Supports for Students Driven by State Policy

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Heather Taylor, Illinois State Board of Education
The EdSystems Mission
Shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy.
Illinois College & Career Readiness Policy
Postsecondary and Workforce Readiness Act

Public Act 99-0674 (HB 5729)
Signed by Governor July 29, 2016

Four Components:
• Postsecondary and Career Expectations (PaCE)
• Scaling of 12th Grade Transitional Courses
• College & Career Pathway Endorsements on High School Diplomas
• Pilot of Competency-Based High School Graduation Requirements

pwract.org
Foundational Skills for All Careers: Postsecondary and Career Expectations (PaCE)

By end of 8th grade > By end of 9th grade > By end of 10th grade > By end of 11th grade > By end of 12th grade

Career Exploration and Development
Financial Aid and Literacy
Post-Secondary Education Exploration, Preparation, and Selection

4 Illinois Education Agencies: 7/1/2017
State Pathways Policy Framework: College, Career and Life Ready

**Accelerated Towards a Career Area**
- Multiple years of coursework, increasing commitment to the field
- Emphasis on Early college coursework in “Career-focused” subjects
- Courses go Beyond Traditional High School CTE and Industry Credentials, include Complementary General Education Courses

**Academically Ready for College**
- Required success in College-Level, career-focused coursework and electives
- Required placement college-level placement in Math and English (through collaboration with local Community College)

**Foundational Skills for All Careers**
- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning
State Pathways Model

Individualized Planning
Career Focused Instruction
Work-Based Learning
Core Academics

Secondary Pathway
Internships / CDE
Low-Skilled Jobs
Semi-Skilled Jobs
Middle-Skilled Jobs
Advanced-Skilled Jobs

Postsecondary Pathway
Endorsement

Stackable Credentials
Stackable Credentials
AA/AS
BA/BS

OUTCOMES:
Credential Attainment
&
Labor Market / Economic Development
INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

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<td>At least 2 career exploration activities or 1 intensive experience</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
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At least 2 team-based challenges with adult mentoring

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

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<td>Orientation / Introduction</td>
<td>Skill Development</td>
<td>Capstone / Advanced Courses</td>
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ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.
Foundational Skills for All Careers:
Recommended Employability Competencies

Recommended Technical and Essential Employability Competencies
For College and Career Pathway Endorsements

January 2020

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TOP 10 CROSS-SECTOR
ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

Teammwork & Conflict Resolution
Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.

Communication

Verbal: Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.

Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.

Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.

Problem Solving
Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.

Decision Making
Students can use their understanding of problem solving to implement and communicate solutions.

Critical Thinking
Students can use their understanding of logic and reasoning to analyze and address problems.

Adaptability & Flexibility
Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.

Initiative & Self-Drive
Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.

Reliability & Accountability
Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets expectations.

Cultural Competence
Students can use their understanding of diversity and inclusion in communications to work effectively across a multitude of abilities, cultures, and backgrounds.

Planning & Organizing
Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

ENTREPRENEURIAL COMPETENCIES

Principles of Entrepreneurship
Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

Innovation & Invention
Students can apply their understanding of an idea’s generation, design thinking, product and business development in order to introduce and process new and effective ideas.

Growth Mindset
Students can apply their understanding of learning from challenges, setbacks, and failure in order to adopt strategies and continue efforts to achieve personal goals.
“Priority Course” means any course within the Illinois Articulation Initiative General Education Core Curriculum, or any Priority Career Pathway Course.

“Priority Career Pathway Course” means a career-focused course that has been identified by the District, after consultation with the College, in its submission to ISBE as an early college credit course within a career-focused instructional sequence as part of a College and Career Pathway Endorsement system under the Postsecondary and Workforce Readiness Act (110 ILCS 148/1 et seq.).
**ORIENTATION / INTRODUCTION**
Grades 9–10
- Introduction to Technology & Engineering

**SKILL DEVELOPMENT**
Grades 10–12
- Foundations of Production & Manufacturing Processes
- Principles of Engineering & Additional Engineering

**CAPSTONE / ADVANCED**
Grades 12
- Advanced Production & Manufacturing Processes
- Computer Integrated MFG & Additional Engineering

**POSTSECONDARY COURSES**
Recommended 1st Year
- CNC Programming
- Manufacturing Materials and Processes
- Industrial Electricity
- CAD / CAM Technology

**CAREER FOCUSED COURSES**
- Advanced Manufacturing & Engineering Pathway
- Advanced Manufacturing Focus
- Engineering Focus

**WORK-BASED LEARNING**
- Career Exploration (2)
- Team-Based Challenge
- Career Development Experience or Youth Apprenticeship

**Team-Based Challenge**
- Career Development Experience or Apprenticeship

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1. For machining-focused programs, equivalent to ISBE CTE Courses — Beginning Machining and Machine Shop Technology I
2. For machining-focused programs, equivalent to ISBE CTE Course — Machine Shop Technology II

Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies.
Work-Based Learning Continuum

Policy Focus

- Expand and sustain equity-centered Illinois WBL Innovation Network (I-WIN)
- Provide employer incentives to expand WBL access to advance racial equity
- Enhance collection and disaggregate participant-level WBL data
Building from the PWRAct: HR681 & HB3296

**HR681**
- Urges ISBE/ISAC to celebrate and publish listing of districts implementing College and Career Pathway Endorsements (CCPE) and the Postsecondary and Career Expectations (PaCE) Framework
- Urges ISBE/ISAC to encourage districts not currently implementing CCPE/PaCE to commence doing so

**HB3296**
- Districts serving grades 6-12 must elect into or opt out of implementing a local form of PaCE by July 2025
- Districts serving grades 9-12 must elect into or opt out of offering CCPE by July 2025
  - 1 endorsement for Class of ‘27
  - 2 for class of ‘29
  - 3 for class of ‘31 (if school has >350 students in 9-12)
- Agency Requirements:
  - Update PaCE to go down to 6th grade (and other updates as needed) by July 2023
  - Publish database of employer partners by July 2024
  - Publish resources available to support implementation
How was the C CRI developed?

