

WORK IN PROGRESS
PROGRAMS OF STUDY FOR THE STATE OF ILLINOIS
ADVISORY MEETING - SEPTEMBER 17, 2007

PREPARED BY OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP (OCCRL)

Components	Research Says...	Best Practices in Illinois are....
<p>Advisory Committee (Joint)</p> <ul style="list-style-type: none"> • Statewide or local committees? • University participation on committees? • P-20 council involvement? • Middle school involvement? 	<ul style="list-style-type: none"> • Create a joint advisory committee that combines the secondary and postsecondary levels • Ensure all stakeholders are involved, including industry leaders, administrators, teachers, students, parents, and community partners) <ul style="list-style-type: none"> ○ Give each equal voice and responsibilities to advisory committee members • Develop concise annual plans that establish short- and long-term goals • Actively engage members in reviewing assessments and program evaluations • Involve members in reviewing curricula to make sure needs are met and gaps in industries are filled • Organize frequent professional development opportunities for advisory committee members, including mentoring 	<ul style="list-style-type: none"> • Program specific • Governance specific: include administrators in secondary and postsecondary • Interdisciplinary • Get school boards involved
<p>Standards-based Curricula</p> <ul style="list-style-type: none"> • Industry or academically driven? • Should it be a national curriculum that's tailored to the community? • Regional standards or state-wide? • Does standardization of outcomes hinder academic freedom? 	<ul style="list-style-type: none"> • Focus curricula on student learning outcomes • Reflect best practices in both teaching and learning • Emphasize problem-solving, design, and contextual learning • Use industry-specific standards • Involve business and industry in curriculum development 	<ul style="list-style-type: none"> • Introduce Illinois Learning Standards (ILC) to community college faculty
<p>Dual Credit</p> <ul style="list-style-type: none"> • Community college faculty attitudes toward high school teachers teaching dual college (some resentment) 	<ul style="list-style-type: none"> • Standardize administrative structures (avoid academic vs. CTE) to avoid conflicts of interest • Insure input from community colleges and high schools • Emphasize dual credit opportunities at the high school level • Continue grants that reduce or eliminate tuition for high school students • Understand student motivation to participate, and adjust accordingly 	<ul style="list-style-type: none"> • Combine with articulation • Involvement of 4-year colleges/universities • Concerns of job security from college faculty • Different models and locations

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	<ul style="list-style-type: none"> • Insure information is distributed to students, parents, professionals, etc. 	
Articulation Agreements	<ul style="list-style-type: none"> • Use dual credit that expedites college credit transfer to community colleges and presents less difficulty than the deferred credit model associated with tech prep • Create agreements with multiple institutions to insure transferability • Outline specific and concise components of courses within articulation agreements (admissions requirements, course locations, instructor certifications, course content, funding, etc.) • Align enrollment policies within secondary and postsecondary institutions involved in the articulation agreement – minimal requirements, GPA, etc. • Insure faculty are involved actively in curriculum alignment that is reflected in up-to-date agreements 	<ul style="list-style-type: none"> • Agreements between HS, CC, and 4-year
Guidance and Counseling <ul style="list-style-type: none"> • Should career counseling start in 8th grade? • What is required of a high school guidance counselor & a freshman? 	<ul style="list-style-type: none"> • Create a “career guidance team” to help guide the program consisting of counselors, teachers, administrators, employers, college representatives, parents, and community members • Understand research that suggests programs of study can lower dropout rates, increase student engagement, and are useful as intervention tools for students who are at risk of failing or dropping out of school • Improve communication, nomenclature, and definitions of specific interventions to enhance how counselors communicate with one another and administrators 	<ul style="list-style-type: none"> • College representative (other than admissions) in high school • High School counseling is weak and understaffed
Evaluation	<ul style="list-style-type: none"> • Insure that programs of study allow for adequate tracking of the progression of students from one level of education to another • Be sure data collection follows students and documents their transitions, retention, credentialing and other outcomes required by Perkins IV and essential to quality programming • Use data collection to document and share best practices throughout the state 	<ul style="list-style-type: none"> • Needs to include assessment • Access to data
Integrated Academic and CTE Curricula <ul style="list-style-type: none"> • How do you convince the academic side to partner with CTE? 	<ul style="list-style-type: none"> • Ensure that classroom teachers understand their responsibility for curriculum inside as well as outside their area of expertise • Allow other teachers into classrooms; use collaborative models of instruction • Involve administrators in identifying and reallocating resources, as needed • Provide leadership from administration, i.e., explore new instructional strategies, create professional development opportunities, recognize various scheduling models 	<ul style="list-style-type: none"> • Should be included with school reform • Add a certification • Partnering between CC and 4-year

