



# PRINCIPLE 1



## Leadership, Organization and Support

- Programs of Study are developed, supported and led with guidance from collaborative partners.

No change is possible without leadership, and no systems change is possible without shared leadership.



### Principle Overview

The first Guiding Principle is Leadership, Organization and Support.

#### *Essential Concepts:*

Systems change requires the active engagement of multiple stakeholders who:

- act collectively to create and implement a shared vision
- execute short- and long-term goals and plans
- engage actively in strategic implementation that engenders change.

*Perkins IV* presents both a challenge and an opportunity to:

- better align systems at all levels – the federal, state and local levels as well as the K-12 through grade 20 levels
- align education with the workforce, through partnerships with business, industry and labor

#### *Why is this important?*

Through shared leadership, organizational change and strategic support for implementation of Programs of Study can become a reality that addresses students' goals and enhances their outcomes.



## ESSENTIAL QUESTION



*How* will you utilize the tools and resources for Principle 1 and its design elements to implement and evaluate your Programs of Study (POS) efforts?



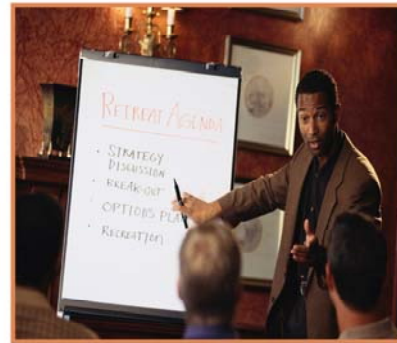
Use this essential question to lead thinking and discussion of Principle 1 and its design elements.



# LEADERSHIP



- *Transformational*
- *Transformative*
- *Shared or Distributed*



*Transforming Leadership* is defined as the active engagement of leaders to “shape and alter and elevate the motives and values of goals of followers through the vital teaching role of leadership” (Burns, 1978, p. 425). Transformational leaders engage and empower others to change the educational system through implementation and evaluation of Programs of Study.

*Transformative Leadership* - Leaders are agents of change who are acutely aware of diverse learners’ aspirations to access education, participate in learning, and achieve successful outcomes. Transformative leadership builds on earlier notions of transformational leadership, but extends this idea to conceiving of leaders as advocates for equity and opportunity for all students, especially underserved populations (some of whom are referred to as special populations in Perkins IV). CTE programs enroll large numbers of diverse learners, heightening leaders’ responsibilities to ensure that Programs of Study achieve the dual goal of enhancing equity and improving outcomes. This perspective envisions leaders as not only visionary and influential but also as advocating for social justice and ensuring that all learners are supported in their efforts to achieve educational and employment goals (Anderson, 2008).

*Shared or Distributed Leadership:*

- reject top-down, hierarchical, and secretive forms of leadership in favor of participatory, consensus-oriented, and transparent approaches (Jahan, 2000)
- understand leadership is not the purview of one or a few, but a shared responsibility of many
- know there is no other way to achieve change than to work collaboratively with others who aspire to similar goals and outcomes
- seek opportunities to nurture collaboration

<b>Qualities of Transformative Leadership</b>	
<b>A. Vision and Commitment</b>	<b>B. Institutional Behavior</b>
<ul style="list-style-type: none"> <li>•Equality</li> <li>•Equity</li> <li>•Empowerment</li> <li>•Human rights</li> <li>•Peace</li> <li>•Sustainability</li> <li>•Shared power, responsibility, well-being</li> </ul>	<ul style="list-style-type: none"> <li>•Participatory</li> <li>•Egalitarian</li> <li>•Responsive</li> <li>•Transparent</li> <li>•Accountable</li> <li>•Non-corrupt</li> <li>•Consensus-oriented</li> <li>•Empowering</li> </ul>
<p>Source: Jahan, R. (2000). Transformative leadership in the 21st century, p. 3.</p>	

Jahan (2000) described transformative leaders as individuals who “demonstrate a strong commitment in the principles of equality, equity, and empowerment... [They] use power not as an instrument of domination and exclusion but as an instrument of liberation, inclusion and quality” (p. 3) (see Table).



## COLLABORATION



- *broad-based representation* of organizations and people who are committed to student success
- critical to the formation and sustenance of any *successful partnership*
- mechanism for *consensus-building*




*Collaboration* is a process where “parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible” (Gray, 1989, p. 5).

