ILLINOIS PROGRAMS OF STUDY MEETING
September 17, 2007
Hilton Hotel
Rendezvous Room (Mezzanine Level)
Springfield, Illinois

10:00 **Welcome and introductions**
Dr. Debra Bragg welcomed those in attendance and led introductions by local level advisory committees, state and regional consultants, and the advisory board members.

10:20 **Overview of "Programs of Study" from Perkins IV – Mark Williams and Rob Kerr**
Mark Williams provided an overview of the vision of the programs of study (POS). He spoke of what POS and collaboration might look like in Illinois at the state and local level. He stated that POS "puts students first" and provides for their individual needs and paths creating a P-20 system that will only work through local-level collaboration. POS provide guidance, resources, and option to students while being sensitive about tracking in regard to success.

Rob Kerr spoke on purpose and the 5-year implementation plan of Perkins IV. He stressed that this is for local problems and will take local solutions to move forward. The overall goal of Perkins IV is to have every student successfully enter into the work force. This can be done through early assessment, increased opportunities, increased persistence, dual credit, increased degree attainment, and increased high school graduation. This can only be done "if we each reach to each other to change and achieve goals through meaningful sequences". He stated our cause for the day as to define the vision of POS and implement it.

10:45 **Summary of Regional Perkins meetings – Debra Bragg (<u>handout and powerpoint</u>)**
Dr. Bragg spoke of attending the regional Perkins meetings of which there were five. She described how these meetings were designed to capture ideas on aligning CTE with the new federal legislation, and discussing the systemic and policy changes necessary to move forward. From these discussions five-key questions emerged covering POS, instructional support, stakeholder collaboration, technical assistance, and assessment of technical skill attainment. After reviewing the responses, Dr. Bragg asked the group what strikes them as important about the information. They responded:
- How do we not make this another new thing – how do we build off of what we already have?
- Assessments can be very expensive and a pilot can cost more, it seems that there are too many strings tied to it.
- We can not lose sight that some students will not go on beyond high school or the associate's degree. We need to have an exit for each of these areas no matter what academic level the student achieved, some kind o certification.
- Tracking and data collection are very difficult, not to mention the funding problems and finding people to teach these programs let alone staff them.

11:00 ***Lessons Learned about Programs of Study from the College and Career Transition Initiatie (CCTI) – Larry Warford, League for Innovation for the Community College (http://www.league.org/index.cfm) and Ron Kindell, Sinclair Community College (http://www.sinclair.edu/)   (powerpoint)***
Larry Warford started the presentation by examining why we are getting involved in career clusters and reminding the group that this is not occupations or vocational education per se. He mentioned a handbook *Greater Expectations* (http://www.greaterexpectations.org/) for further interest. He reviewed the problems of engagement, achievement, transition, and need for remedial education. He provided definitions of career cluster and pathway as well as presenting four criteria for programs of study. He offered www.careerclusters.org as a web resource. Another web resources is the league website which has partnership information as well as proposed outcomes of

CCTI, toolkit, template, and examples. He showed that through CCTI involvement, remediation rates significantly. He also presented components of pathway implementation as well as a checklist of implementation.

Ron Kindell spoke of Miami Valley and their work with POS. He presented examples of templates which also have links to syllabi and present the courses for different programs (www.mvtechprep.org). He told of Sinclair Community Colleges "jerry-rigging" of data tracking students and the scholarship programs provided to students that continue through with their original POS. He presented what had worked for him in Ohio and spoke about the professional development that accompanied this endeavor. He also showed standards and expectations for each subject and area of the clusters that can be found from linking in the template on the Miami Valley website. Another resource presented was the Ohio Wins website with resources for teachers (www.ohiorc.org/ohiowins). Ron gave the example that secondary education pushes and postsecondary pulls and that bringing secondary and postsecondary teachers together is beneficial to the students. Through working with middle schools, governance committees, and interdisciplinary teams, they were able to lower the number of students needing remediation.

Noon   Lunch and conversation

1:00   **Key components, starting definitions, and research support for programs of study – small group conversations** – *meeting participants are asked to bring example of models, materials, sequences, and other samples to share with others*
- *Small group activity and debrief* (handout)

Dr. Bragg asked the committee members to break into groups and discuss the components presented on the handout as well as any best practices. Please see attached handout for information discussed.

2:00   **Benchmarking State-level Implementation of Programs of Study – What Illinois can learn from others** – Debra Bragg (handout)
Due to the fruitful group discussions that were taking place, this was not discussed. Instead, more time was allotted for continuation of the group discussions. There is a handout provided that covers what has been found when looking at other states and their implementation of POS.

2:15   Break

2:30   **Input a new Programs of Study Guide for Illinois** – *participants are asked to contribute ideas on what should be included in the guide*
- *Small group activity and debrief* (handout)

The committee was again broken into groups, this time to discuss the development of a guide to implementation. The group mentioned that a glossary of terms needs to be developed and the guide needs to be written in an easy to understand format such as question and answer. The guide should have abroad target audience with pieces as web resources. It should be a guide to implementation and not standards for implementation. It should strive to bridge the philosophical divide of institutional divisions and should be able to be use locally.
What the groups would like to see included in the guide are listed below:
Multiple guides within main guidebook (consider secondary and postsecondary guides)
- Faculty guide
- Perkins administrator guide
- CEO guide
- Grant-implementer guide
- Counselor guide
- Student guide
- Parent guide
- Career Center guide

- Transition section guide
- Brochure/marketing piece
- Introduction & history piece
- Business and Industry guide
- Transfer guide
- Power Point piece for training
- Career Cluster guide
- Professional development guide
- Self-assessment tools provided
- Cover stages of development: Planning, Implementation, Evaluation
- Best practices section with contact information
- Strategies for partnership building
- Evaluation criteria for programs of study
- Strategies to create transfer agreements
- Strategies for career development planning team

3:15   **Discussion of implications for state and local policy, program approval** – state staff
These discussions led to six areas for further study including:
- What is the state role and what is the local role?
- How do you build an infrastructure at the local and state level?
- How do we articulate programs of study with 4-year institutions?
- Define participants of advisory committee at state and/or local level.
- Continue looking into different ways states think about programs of study clusters and where and how they started.
- How do you develop collaboration or partnership and get organizations motivated to do this?

Other topics that were discussed throughout the day include how to deal with a lack of resources for funding and staffing as well as the start of the pathway being in 9th or 11th grade. It was stated that at every point in the education pipeline there should be a type of certification , and that as educators we need to be looking in both directions of the pipeline at all times.

3:45   **Next steps**
The Perkins IV planning committee website can be found at
http://occrl.ed.uiuc.edu/Projects/perkins/
The group will get together again in March 2008.

4:00   Adjourn