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<p>Curricula that leads to Industry Credentials and/or Certification</p>	<ul style="list-style-type: none"> • Enhance course objectives to include preparation for certification examinations • Incorporate course materials available from certification vendors • Enable students to take certification exams as part of course requirements • Include the certification test cost in the cost of the course or program 	<ul style="list-style-type: none"> • Student interest in market needs should be considered • Workplace learning emphasis • Making certification test scores available to institutions • Tied to business and industry partnerships • Making certification part of the course
<p>Business and Industry Partnerships</p> <ul style="list-style-type: none"> • Define roles of business and industry partners; who leads? 	<ul style="list-style-type: none"> • Ensure employers review curriculum to ensure skill standards at the local and state level • Ensure that educators and employers are aware of each other’s environments • Draw upon employer credibility and support to promote and endorse CTE programs • Engage employers in providing internship opportunities for students 	<ul style="list-style-type: none"> • Guaranteed job interview with employers after graduation • Business sponsors student prior to enrollment; sponsor serves as mentor • Institutions want employer feedback on student performance
<p>Professional Development</p>	<ul style="list-style-type: none"> • Specifically, focus on the learning characteristics of students, distinguishing various methods of teaching and applying them toward student learning styles, using web-based instruction and online discussion boards, and classroom management • Secure a “long-term and meaningful” commitment of time and money • Use needs assessment to establish standards and topics • Provide rewards that encourage participation 	<ul style="list-style-type: none"> • Training for guidance counselors on interpreting assessments • Transition institute • Institution-wide training; additional institution-wide training on Perkins • Training for student support services
<p>Parent and Community Involvement</p> <ul style="list-style-type: none"> • How and when should parents be involved? • FERPA concerns 	<ul style="list-style-type: none"> • Recognize the need for coordination of services for parents, particularly for historically underrepresented groups of students • Provide opportunities for college awareness, participation in student activities, FAFSA counseling, campus visits and tours, motivational speakers, meetings with college faculty & students, instructional programs, family counseling, and academic classes 	<ul style="list-style-type: none"> • AIP/VIP • Anne Arundal CC in Maryland • Language and terminologies are problem for parents • Parent night in 10th grade (Ron Kindell) • DAOES and DuPage College has excellent model • Lake Land College has a good booklet

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<p>Career Development</p> <ul style="list-style-type: none"> • Does the college advisor ask for the plan? 	<ul style="list-style-type: none"> • Increase the visibility of career development and enhance coordination of services throughout the state including between the state and local programs • Improve the integration of career development into academic and CTE curriculum, and identify best practices that can be replicated • Move toward implementation of a comprehensive system of career development that includes funding, infrastructure, trained professionals, etc. 	<ul style="list-style-type: none"> • Use speech class – research for speech requires investigation of career • ICP – Individual Career Plan
<p>Integration with School Reform</p> <ul style="list-style-type: none"> • Concern of institutional resources and support to integrate 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Combine with Achievement Gap/NCLB • Math prep • High Schools that work • Transition
<p>Achievement Gap / NCLB</p>	<ul style="list-style-type: none"> • 	
<p>Implementation Strategies (avoiding barriers)</p> <ul style="list-style-type: none"> • Finding venues to get involved • Venues by pathway • Venues by academic subject • Venues by public forum • Venues by guidance counselors • Venues of governance 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Definition of roles and purposes of high schools and community colleges • Sharing information between partnerships

Selected Web resources:

Advisory committees - http://vfc6.project.mnscu.edu/index.asp?Type=B_BASIC&SEC=%7BC3211649-DEDD-456B-8185-16B89686D88D%7D

Professional development - http://www.nccte.org/publications/infosynthesis/r%26dreport/Assessment_Sanford.pdf

Credentialing and certification - http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/b0/f8.pdf

Career development - <http://occr1.ed.uiuc.edu/Projects/careerdev/careerdev.asp>

Integrated academic and CTE curriculum - http://www.nccte.org/publications/infosynthesis/r%26dreport/Curriculum_Integration.pdf

Evaluation - <http://www.achievingthedream.org>