



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

# Success Network Policy Committee

*Launch Meeting*

December 14, 2022

# Today's Topics

- Welcome
- Introductions & Getting Reacquainted
- Overview of the Success Network
- Report Card Data
- Key Policy Changes in 2022
- Discussion
  - Policy Priorities
  - Promising Local Practices



# Welcome & Introductions

Please share your name, organization, & one thing you look forward to in 2023 in the chat

# Who We Are



Emily Rusca

Director of State Policy & Strategy



Edith Njuguna

Director of the Illinois Education & Career  
Success Network



Laura Monteagudo

Policy & Program Manager

# The Success Network Policy Committee

## Why?

- Provide space for local practitioners and policy leaders to collaborate and learn from one another
- Elevate local practice to inform State policy
- Support local practitioners to take advantage of policy windows

## What

- Learn about new and emerging education and career policy efforts
- Learn about promising local practices from Leadership Communities around Illinois
- Engage with data
- Identify and advance emerging policy priorities
- Identify opportunities to scale innovative policy in the field

# Network Organizers





## **Our Network Goal**

To support communities to increase meaningful and equitable postsecondary attainment.

# Leadership Communities

- Aurora Regional Pathways to Prosperity
- Black Hawk Region Pathways
- Boone County
- East Side Aligned
- Enlace Chicago
- Evanston
- Lake County
- Making Opportunities Real for Everyone (MORE) in the Mississippi and Rock River Regions
- Rock River Region
- McLean County
- NCI/Starved Rock Region
- Northwest Educational Council for Student Success (NECSS)
- OAI/Rich Township District 227
- Peoria Pathways to Prosperity
- Rockford
- Sangamon County Continuum of Learning
- Thrive Chicago
- Vandalia ONE
- Vermilion County





# Leadership Community Expectations



# Leadership Community Supports

- Manage peer-to-peer learning and action network
- Provide technical assistance on collective impact and strategies to advance postsecondary attainment
- Gather and curate critical data
- Serve as a conduit for financial support to communities (mini-grants)

