

PROGRAMS OF STUDY GUIDING PRINCIPLES

Illinois State Board of Education



Illinois Community College Board



Influencing Perkins Reauthorization

Increased national awareness about student achievement

- Devalued high school diploma
- Growing achievement gap
- High drop out rates at the secondary level
- High remediation rates
- Low completion rates at the postsecondary level

State CTE Directors

Began to vision Perkins IV in 1997

Saw need to align Perkins with reforms in both education and the economy

Determined a **new framework** would help

Created the **Career Cluster** concept as a model to:

- be more inclusive ~ all students
- break down barriers
- enable a seamless transition to college and careers
- support economic development in needed sectors

Illinois' Journey to Perkins IV

May - December 2007

Held regional meetings

Researched of all 50 states

Created Advisory Committee

Created State Planning Team

January – May 2008

Held public hearings

Changed some terminology

Released grant guidelines

June – August 2008

Released the “Blue Book” to introduce concept

Drafted Guiding Principles and Design Elements



Illinois' Journey to Perkins IV, con't.

September – December 2008

Created 6 Workgroups

ICCB released Pathway Development Team (PDT) Guidelines

Introduced a process to guide implementation: POS Self-Assessment

Forum for Excellence kick-off for Programs of Study (POS)

Held first Self-Assessment workshop

Launched POS Web site

<http://occr1.ed.uiuc.edu/Projects/perkins/perkins.asp>

January 2009 to present

Revised Guiding Principles and Design Elements

Held another Self-Assessment Workshop

Started Webinars for each Guiding Principle

Kick off for PDTs scheduled next week: March 24th

Themes in Perkins IV

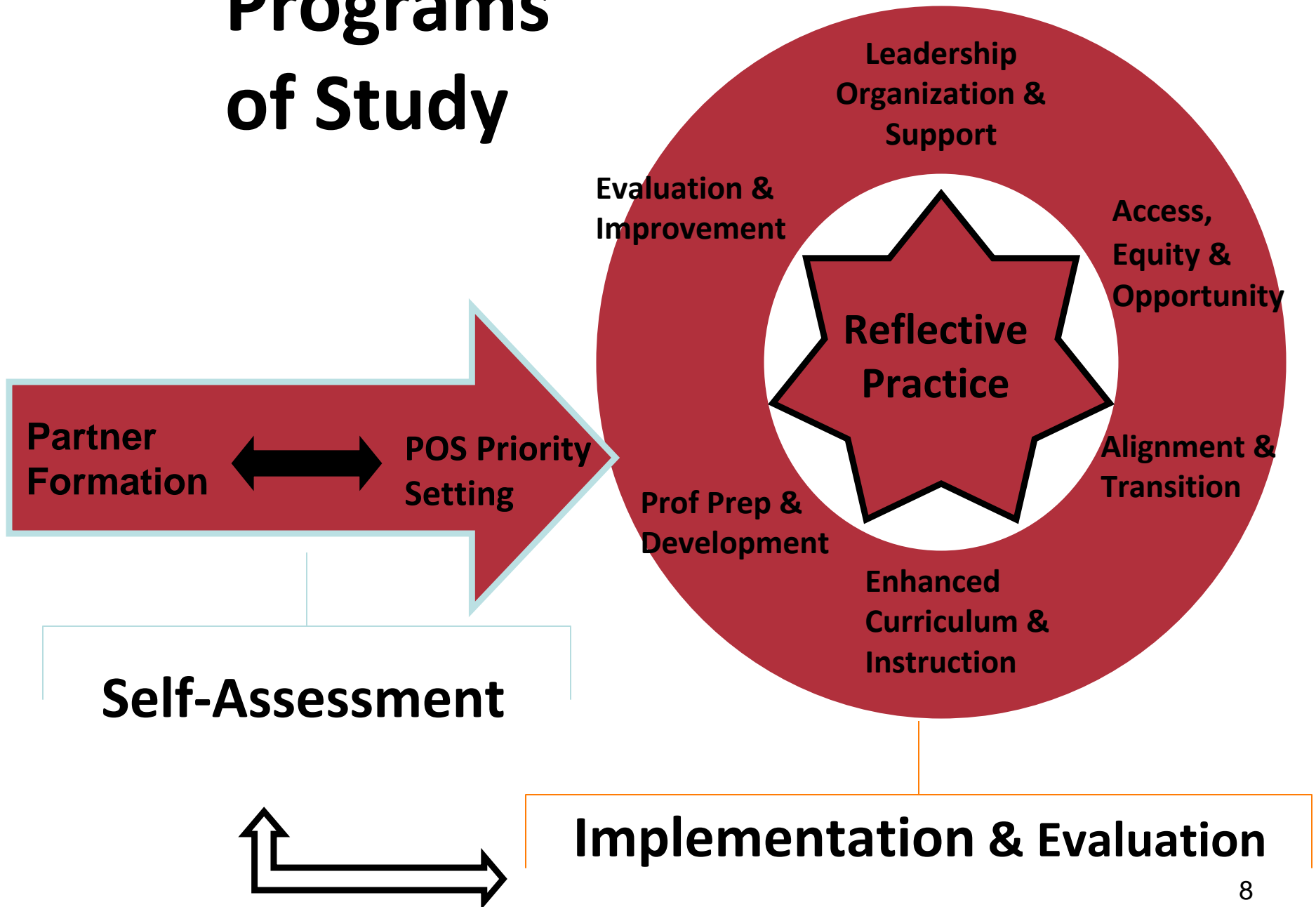
1. **Accountability** for results and program improvement at all educational levels
2. **Coordination** within the larger CTE system
3. **Integration** of academic and technical education
4. **Connection** between secondary and postsecondary education, including the baccalaureate level
5. **Involvement** of business and industry

