

Illinois Pathways to Results Continuous Improvement Initiative December 2, 2009

What is Pathways to Results?

Pathways to Results (PTR) is an initiative of the State of Illinois focused on improving student transition results for critical career pathways. It will do so by developing metrics, methods and tools that can be used to continuously improve the results obtained by students in these career pathways.

How is Pathways to Results being implemented?

PTR is being managed by the Office of Community College Research and Leadership (OCCRL) of the University of Illinois at Urbana-Champaign, under a grant from the Illinois Community College Board (ICCB) and the Illinois Department of Commerce and Economic Opportunity (DCEO), with support from the Illinois State Board of Education (ISBE).

What are the primary objectives of Pathways to Results?

1. Develop and implement a continuous improvement process that targets opportunities for program improvement and enhanced outcomes.
2. Develop and refine programs of study that effectively support the preparation of students in a career pathway leading to employment.
3. Improve key career pathway transition outcomes, including student transition outcomes derived from the Joyce Foundation's Shifting Gears initiative.
4. Improve access of local improvement teams to data and tools to support continuous improvement.
5. Improve equity in access and results for students.
6. Integrate career cluster-based regional skill planning with the implementation of programs of study.

Who is involved with Pathways to Results?

PTR will engage secondary schools and postsecondary institutions, including community colleges, and public and private colleges and universities. It will also engage business and industry, community organizations and other partners. This engagement will occur primarily through regionally-organized PTR improvement teams, which will be brought together to address specific improvement objectives.

Why is Pathways to Results central to the implementation of programs of study?

1. The function of programs of study is to improve student outcomes.
2. A continuous improvement model is integrated in how NASDCTE and OVAE talk about what programs of study is intended to do.
3. These concepts were previously expressed in Illinois through our programs of study principles and related design elements (attached).
4. The implementation of programs of study has emerged as a key element in Illinois' strategy to address critical skill shortages.
5. PTR can provide a general model for use in school improvement efforts.

How will Pathways to Results encourage the use of data to support continuous improvement beyond simple compliance?

1. PTR is being developed as an initiative for which local improvement teams have volunteered to participate in a competitive award process.
2. PTR is intended to be based primarily on the work of a local improvement team, with tools, guidance and professional facilitation.
3. Local teams will develop a charter to guide their work, which will describe the objectives and scope of the effort and which will have the approval of the process owners.
4. The process will follow in general terms the five-step OVAE continuous improvement model, with additional steps related to outcome analysis, review and reflection, and systems change (see attached phase descriptions and graphic).
5. Local teams will begin with an examination of the outcome and equity results for the particular career cluster or program of study area of interest. This will follow a standard format, but the teams will be able to add their own data to this analysis.
6. Local institutional research staff must be included in the improvement team, and their work will be central to the success of the effort.

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7. Team consensus will be built through individual, small group and full team analysis and discussion at each stage of the improvement process.

Illinois Pathways to Results (PTR) Phases	
1. Launch	Prepare the organization for engagement in PTR by: <ol style="list-style-type: none"> 1. Identifying the improvement team; 2. Documenting the initial improvement objective(s); 3. Providing the instruction and materials which the teams need to commence work; and 4. Securing organizational buy-in for PTR.
2. Equity and Outcomes Assessment	Assess the organization's outcomes and the equity of these outcomes for racial/ethnic groups and special populations, in order to identify areas for performance improvement or exemplary results, and relate these to the initial performance improvement objective identified in Phase One.
3. Process Mapping	Understand the processes that the organization uses to reach its objectives, and identify those aspects of these processes that are the most important contributing factors in any of the identified areas of needed performance improvement or exemplary results identified in Phase Two.
4. Process Improvement	Identifying, selecting and implementing changes to processes that are designed to address specific causes of performance issues identified in Phase Three.
5. Review and Reflection	Review the results of process changes and consider the implications of these results for the process description, measures used, root causes of performance issues, and solutions for the next cycle.
6. Systems Change	Implement process changes in a manner that will enable them to be sustained over time, including formal acceptance and handoff to process owners, addressing financing implications, and professional development requirements.

