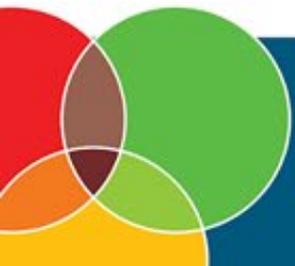




Supports for Students Driven by State Policy

Emily Rusca, Education Systems Center at Northern Illinois University

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.



College &
Career Pathways



Bridges to
Postsecondary



Data Impact &
Leadership



Statewide

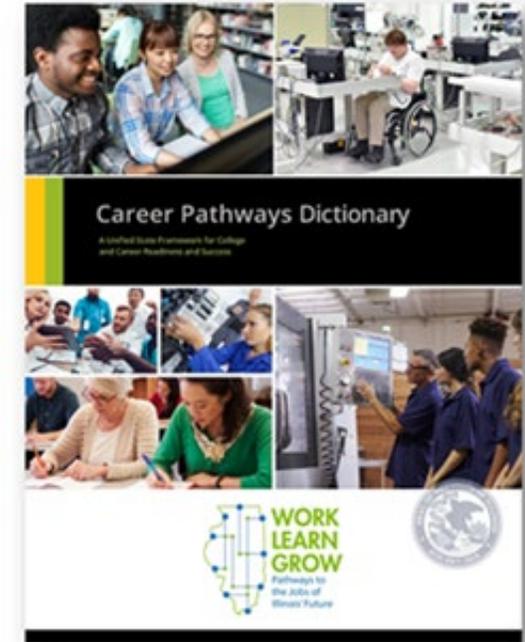
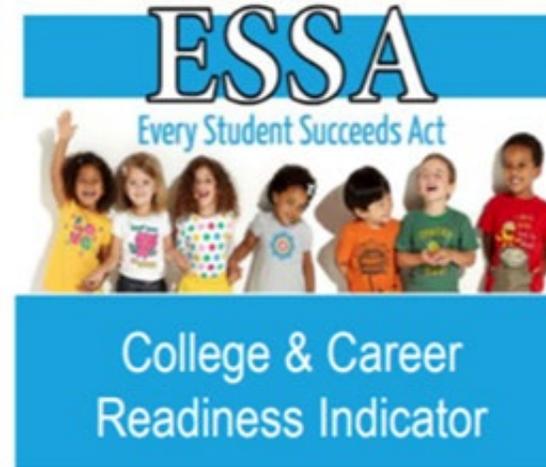
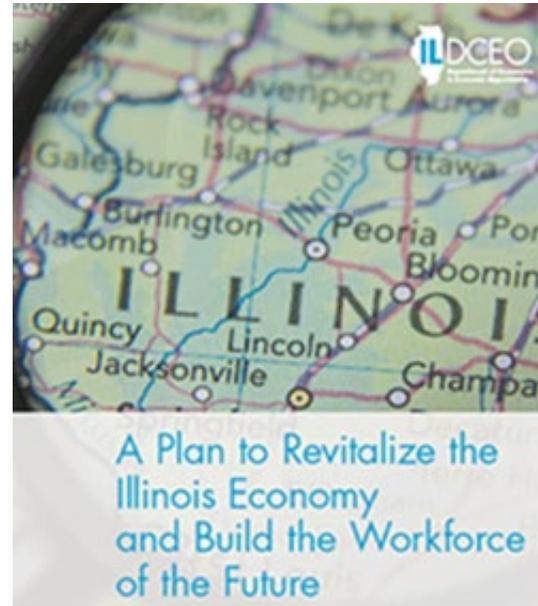