# Scale of the Network



273,234

*Public high school students  
in Leadership Communities  
statewide*



**45%**

*of public high school  
students statewide*



167,815

*Public high school students  
in Leadership Communities  
outside Chicago*



**34%**

*of all high school students  
outside of Chicago*

# Leadership Communities Drive Policy Implementation

## Public Act 99-0674 (HB 5729)

Signed by Governor in 2016

### Four Components:

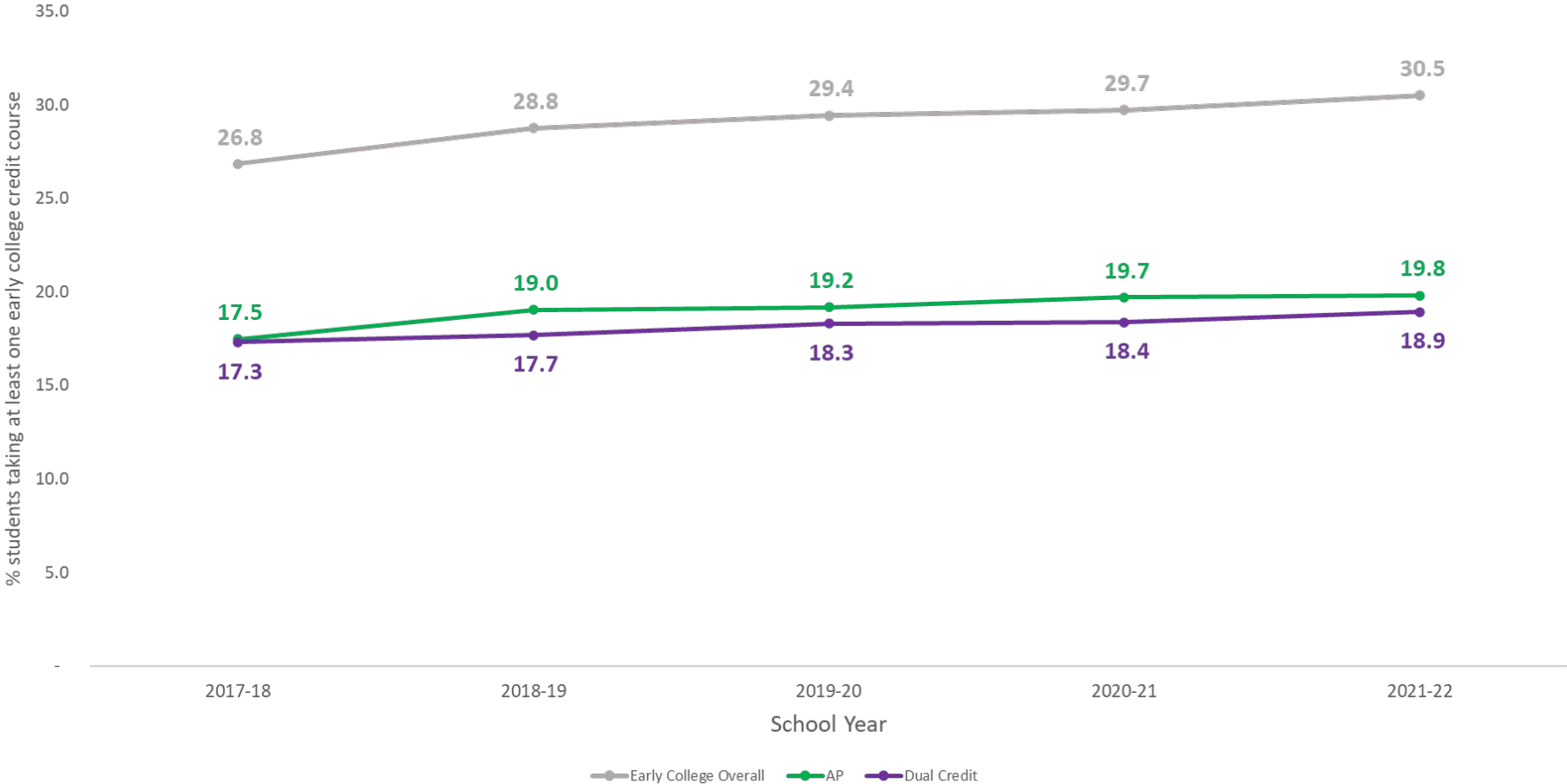
- Postsecondary and Career Expectations (PaCE)
- College & Career Pathway Endorsements (CCPE)
- Pilot of Competency-Based High School Graduation Requirements
- Scaling of 12th Grade Transitional Courses



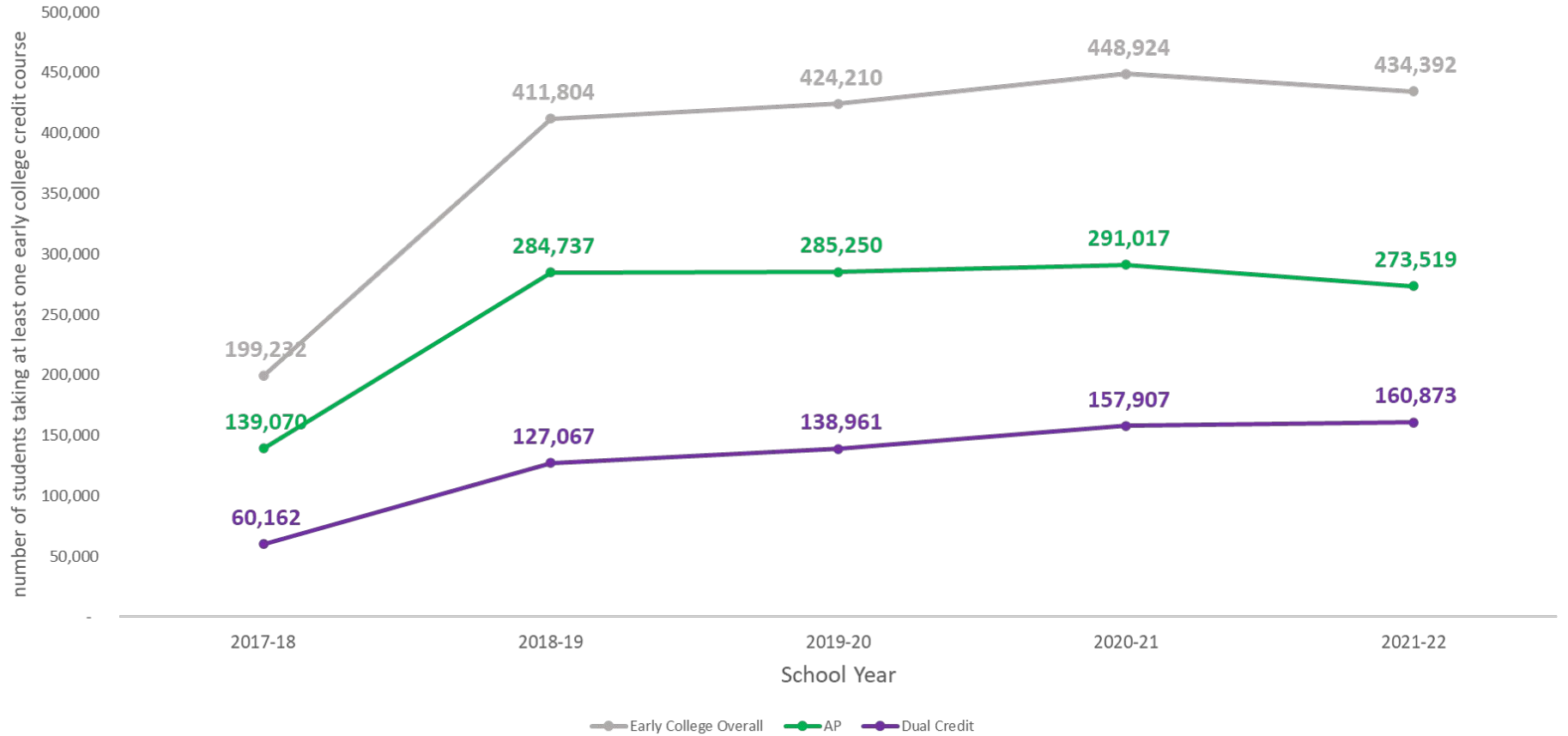
[pwract.org](http://pwract.org)