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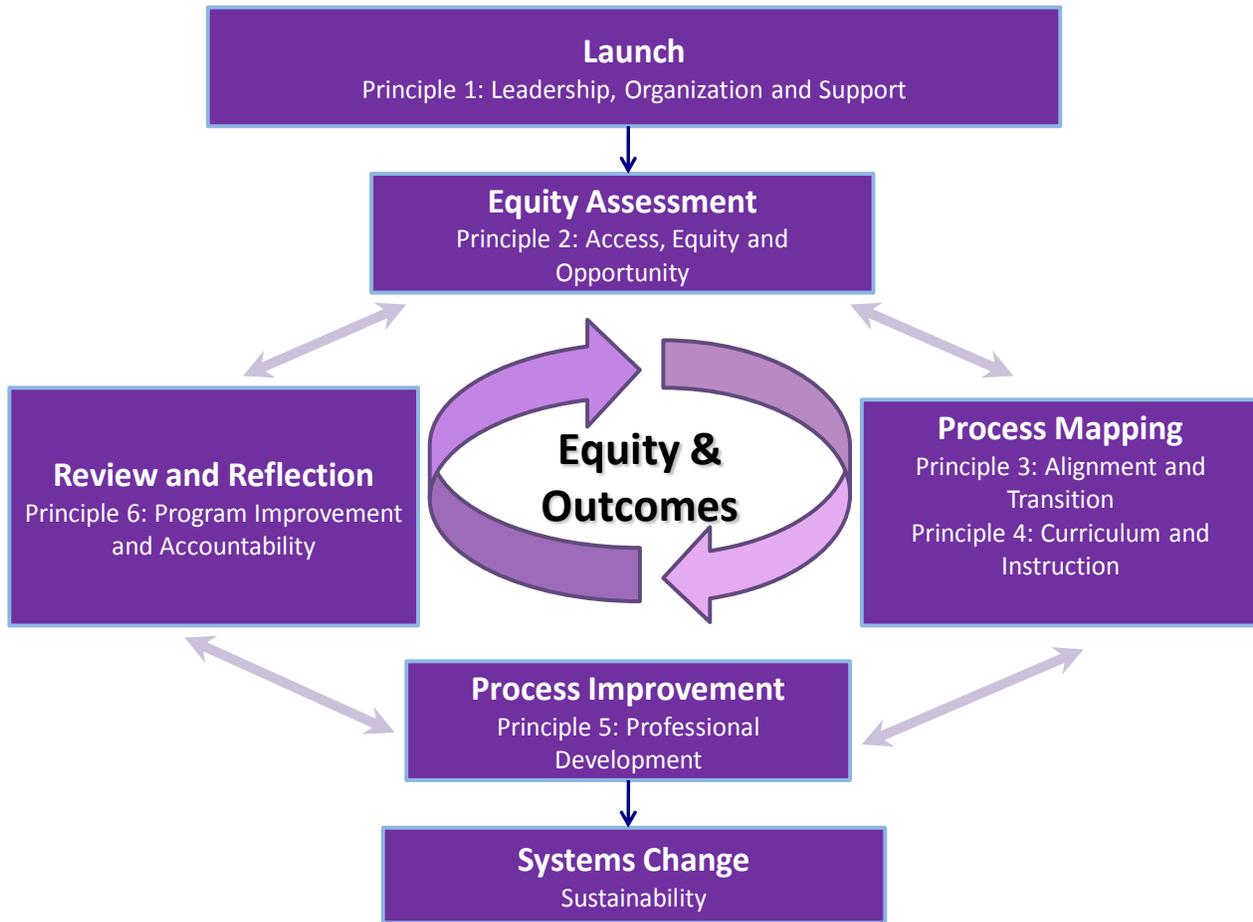
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Pathways To Results Applied to Programs of Study



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Illinois' Guiding Principles for Programs of Study
Leadership, Organization and Support - <i>Programs are developed and supported with input from collaborative partners.</i>
Access, Equity and Opportunity - <i>Each and every student has access to educational opportunities and services that enable their success.</i>
Alignment and Transition - <i>Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.</i>
Enhanced Curriculum and Instruction - <i>Curriculum and pedagogy involve rigorous and relevant instruction, and career development that enhances learning and enables students to attain credentials.</i>
Professional Preparation and Development - <i>Teacher preparation, recruitment and selection of qualified instructional staff, and the delivery of quality professional development.</i>
Accountability and Program Improvement - <i>Data are collected and shared to demonstrate accountability, program improvement and student outcomes.</i>