Community Networks



Innovation

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



4 Illinois Education Agencies:
7/1/2017

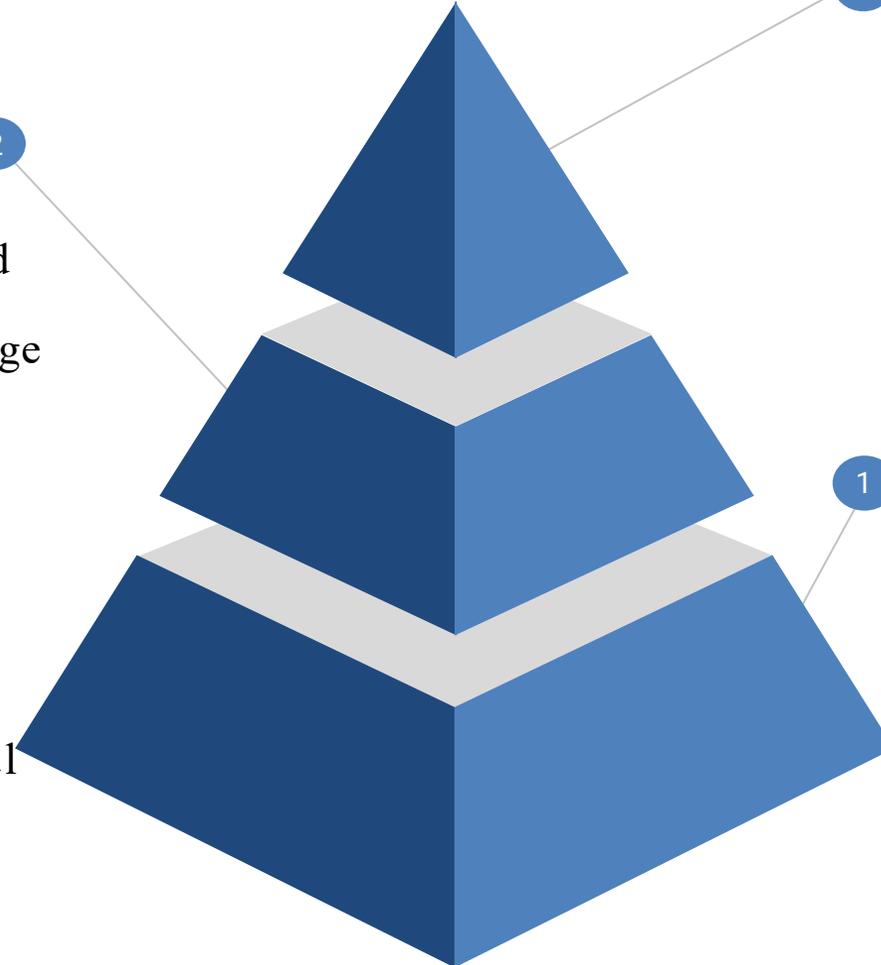


State Pathways Policy Framework: College, Career and Life Ready

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

2



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)