# Reviewing Highlights from Illinois Report Card Data

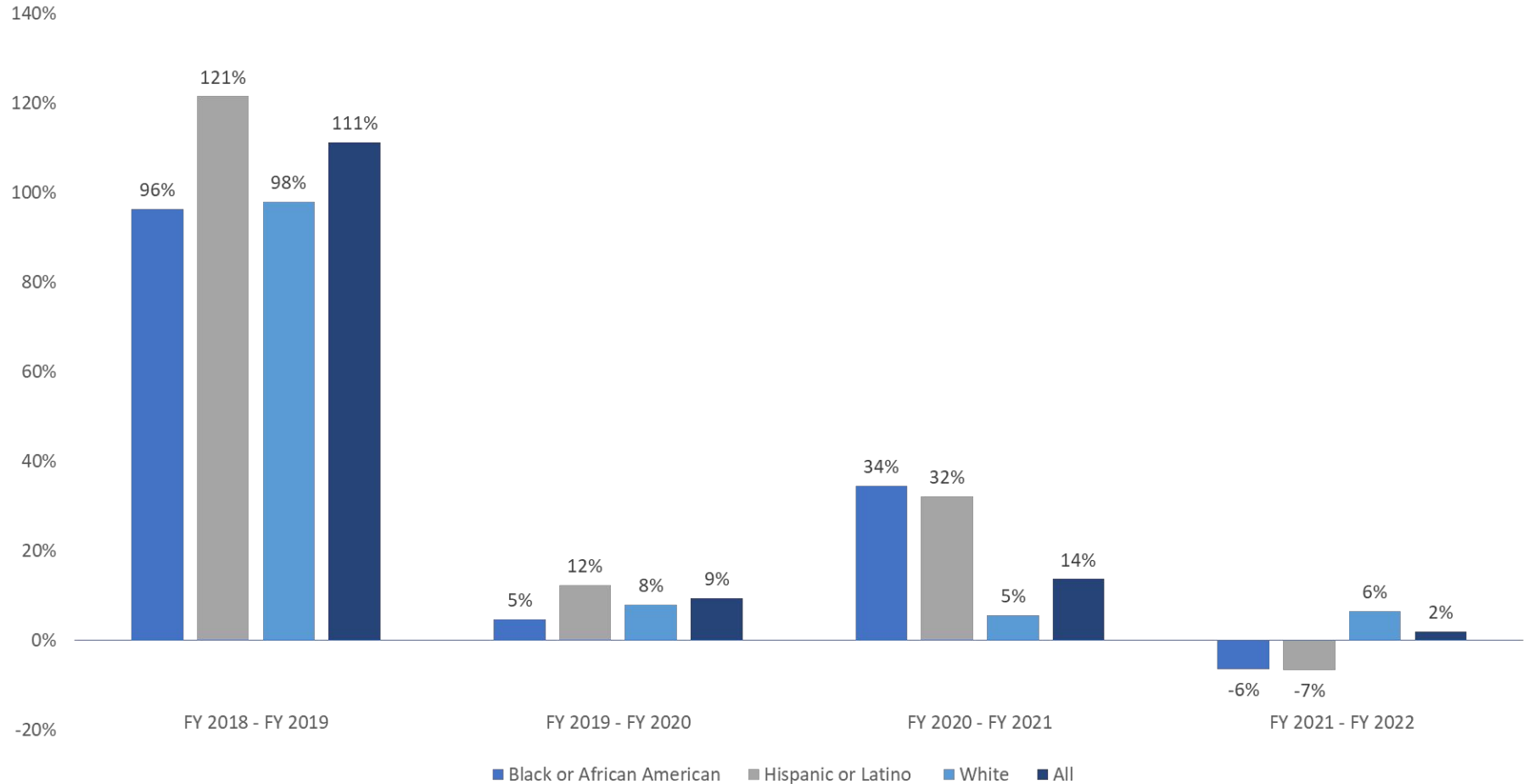
# Early College Credit Enrollment Rates - AP & Dual Credit