Without the concerted action of diverse stakeholders, partnerships often engage in half-hearted attempts at “playing at” partnering rather than engaging in genuine collaboration, an observation that Bragg and Mills (2005) made a few years ago when Perkins IV was beginning to take shape on the national scene. Based on their work with Tech Prep consortia, Bragg and Mills observed collaboration is never easy and cannot be sustained without shared leadership that is committed to collaboration and broad-based support for systems change.


### Collaboration Tool:

The formulation of goals, activities and intended outcomes of engaged partners can be done through the development and adoption of a *formal Memorandum of Understanding (MOU)*. MOUs should not be considered a magic bullet to success; rather, they provide a vehicle to engaging partners in a dialogue about shared goals and intended outcomes.

*Consensus-building* is critical to any change process and absolutely essential to finding agreement among stakeholders associated with Programs of Study.




# SUPPORT



## Tangible and Intangible

Some examples:

- Time
- Money
- Technology
- Materials
- Recognition
- Rewards



To achieve systems change, federal, state and local leaders need to provide adequate support to individuals and organizations that show a keen interest in and commitment to Programs of Study. They need to recognize that a small group of committed colleagues requires resources to fulfill their aspirations, and they need to support them to continue to expand Programs of Study in ways that benefit increasing numbers of learners.

An important study by Firestone (1989) of educational reform at the local district level shows the combination of will and capacity plays a critical role in educational reform.



## IN PERKINS IV



### **Title II, SEC. 203. TECH PREP PROGRAM.**

The grants shall be awarded to consortia between or among— (A) a local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and (B) (i) a nonprofit institution of higher education; employers (including small businesses), business intermediaries, or labor organizations.

#### **In Perkins IV**

#### **Title II, SEC. 203. TECH PREP PROGRAM.**

##### **(a) GRANT PROGRAM AUTHORIZED.—**

- (1) IN GENERAL.—From amounts made available to each eligible agency under section 201, the eligible agency, in accordance with the provisions of this title, shall award grants, on a competitive basis or on the basis of a formula determined by the eligible agency, for tech prep programs described in subsection (c). The grants shall be awarded to consortia between or among—
  - (A) a local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and
  - (B)(i) a nonprofit institution of higher education that—
    - (l)(aa) offers a 2-year associate degree program or a 2-year certificate program; and



## IN PERKINS IV



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The grants shall be awarded to consortia between or among— (A) a local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs; and (B) (i) a nonprofit institution of higher education; employers (including small businesses), business intermediaries, or labor organizations.

#### **In Perkins IV**

#### **Title II, SEC. 203. TECH PREP PROGRAM. (cont.)**

- (I) (bb) is qualified as an institution of higher education pursuant to section 0of the Higher Education Act of 1965, including—
    - (AA) an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 et seq.); and
    - (BB) a tribally controlled postsecondary career and technical institution; or
  - (II) offers a 2-year apprenticeship program that follows secondary education instruction, if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 pursuant to the provisions of section 4(a)() of such Act; or
  - (ii) a proprietary institution of higher education that offers a 2-year associate degree program and is qualified as an institution of higher education pursuant to section 0of the Higher Education Act of , if such proprietary institution of higher education is not subject to a default management plan required by the Secretary.
- (2) SPECIAL RULE.—In addition, a consortium described in paragraph (1) may include 1 or more—
- (A) institutions of higher education that award a baccalaureate degree; and S. 250—57
  - (B) employers (including small businesses), business intermediaries, or labor organizations.





## IN PRACTICE



Can you think of an example of Principle 1 being used:

In the state?

In your district?

With your partnership?

Within your institution?



### **In Practice Example**

#### **Transformational Leadership in Madison County**

Cynthia Garcia, System Director of the Madison County Career and Technical Education System, models transformational leadership in her work to implement one additional ACT WorkKeys test in her local high schools. Through her committed leadership and empowerment of other local leaders, Ms. Garcia has championed the idea of having local high schools supplement the Prairie State Achievement Exam (PSAE) with a third WorkKeys test “Locating Information”. The PSAE includes the ACT exam; the ISBE Science test; and two WorkKeys tests, Applied Math and Reading for Information. The 3rd WorkKeys test, Locating Information, is needed for students to earn the WorkKeys National Career Readiness Certificate (NCRC). This certificate is valid for 5 years and documents employability skills. Her efforts involve a large contingent of education, training, employer, labor, and community groups, and they continue to grow.

Starting two years ago, Ms. Garcia worked with two area schools and her efforts grew to include five high schools the next year. In addition, employers, local Workforce Investment Boards (LWIBS), Chambers of Commerce, Rotary Clubs, churches and other groups were encouraged to adopt WorkKeys scores and the NCRC as part of their employment criteria. Ms. Garcia’s communications were direct and clear: “The Madison County Career & Technical Education System would like to ask you to participate in an initiative that would provide you with an applicant sorting tool, provide value to the state high school test for students and help your local school district.”