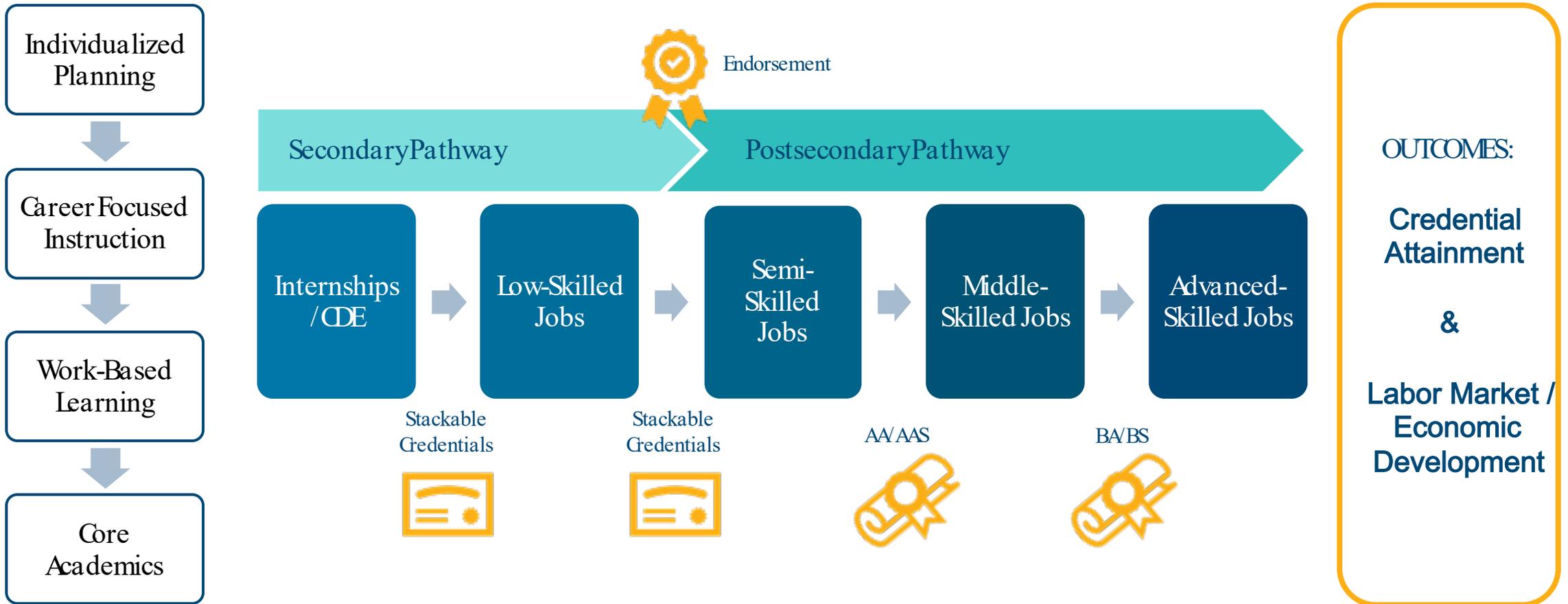
3

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

1

State Pathways Model





College and Career Pathway Endorsement Framework



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

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

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

CAREERFOCUSED 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.

9th	10th	11th	12th
Orientation / Introduction		Capstone / Advanced Courses	
Skill Development			

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 2022



TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	<p>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.</p> <p>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p>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.</p>
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 collective goals.
Cultural Competence	Students can use their understanding of diversity and inclusion to communicate and 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 use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

Growth Mindset

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.



Dual Credit Quality Act Model Partnership Agreement

“**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.).



Saving Time and Money for Illinois Students!

All 48 community college districts offer dual credit but type and quantity varies

Lack of consistency in how colleges and districts partner





State of Illinois
Model Programs of Study Guide:
Education

ICCB

State of Illinois
Model Programs of Study Guide:
Health Sciences and Technology

ICCB

State of Illinois
Model Programs of Study Guide:
Information Technology

ICCB

State of Illinois
Model Programs of Study Guide:
Manufacturing and Engineering

ICCB

State of Illinois
Model Programs of Study Guide:
Agriculture, Food, and Natural Resources

ICCB

State of Illinois
Model Programs of Study Guide:
Architecture, Construction, and Energy