ICCB has decided to first focus on



Partnerships are encouraged to develop Programs of Study within ANY pathway or Cluster that makes sense for them, based on educational strengths and local/area industry needs.

Programs of Study



Principle	Principle Statement
1. Leadership, organization and support	Programs of Study are developed, supported and led with guidance from collaborative Partners.
2. Access, equity, and opportunity	Each and every student has access to educational opportunities and services that enable their success.
3. Alignment and transition	Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.
4. Enhanced curriculum and instruction	Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.
5. Professional preparation and development	Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.
6. Program improvement and accountability	Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

GUIDING PRINCIPLES

- How we got here - Origin of Guiding Principles and Design Elements
- Principle Overview

Principle One: Leadership, Organization and Support

Selected Design Elements for Initial Pathway Development:

1. Leaders support authentic collaborative partnerships that include secondary and postsecondary education and encourage the active involvement of business and industry and labor organizations; community-based organizations and community members; student organizations; parent organizations; and other organizations and agencies that benefit student transition to college and careers.
2. Leaders establish and communicate a vision, mission, and goals that are aligned with enabling federal and state policies and important components of the larger educational system.
3. Leaders encourage individuals at all levels to engage in shared decision making, encouraging the perspective of individuals and groups not always active in curriculum reform and organizational change.

Principle Two: Access, Equity, and Opportunity

Selected Design Elements for Initial Pathway Development:

1. Various strategies are used to recruit, enroll, and retain students including students who are underserved, under-represented, and from special populations.
2. Processes are in place to assist students to overcome barriers to initial entry or re-entry into secondary and postsecondary education.
3. Special population sub-groups are clearly identified so that their progress and success can be quantified and compared with other populations.

Principle Three: Alignment and Transition

Selected Design Elements for Initial Pathway Development:

1. Educational alignment of course content and credit is fostered through articulation agreements that offer dual credit, alignment with entry level prerequisites, and lead to industry recognized credentials and/or certification.
2. Curriculum is aligned with relevant educational, state, and industry standards and certifications.
3. Data-sharing agreements are developed for program improvement, program reporting, and the evaluation of student transition across educational levels to provide necessary support services and ensure student success.

Principle Four: Enhanced Curriculum and Instruction

Selected Design Elements for Initial Pathway Development:

1. Programs integrate academic and career and technical content to create contextual instruction that engages student interest and improves learning outcomes.
2. Programs infuse career exploration, development and guidance throughout the educational system.
3. Programs' cluster-level orientation courses have a rigorous foundation of CTE and academic content that prepare students for more advanced academic and training level CTE courses.

Principle Five: Professional Preparation and Development

Selected Design Elements for Initial Pathway Development:

1. Professional development activities are high-quality, sustained, intensive, comprehensive, and instruction-focused in order to have an impact on classroom instruction.
2. Local leaders conduct needs assessments prior to designing professional development and involve stakeholders and partners in collaborative planning.
3. Professional development includes opportunities for secondary and postsecondary educators to collaborate to encourage curriculum alignment and integration.

Principle Six: Program Improvement and Accountability

Selected Design Elements for Pathway Development:

1. Data are used within the organization and shared with partners to foster local improvement and regional development.
2. Relevant labor market data are used to inform program development and implementation.
3. Procedures are implemented to collect reliable and valid data at each educational level and point of data collection.

Questions?

For Additional Information visit:

<http://occr1.ed.uiuc.edu/Projects/perkins/perkins.asp>