Initial Process

• Started with the Redefining Ready framework

• College & Career Readiness Committee of the Illinois P-20 Council conducted best practice research & developed targeted recommendations for refining and aligning framework to existing State policy

• Public comment periods

Career Ready Definition Development

• Phase 1: Conducted Existing State Analysis and Preliminary Definitions

• Phase 2: Facilitated Interagency Feedback & Alignment
  • Reviewed and incorporated feedback from ISBE and members of the Governor’s Children’s Cabinet committee on Workforce Readiness through Apprenticeships & Pathways (WRAP)

• Phase 3: Continued Stakeholder Feedback, Refinement, & Finalization of Recommendations
  • Engaged state-level groups/committees Refined and finalized definitions and collection guidance; sent to ISBE
What is the College & Career Readiness Indicator?

**Part of Illinois’s Every Student Succeeds Act (ESSA) State Plan**
- A mixed-measures approach to college and career readiness that does not rely upon a single test score
- Includes academic and career components
- Developed with an eye toward equity and access
- 6.25% within the School Quality Framework

**Part of an overall shift in approach toward college and career preparation**
- ISBE’s Vision for High School Transformation
- Postsecondary & Workforce Readiness Act
- Postsecondary & Career Expectations (PaCE) Framework
- College & Career Pathway Endorsements
- Transitional Math
- Competency-Based Education
CCRI Component Overview

Distinguished Scholar

1. GPA: 3.75/4.0
2. 95% attendance junior and senior year
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. One academic indicator in ELA and Math
5. Three career readiness indicators

College and Career Scholar

1. GPA: 2.8/4.0
2. 95% attendance junior and senior year
3. EITHER
   a. College and Career Pathway Endorsement; OR
   b. All of the following:
      i. One academic indicator in ELA and Math
      ii. Career area of interest
      iii. Three career ready indicators
# CCRI Component Overview

## Academic Indicators

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<th>ELA</th>
<th>MATH</th>
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| **ELA Advanced Placement (AP) Exam**  
(Score of 3 or Higher) | **Math AP Exam**  
(Score of 3 or Higher) |
| **ELA AP Course**  
(Grade of A, B, or C) | **Math AP Course**  
(Grade of A, B, or C) |
| **Dual Credit English Course**  
(Grade of A, B, or C) | **Dual Credit Math Course**  
(Grade of A, B, or C) |
| **International Baccalaureate (IB) ELA Course**  
(Grade of A, B, or C) | **IB Math Course**  
(Grade of A, B, or C) |
| **IB Exam**  
(Score of 4 or Higher) | **IB Exam**  
(Score of 4 or Higher) |
| **Minimum ACT Subject Scores of English: 18 and Reading: 22** | **Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year** |
| **Minimum SAT Score of Evidence-Based Reading and Writing: 540** | **Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year** |

## Career Ready Indicators

- Career Development Experience during high school career
- Industry Credential at any point in time before graduation
- Military Service or an ASVAB Score of 31 or Higher during high school career
- Dual Credit Career Pathway Course (college Credit Earned)
- Completion of Program of Study before graduation
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during high school
- Consecutive Summer Employment during high school career
- 25 Hours of Community Service during high school career
- Two or More Organized Co-Curricular Activities during high school career
The goal of this approach to college/postsecondary and career readiness is to better prepare young people for what comes after high school, both in terms of making an informed choice, as well as being adequately prepared to enter directly into whatever their choice of postsecondary pathway might be.

Students who have met the CCRI, by engaging in activities and learning that are promoted in the PaCE framework, will be both more knowledgeable about and prepared for whatever comes after high school. In this way, they will be able to advance along their career pathway of choice more efficiently.

https://www.isac.org/pace/documents/PaCE-Crosswalk.pdf
Join us for a SY2021-22 College and Career Readiness Indicator Data Submission Webinar on 5/4/2022 or 5/5/2022

SY2021-22 is the second year for the required College and Career Readiness Indicator data submission. To assist districts with data collection, the CTE and Innovations and Accountability departments are offering a joint webinar on the College and Career Readiness Indicator for SY2021-22. This session is intended for school counselors, high school principals, school and district data personnel and/or superintendents, and the most appropriate audience for this webinar will vary by district size and structure. The webinar will take a deep dive into the College and Career Readiness indicator, including all data elements, the process for collecting, documenting and submitting the required data, and review best practices. The session will also feature practitioners sharing their successes and challenges in implementing this indicator, and will close with a question and answer period. The session will be offered on:

- Wednesday, May 4, 2022, from 9-11 a.m.
- Thursday, May 5, 2022, from 1-3 p.m.

We encourage you to attend this webinar to ask any questions related to the College and Career Readiness Indicator. Feel free to forward this invitation to others.

This webinar occurs multiple times. Please register for the date and time that works best for you. After registering, you will receive a confirmation email containing information about joining the webinar.

Register now!
Thank you!

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Heather Taylor, ISBE (taylor@isbe.net)

Resources
• ISBE CCRI Guidance
• PaCE/CCPE/CCRI Crosswalk
• Perkins Model Programs of Study Guides
• Recommended Technical & Essential Employability Competencies
• Illinois Career Pathways Dictionary
• Career Development Experience Toolkit