GOALS FOR A NEW VISION OF EDUCATION

The following goals are recommended to carry forward **A NEW VISION OF EDUCATION** in Illinois.

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**Goal 1 - Equity and Access**

"All Illinois students will have access and opportunity to participate in a new vision of education."

**Actions to be taken within 1 to 2 years**

- Market the new vision of education as preparation for careers, employment, and citizenship to all stakeholders (P-16).
- Establish partnerships to develop models for work-based learning, integrated academics, and organized course sequences to help students understand the interrelationships of school and career skills (P-16).
- Examine the role of the delivery system in the administration and support of the new vision of education (P-16) for high quality and consistency.

**Longer-term actions envisioned to take more than 2 years**

- Establish a legislative task force to develop and improve/increase mechanisms to codify the new vision of education.
- Provide career advisement and support services for all students.
- Provide scholarships for technical careers through the Illinois Student Assistance Commission.

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**Goal 2 - Standards Based Instruction and Assessment**

"Align the instructional content for all students with rigorous and recognized standards."

**Actions to be taken within 1 to 2 years**

- Develop, adopt, and assess learning goals, standards, and benchmarks for workplace skills and career development competencies in an 8th fundamental learning area. The process for development and adoption will follow the model used for existing standards. In addition to being specifically defined in an 8th fundamental learning area, these skills and competencies should also be infused throughout the original seven learning areas culminating in an Individualized Career Plan (ICP) for all students no later than the 8th grade.
- Develop, adopt, and assess learning goals, standards, and benchmarks for career-specific preparation areas in a 9th fundamental learning area. These should be based upon the five career career cluster areas which include Agriculture and Natural Resources, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Health Occupations. The process for development and adoption will follow the model used for existing standards. Only districts with programs in the career clusters would be held responsible for these goals, standards, and benchmarks.

**Longer-term actions envisioned to take more than 2 years**

- Base all career-specific programs on the Illinois Learning Standards, employer-identified occupational skill standards, and/or industry certifications.

- Require secondary and post-secondary programs to complete a joint program review process that has an assessment component which encourages movement to standards-based P-14 or P-16 instruction.

- Continuing professional development opportunities should be made available for all career and technical education instructors to assist in writing curriculum in all career and technical education areas. These opportunities should also be offered to academic instructors.

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**Goal Three - Teacher Preparation**

*Integrate the relationship between school and careers throughout the teacher preparation, certification, and continuing development system.*

**Actions to be taken within 1 to 2 years**

- Design and implement a system of teacher, counselor, and administrator pre-service and in-service training and ongoing professional development that addresses: Illinois Learning Standards, occupational skills standards, career awareness, the relationship between school and careers, a variety of assessment techniques, innovative teaching strategies, interactive learning, technological literacy, learning styles, problem-based instruction, and contextual learning.

- Design and implement an alternative teacher certification process that includes an organized professional development system to upgrade provisionally certified teachers.

- Request that the teacher certification board streamline and expedite the process for experienced career and technical education teachers to gain additional certification in another fundamental learning area and vice versa.

**Longer-term actions envisioned to take more than 2 years**

- Develop and implement a professional development system for provisional and fully certified career and technical education instructors to upgrade their skills and knowledge, provide resources to enable all instructors to function as learning facilitators, and to understand how their curriculum interfaces with the world of work.
· Offer incentives/scholarships to all career and technical education areas to recruit new teachers.

· Create a joint task force of the teacher preparation institutions and educational practitioners to discuss the skills and knowledge needed by P-16 teachers, thus addressing the need for uniformity.

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**Goal 4 - Curriculum and Instruction**

"Provide instructors with the resources and knowledge they need to infuse the relationship between school and careers throughout the curriculum."

**Actions to be taken within 1 to 2 years**

· Align all curricula and related assessments with applicable Illinois Learning Standards, occupational skill standards, industry certifications, workplace skills, and career development competencies, and strengthen teaching materials to reflect this alignment.

· Develop a comprehensive P-16 model curriculum for career-specific program areas aligned to all standards (as referenced above). Use the FCAE (Facilitating Coordination in Agriculture Education) model as a guide. Integrate Career Exploration Labs into all schools.

**Longer-Term Actions envisioned to take greater than 2 years**

· Convince four-year institutions to accept, encourage and standardize the use of dual credit and/or articulation agreements in career and technical education and academic programs.

· Provide a source of reliable funding (including private-sector matching funds) to ensure programs are equitable and accessible to everyone in Illinois. Use of funds includes updates on technology, providing transportation, and professional development for teachers.

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**Goal Five - Accountability**

"Hold all educational programs accountable for outcomes and progress."

**Actions to be taken within 1 to 2 years**

· Develop a system to ensure that priority (i.e. high-demand/high-wage) skill gap areas in the marketplace are being met.
Develop effective methods of ensuring and measuring progress toward achieving all relevant standards (e.g. Illinois Learning Standards, occupational skill standards, workplace skills, etc.) through a variety of appropriate educational and assessment strategies.

Build on and use existing Perkins III indicators (technical skills, learning standards, educational attainment, continued education, employment, nontraditional, etc.) as measures of program accountability.

**Longer-term actions envisioned to take more than 2 years**

- Deliver programs based on job placement within identified labor market areas of shortage.
- Attach consequences (e.g., funding, recognition, technical assistance, review cycle) for program providers related to accountability objectives.
- Develop a uniform, benchmarked system of accountability to ensure that the goals of *A New Vision of Education* are accomplished.

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**Goal Six - Governance**

"Ensure that system planning, coordination, implementation strategies, policy-making and legislation support the new vision of education."

**Actions to be taken within 1 to 2 years**

- Create an ad hoc policy advisory council comprised of decision makers within the educational agencies, the Illinois Workforce Investment Board, the General Assembly, and other appropriate organizations to discuss, develop and make policy recommendations for the implementation of *A New Vision of Education* to the General Assembly, the Joint Education Committee, and other involved agencies.

- Establish an interagency team to align structures and responsibilities of the state’s educational agencies to assure that they are organized in a way that can effectively carry out the new vision of education.

**Longer-term actions envisioned to take more than 2 years**

- Identify changes in state statutes and rules and regulations needed to give local boards and administrators the flexibility to implement the new vision of education.

- Work with state agencies, advocacy groups, and other interested parties to advance these needed changes.