ICCB

State of Illinois
Model Programs of Study Guide:
Arts and Communications

ICCB

State of Illinois
Model Programs of Study Guide:
Finance and Business Services

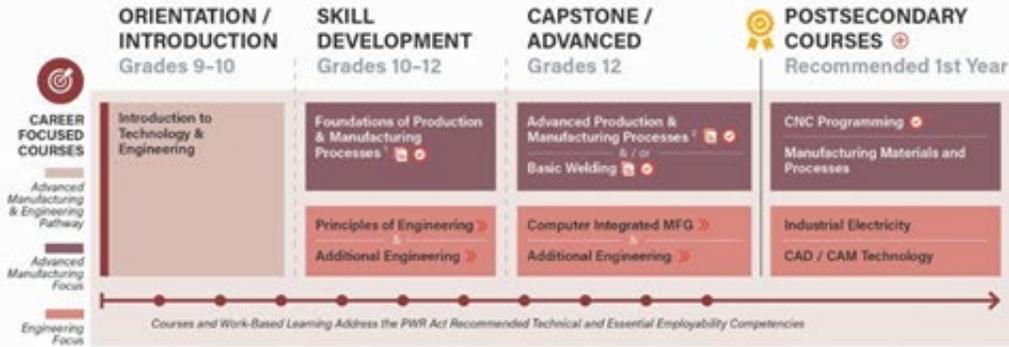
ICCB





Model Programs of Study Guide: Manufacturing & Engineering

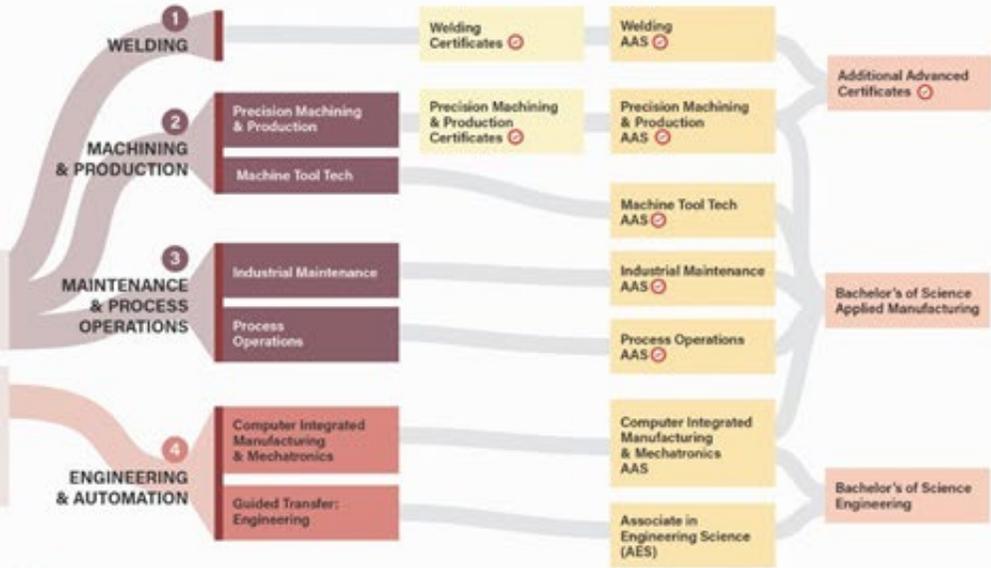
Education Systems Center
ILLINOIS CENTRAL COLLEGE



WORK-BASED LEARNING	Team-Based Challenge	Team-Based Challenge	Team-Based Challenge
Career Exploration (2)	Team-Based Challenge	Career Development Experience	Career Development Experience
Team-Based Challenge	Career Development Experience	or	or
	Youth Apprenticeship	Youth Apprenticeship	Apprenticeship
SCIENCE	Science Sequence	Science Sequence	Physics
SOCIAL SCIENCE	Social Science Sequence	Social Science Sequence	Social Science
MATH	Algebra	Geometry	Transitional Math: Technical
	Geometry	Algebra 2	Transitional Math: STEM
		Pre-Calculus	College Algebra / Trigonometry
		College Algebra	Calculus
ENGLISH	English Sequence	English Sequence	Transitional English
			English Composition
			Oral Communication

AP or Dual Credit
 Dual Credit Course
 Dual Credit Course Affiliated With IAI Code
 Course or Program Prepares for Industry Credential
 Postsecondary Course Affiliated With IAI Code
 College and Career Pathway Endorsement Earned
 If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

POSTSECONDARY OPTIONS



SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child ³	Median Hourly Wage ⁴	Growth in IL: Annual Job Openings ⁴	Growth in IL: % Change Over 10 years ⁴	Stackable?
1 Welding	Welders, Cutters, Welder Fitters	N	\$19.28	1,540	5%	Not Typically Stackable
2 Machine Tool Technology	Tool and Die Makers	Y	\$25.34	450	-9%	Typically Stacks to Related Bachelor's Program at Select IL Universities
	Machinists	N	\$19.44	3,630	4%	Typically Stacks to Further Certificates or an AAS
3 Precision Machining	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	Y	\$25.65	160	18%	Typically Stacks to Related Bachelor's Program at Select IL Universities
	Industrial Machinery Mechanics	Y	\$26.41	1,240	10%	
4 Computer Integrated Manufacturing & Mechatronics	Chemical Equipment Operators and Tenders, Biofuels Processing Technician	Y	\$24.95 - \$33.87	200	1% - 3%	Typically Stacks to Related Bachelor's Program at Most IL Universities
	Manufacturing Engineering Technologists, Electromechanical Engineering Technologists, Robotics Technicians	Y	\$30.26 - \$30.48	460	5%	
Guided Transfer: Engineering	Engineers in Various Branches: Mechanical, Civil, Electrical, Chemical, Mechatronics, Industrial	Y	\$40.65 - \$44.51	3,760	4% - 12%	