# Early College Credit Enrollment Counts - AP & Dual Credit

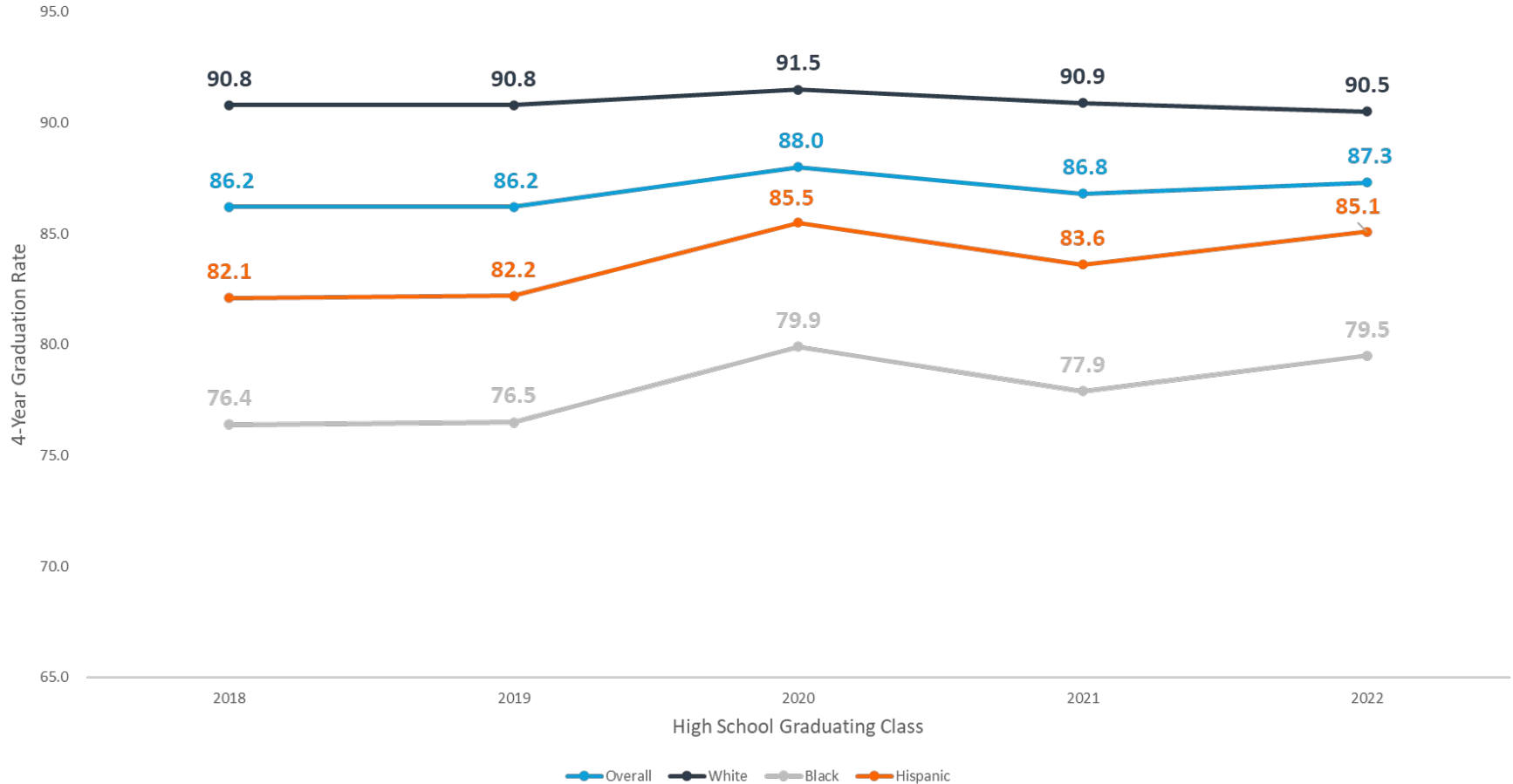


## Year-over-Year Percentage Change in Dual Credit