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### **In Practice Example**

#### **Transformational Leadership in Madison County (cont.)**

When asked to describe the steps that she took to encourage so many groups to adopt the WorkKeys exams, Ms. Garcia outlined the following major steps:

- Visits were made to local Chambers of Commerce, Rotary Club meetings and other community events to share the idea of supporting WorkKeys, and ask these groups to make a minimum commitment of asking local high school students to provide their WorkKeys scores. Over 200 businesses were notified in two communities, and they told there is no charge to using the scores because they are provided directly to them by the students, creating a Win-Win-Win for the students, the schools and the employers.
- The third WorkKeys test was restricted to high school juniors enrolled in CTE courses, and they were prepared for the test. They were advised that local businesses were told about WorkKeys, and they were encouraged to be ready to give their scores to employers. They were encouraged to take the test seriously so that they could demonstrate their employability skills and readiness for employment, and the students showed enthusiasm. Students scoring level 3 or above on all three tests received the NCRC providing them with a credential that displays their workplace competencies in a highly visible and credible way to employers.
- The local Workforce Investment Board (LWIB) funded the 3rd WorkKeys test the first year, and the Regional Office of Education funded the project the second year (each test costs \$5, plus \$5 for the certificate, if the student qualifies). The LWIB leadership provided enthusiastic support and encouragement for the project, including helping to notify their clients of the project.



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### In Practice Example

#### Transformational Leadership in Madison County (cont.)

- Two community colleges, Lewis and Clark Community College (LCCC) and Southwest Illinois College (SWIC) have been part of the project, providing Ms. Garcia the opportunity to share information about the project with their employees, students, and other community members. SWIC has instituted a requirement that any teacher aid must take the WorkKeys test, and they administer it on their campus.
- Ms. Garcia advertised this idea widely within the local communities, including serving as a guest speaker for Chamber and Rotary Club meetings, doing mass mailings including a dedicated brochure for businesses, and writing newspaper articles. She described her efforts as reaching out to anyone who would listen, including speaking to small groups in church basements.

Reflecting on her efforts, Ms. Garcia recognizes the importance of vision, commitment, communication, and collaboration. She admits the project could never have been implemented by herself alone. She has met with numerous individuals who have helped to spread the word and engage others. Shared leadership and empowerment are key strategies employed by the group of leaders under Ms. Garcia's guidance. Even beyond the local area, Ms. Garcia identified several other EFE regions that have similar initiatives, and she believes her efforts, along with others, are creating a network that has the potential for even greater change. For educational leaders, there is no greater reward than seeing their ideas shared, adopted by others, and making a difference for students, and that's exactly what is happening in Madison County.



## DESIGN ELEMENTS



- Authentic collaborative partnerships
- Mutual vision, mission, and goals
- Shared decision making
- Collaborative culture
- Utilize memorandums of understanding
- Have joint secondary-postsecondary advisory committees
- Utilize tangible and intangible resources
- Provide technical and technology assistance



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There are 8 design elements for Principle 1. For each of the design elements, tools and resources are provided to guide partnerships in the implementation. Also, an appendix is included, Appendix A, is a document developed by the Workforce Strategy Center that provides a useful description of career pathway roles and responsibilities. Please take a moment to review the design elements tools and resources and the appendix for Principle 1.

### Principle 1

#### Design Elements at a Glance

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.
4. Leaders nurture a **collaborative culture** of respect, high expectations, and demonstrable student outcomes and benefits for partners.
5. Leaders formalize genuine collaborative partnerships, including the roles and responsibility of member entities and create a formal **memorandum of understanding** to ensure clarity and accountability.



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6. Leaders encourage the planning, implementation and evaluation of Programs of Study that are guided by active, **joint secondary-postsecondary advisory committees**.
7. Leaders commit **tangible and intangible resources** including personnel, money, curriculum, technology, encouragement, and moral support.
8. Leaders encourage that partners receive **technical assistance and technology assistance** to support Program of Study implementation and continuous improvement.



## REFLECTION

- Why will strengthening your Partnership improve your collaboration efforts?
- Where is work needed to strengthen your Partnership?
- Who do you need to involve to strengthen your Partnership?
- What resources do you have and still need?
- How will your Partnership utilize Principle 1 and its design elements to implement and evaluate your POS efforts?

Use these reflective questions to lead thinking and discussion about next steps for implementation and evaluation of Programs of Study efforts.