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
 3. Living wage calculations are based on MIT's Living Calculator (livingwage.mit.edu), where the "Living Wage" for 1 Adult + 1 Child is \$26.27/hour for the state of Illinois. "Near" defined as 85% of the statewide living wage, which is \$22.33/hour
 4. U.S. Department of Labor, CareerOneStop (careeronestop.org/explore/careers)



ORIENTATION / INTRODUCTION Grades 9-10

SKILL DEVELOPMENT Grades 10-12

CAPSTONE / ADVANCED Grades 12



POSTSECONDARY COURSES ⁺ Recommended 1st Year



CAREER FOCUSED COURSES

Advanced Manufacturing & Engineering Pathway

Advanced Manufacturing Focus

Engineering Focus

Introduction to Technology & Engineering

Foundations of Production & Manufacturing Processes ¹

Advanced Production & Manufacturing Processes ²
& / or
Basic Welding

CNC Programming

Manufacturing Materials and Processes

Principles of Engineering
&
Additional Engineering

Computer Integrated MFG
&
Additional Engineering

Industrial Electricity

CAD / CAM Technology



WORK-BASED LEARNING

Career Exploration (2)

Team-Based Challenge

Team-Based Challenge

Career Development Experience
or
Youth Apprenticeship

Team-Based Challenge

Career Development Experience
or
Apprenticeship



AP or Dual Credit



Dual Credit Course



Dual Credit Course Affiliated With IAI Code



Course or Program Prepares for Industry Credential



Postsecondary Course Affiliated with IAI Code



College and Career Pathway Endorsement Earned



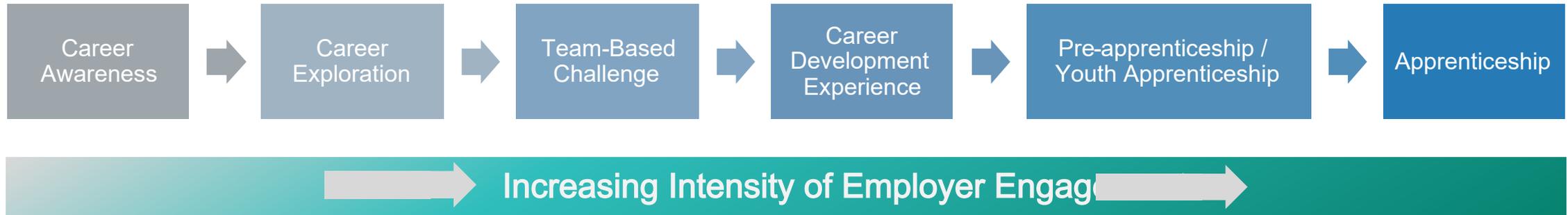
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1. For machining-focused programs, equivalent to ISBE CTE Courses — Beginning Machining and Machine Shop Technology I

