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
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://occrl.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
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.

The Career Clusters icons and language are being used with permission of the States’ Career Clusters Initiative, 2008, www.careerclusters.org
Programs of Study

- Leadership Organization & Support
- Access, Equity & Opportunity
- Alignment & Transition
- Reflection Practice
- Enhanced Curriculum & Instruction
- Prof Prep & Development
- Evaluation & Improvement
- Partner Formation
- POS Priority Setting
- Self-Assessment
- Implementation & Evaluation
<table>
<thead>
<tr>
<th>Principle</th>
<th>Principle Statement</th>
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</thead>
<tbody>
<tr>
<td>1. Leadership, organization and support</td>
<td>Programs of Study are developed, supported and led with guidance from collaborative Partners.</td>
</tr>
<tr>
<td>2. Access, equity, and opportunity</td>
<td>Each and every student has access to educational opportunities and services that enable their success.</td>
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<tr>
<td>3. Alignment and transition</td>
<td>Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.</td>
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<tr>
<td>4. Enhanced curriculum and instruction</td>
<td>Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.</td>
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<tr>
<td>5. Professional preparation and development</td>
<td>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.</td>
</tr>
<tr>
<td>6. Program improvement and accountability</td>
<td>Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.</td>
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</tbody>
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GUIDING PRINCIPLES

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

- Principle Overview
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 One: Leadership, Organization and Support
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://occrl.ed.uiuc.edu/Projects/perkins/perkins.asp