/
community service
- Internships
- Youth apprenticeships

Tech Prep provisions are described in the Carl D. Perkins Act of 1998, Title II.



the workforce upon graduation. Schools collaborate with businesses to establish this type of learning environment for learners.

Community-Based Learning/Community Service

The local community is a rich learning resource that assists in the smooth transition of learners from school to work. It offers learners multiple opportunities to explore careers and learn skills that are necessary for successful participation in the real world. Learners who are involved in community services spend a part of their school day or time after school in community settings, including hospitals, libraries, public transportation, recreational facilities, and other sites. Their time is often an unpaid volunteer contribution. By performing certain functions in the community, learners receive hands-on work experience, explore careers, acquire job skills, learn about the community and its members, and get credit for the hours they work.

Internships

Internship opportunities help learners connect classroom- and work-based learning experiences. This is especially true for individuals who have difficulty with abstract theoretical learning.

Internships for high school students are growing in popularity. Learners are placed in a work setting to give them exposure to work and a career interest while in high school. Some students rotate through several internships either during the summer or during the school year. At the postsecondary level, internships may be offered as paid experiences related to skill training with or without credit.

Internships provide an excellent opportunity for learners to obtain direct exposure to different careers and develop workplace competencies.

Youth Apprenticeship

Youth apprenticeship is a means by which young people can make the transition from school to careers with valuable experience by linking education and structured on-the-job training. Young people generally begin learning on the job at age 16, and classroom aspects of the program may begin as early as middle or junior high school. Youth apprenticeship programs include the following components:

- *Student Participation* – Youth apprenticeship is designed to be an integral part of the basic education of a broad cross-section of youth.
- *Educational Content* – Apprenticeship combines conceptual or theoretical education with practical or specific education, sometimes referred to as the integration of academics and CTE. Apprenticeship programs are also designed to teach broader employability and social skills.
- *On-Site Instruction* – In an apprenticeship, a significant part of the basic educational program of the participating youth takes place on the job.



- *Credentialing* – Graduating apprentices should acquire a credential that is recognized by a wide range of employers as certifying the achievement of a given level of skill. (Please refer to Chapter IV, “Continuum of Quality Support for Learners,” for more information.)

Some of the apprentice-like programs in the United States include Job Corps, the Summer Training and Education Program, Foxfire programs, Experience-Based Career Education, and informal apprenticeships. In Peoria, Illinois, Caterpillar Corporation offers a youth apprenticeship in drafting.

CTE provides work-based opportunities through its various vehicles. The following activities help learners make career choices:

- Provide learners with opportunities to examine their emerging career identity.
- Include structured observations of various careers.
- Include information about high-wage, high-skill, and nontraditional occupations and access to role models in nontraditional careers.
- Incorporate a job shadowing day or mentored experiences.
- Encourage studying labor market and occupational information.
- Conduct interviews of incumbent workers.
- Start no later than 7th grade with career exploring, interest inventories, aptitude tests, exploratory classes, labor market and occupational information, job clubs, and commercial work samples.
- Include student service assistance in overcoming educational, personal, and social problems and barriers to equal access and equity.
- Educate learners on appropriate employee behavior, etiquette, employee rights, and legal issues.
- Teach learners interviewing skills and recognition of their strengths and weaknesses.
- Assist learners in obtaining resource materials on career opportunities in the community.
- At the postsecondary level, provide learners with adequate information and training to use or take advantage of academic advising, career and placement personnel, and the services they can provide.
- Offer workshops for learners on several of the previous secondary topics.
- Inservice secondary staff on including in their CTE class curricula information on the labor market, job placement, and student-support legal issues.

As previously stated, CTE is part of the larger process of assisting learners on their road toward meaningful employment, credentials, and taking the initiative for lifelong learning.

This guidebook puts Perkins III into the big picture of educational reform. It offers comprehensive information about supporting special populations learners as they move through the career process using CTE as a vehicle. It must be stressed that the information and strategies presented here are offered in accordance with the Illinois State Goals, the initiatives and activities of the Illinois State Plan for Career and Technical Education, and with other educational reform legislation. Hopefully, the content included

CTE is a vehicle for helping learners make career choices.

Guidebook information and strategies support Illinois State Plan for CTE and reform legislation.



here will shed light on the intended collaborative nature of the services and provisions that can be used to promote success for every learner:

- *Perkins Accountability* for learner performance through data collection, reporting, and appropriate use of funding is discussed.
- Methods for *Using Data to Improve Performance* are described.
- The *Continuum of Quality Support for Learners* with its components is detailed as essential for effective and continuous service.
- A *Crosswalk with Other Initiatives* contains overviews of relevant legislation, initiatives, and practices that affect special populations learners and suggests a framework for integration of mandates and improvement of support and learner performance.
- *Resources* include strategies for working with individuals with disabilities, work-related competencies, workplace sample questions, strategies, Nifty Ideas, resource agencies, publications, and web resources.
- *Appendices* for reference include legislative summaries and glossaries of terms and acronyms for user convenience.

Key for Icons

The Perkins Guidebook includes the following icons:



Strategies for Improving Performance



Effective Practices Submitted



Professional Development Tips



Resources

Special features have been added to assist readers with the guidebook's usability. These include the following:

- Strategies for improving the performance of learners, particularly special populations learners who may require a comprehensive continuum of support to realize success, are included in each chapter.
- Effective practices are also included. Many of these have been submitted by Illinois practitioners; others have been taken from in-person contacts and other program materials.
- Margin comments highlight major points, professional development tips, and resources.

For immediate assistance, new personnel who are administering funds and coordinating support for special populations learners should refer to Chapter II, "Perkins Accountability"; Chapter III, "Using Data to Improve Performance"; and Chapter IV, "The Continuum of Quality Support for Learners."



Chart 1-A
Stages of Career Development