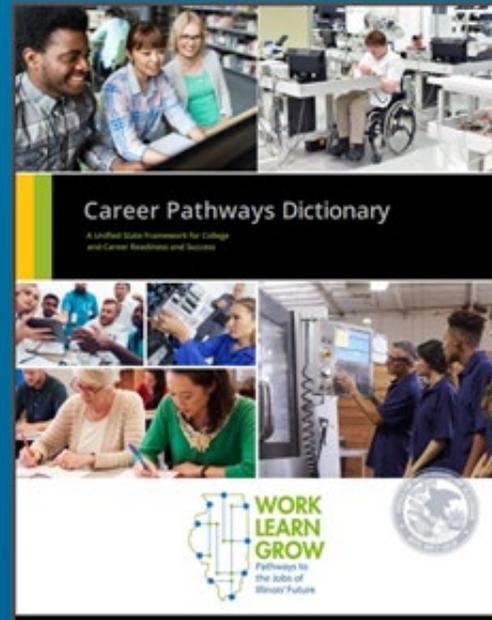
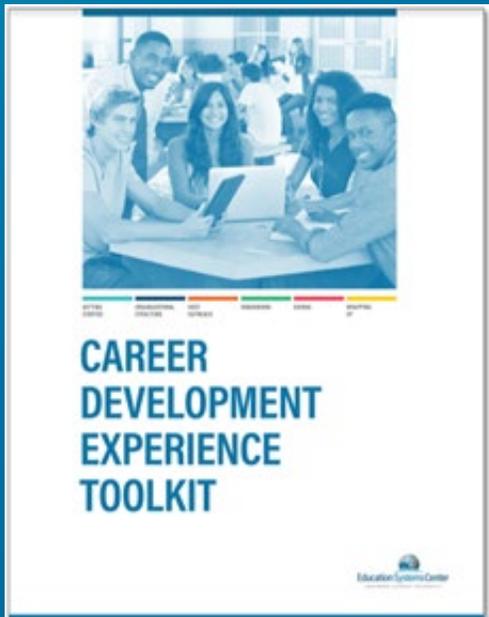
2. For machining-focused programs, equivalent to ISBE CTE Course — Machine Shop Technology II



Work-Based Learning Continuum



Definitions: *Illinois Career Pathways Dictionary*



Policy Focus

- Expand and sustain equitycentered Illinois WBL Innovation Network (IWIN)
- Provide employer incentives to expand WBL access to advance racial equity
- Enhance collection and disaggregate participant -level WBL data



Building from the PWR Act: 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 CCRI 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

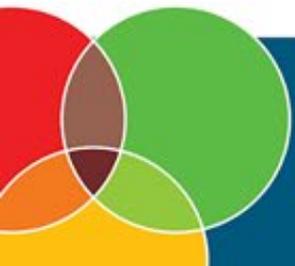


Distinguished Scholar

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

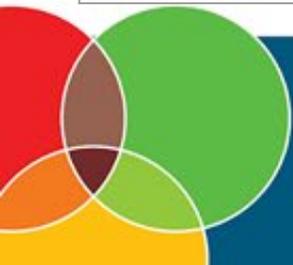


Academic Indicators

ELA	MATH
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)
	Algebra II (Score of A, B, or C)
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



Connecting PaCE & CCRI: A New Approach to College & Career Readiness



By the end of 12th grade

By 12/31 of 12th grade a student should have:

- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
- completed the FAFSA

By the end of 12th grade a student should be supported to:

- address any remedial needs in math/ELA
- obtain an internship opportunity relating to CP
- if applicable, receive industry-based certification(s) relating to CP
- complete one or more team-based challenges or projects relating to CP
- attend a financial aid award letter workshop

A student should know:

PaCE Element	CCRI Component
Address any remedial needs in Math/ELA	Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)
Obtain an internship opportunity relating to CP	Meets Career Ready Indicator (Career Development Experience)
If applicable, receive industry-based certification(s) relating to CP	Meets meeting Career Ready Indicator (Industry Credential)

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.

Upcoming Webinars



Join us for a ~~SY202-22~~ College and Career Readiness Indicator Data Submission Webinar on 5/4/2022 or 5/5/2022

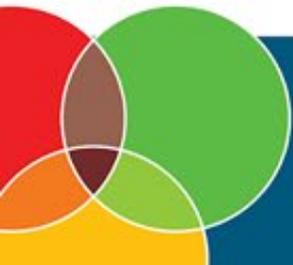
SY2021-22 is the second year for the required College and Career Readiness Indicator data submission. To assist districts with data collection, the CTE and Innovations and Accountability departments are offering a joint webinar on the College and Career Readiness Indicator for Sy2021-22. This session is intended for school counselors, high school principals, school and district data persons, 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.

[Register now!](#)

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.



Thank you!



Contact Info

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(erusca@niu.edu)

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](#)

