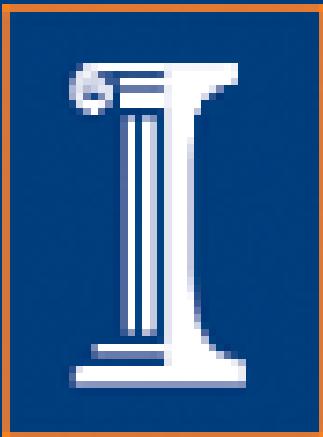


Debriefing Session: Career Clusters, CCTI and Programs of Study

Forum for Excellence
Springfield, Illinois
Sept. 18, 2007



University of Illinois at Urbana-Champaign

The Time is Now!

- Timing is right to make “breakthrough” change in the educational system (birth to death)
- Needs are great and a moving target
- New vision, new opportunity
- CTE can and should be at the epicenter

Six Strategies Associated with Positive Results

- Expectations and rigor for all students
- Student engagement
- Professional development
- Support for student learning
- Relationships with stakeholders
- Assessment and data analysis

Gary Hoachlander & Colleagues, 2001 for SREB

On tap for this session...

- New legislation... clock begins
- State submits 1-year interim plan
- Statewide input - Perkins regional meetings
- State planning team meetings
- State programs of study advisory meeting (Sept. 17 – yesterday)
- Next steps

Regional Perkins Meetings: Goals

- Re-vision career-technical education (CTE) for the state of Illinois
- Seize opportunities for systemic change, restructuring and improving practice
- Identify policy changes needed at the state and local levels
- Align CTE with new federal legislation

Meeting Logistics

- Co-sponsored by ISBE & ICCB (Mark Williams & Rob Kerr)
- Facilitated by D. Bragg
- 5 meeting locations: Lincoln Land, Parkland, Chicago Public Schools, Waubanssee, & Rend Lake
- Over 150 participants representing key secondary and postsecondary leaders
- Notes transcribed and analyzed

Key Questions

- Programs of study
- Instructional support
- Stakeholder collaboration
- Technical Assessment
- Assessment (academic achievement and technical skill attainment)

Programs of Study

- How might Illinois best establish, encourage, and grow the [federal] legislation's requirement of "programs of study", from secondary to post-secondary, including transition to baccalaureate degrees?

Programs of Study Themes

- Articulation agreements, including IAI-type agreements with 4-year colleges
- Pathways - curriculum alignment, clarify for students and parents, expand dual credit
- Funding (state mandate vs. local autonomy)
- Special populations, including funding
- Secondary and postsecondary

Instructional Support

- How can Illinois best attract, train, encourage and support CTE instructors while focusing on the need for innovative instruction and tools?

Instructional Support Themes

- Alternative methods (online, summer internships, work-based learning)
- CTE and academic integration
- Incentives / funding
- Model programs
- Provisional certification
- Secondary and postsecondary collaboration
- Renew VIP / AIP

Stakeholder Collaboration

- **What are best practices of collaboration across educational, industry, family, and communities?**

Stakeholder Collaboration Themes

- Advisory committees
- Business partnerships
- Data collection – sharing of best practices
- Marketing, enhancing image
- Secondary and postsecondary collaboration

Technical Assistance

- How can state educational agencies, within present funding expectations, best provide technical assistance to the CTE field?

Technical Assistance Themes

- Advisory committees
- Business partners
- Funding (pilot grants)
- Secondary and postsecondary collaboration
- Status quo

Assessment

- The new Perkins legislation emphasizes formal assessment of technical skill attainment. What advice can you offer about how Illinois should proceed in developing or adopting approaches to measuring technical skill attainment?

Assessment Themes

- Curriculum alignment with assessment, including skills vs. orientation course levels
- Data collection, data sharing, tracking students
- Industry-recognized credentials
- Tech Prep tracking, appropriate measures
- State autonomy, state leadership
- Work Keys (ACT)

Perkins IV Programs of Study

“State approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas.”

Carl D. Perkins (IV)

Programs of Study should:

1. Incorporate secondary education and postsecondary education elements;
2. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to

Programs of Study (cont.)

3. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
4. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Key Components

- Advisory committees
- Standards-based curriculum
- Dual credit
- Articulation agreements
- Student support services (guidance)
- Learner assessment
- Integrated ac & CTE / Contextual learning
- Career development
- Partnerships (ed & b/i)
- Professional development
- Parent and community involvement
- Administrative support
- Program evaluation
- Other

Key questions:

- Is the component essential?
- What works well now?
- Where do we have good models in Illinois?
- Where are other good models?

Programs of Study Guide

- What recommendations do you have for a new guide on programs of study for the state of Illinois?

Perkins IV Planning Website

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

- Committee members
- Planning meetings
- Working documents
- Resources & links
- Contact information

Contact Information

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