Enrollment by Demography

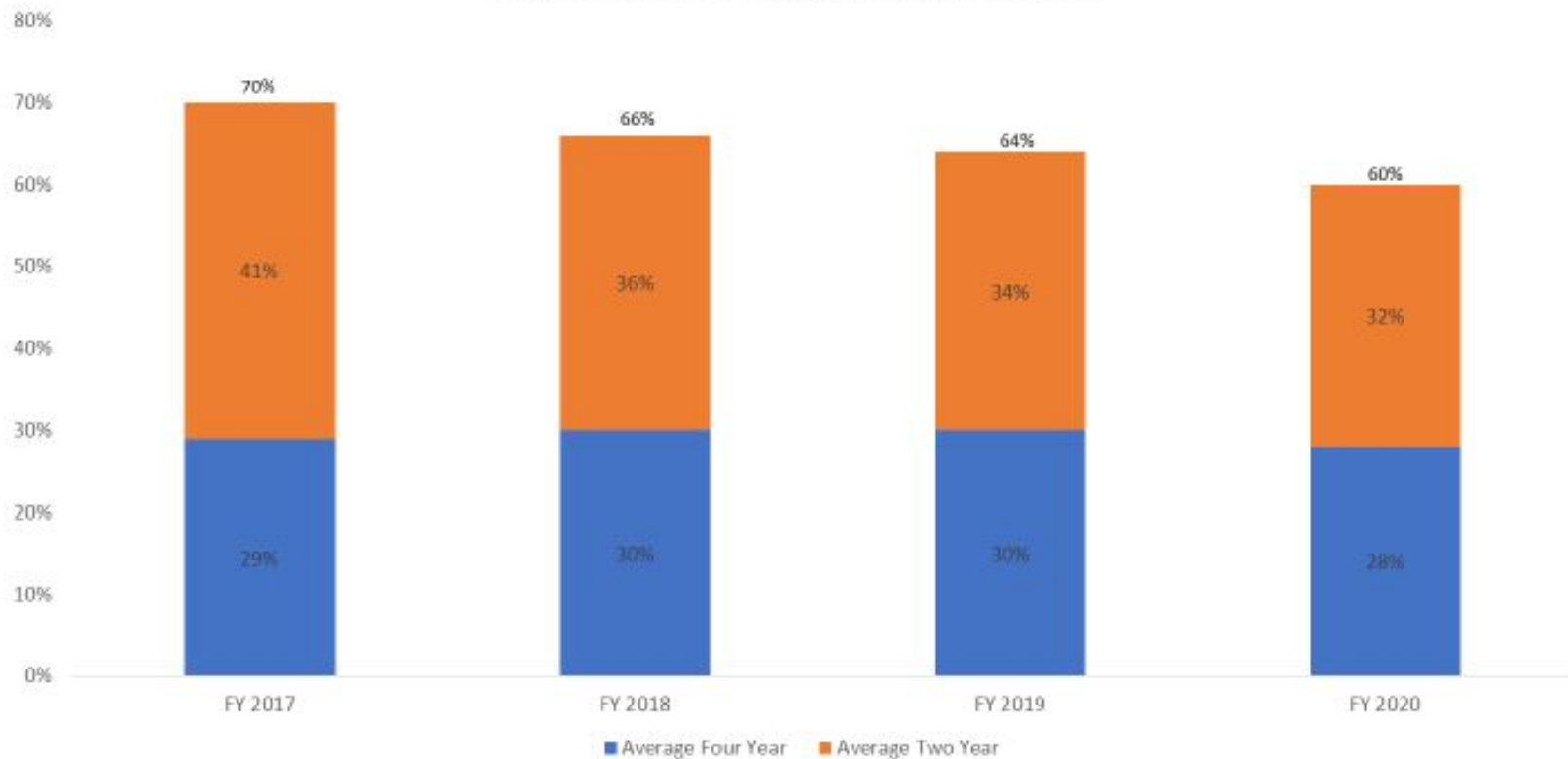




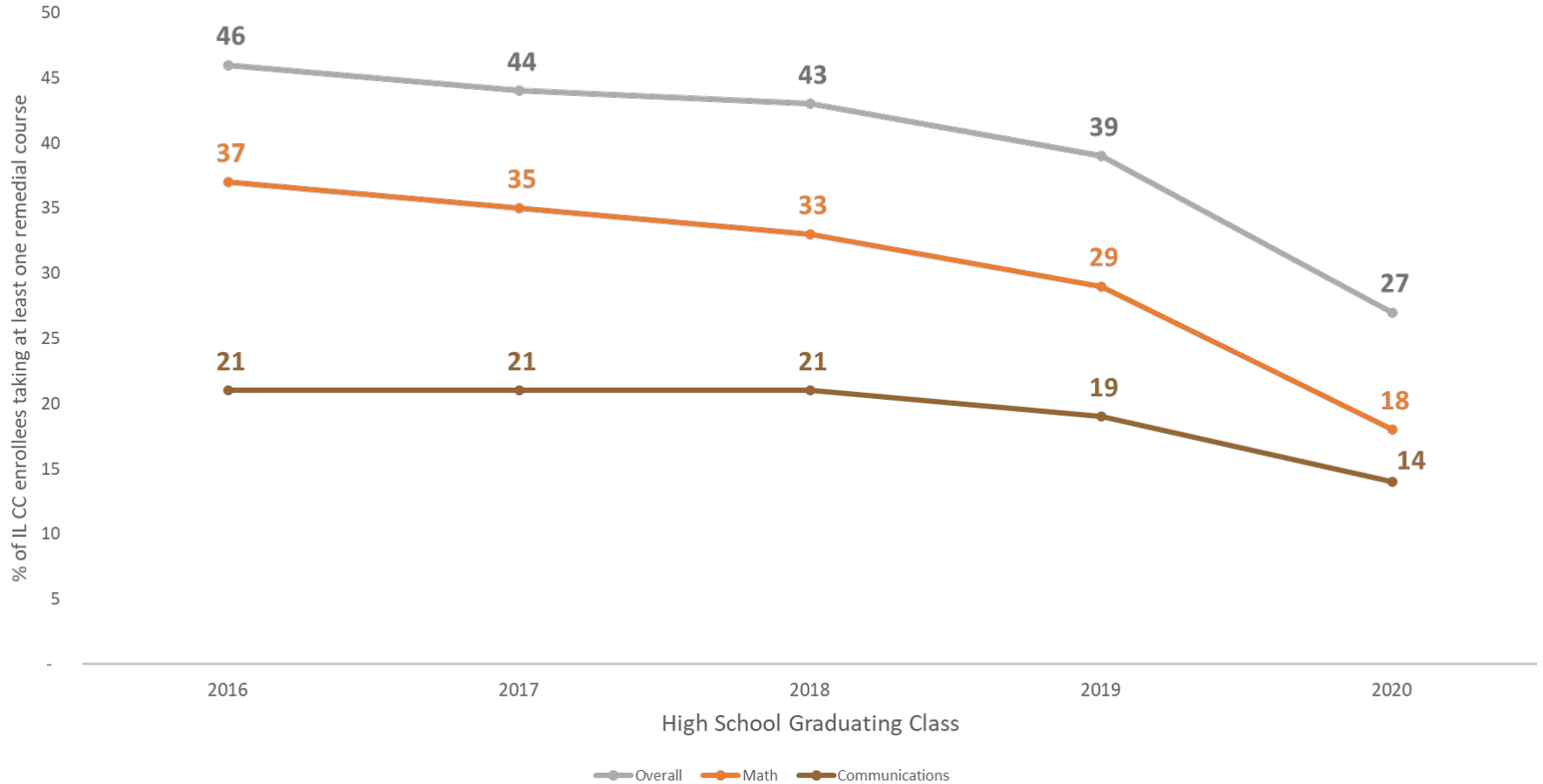
# 4-Year High School Graduation Rate



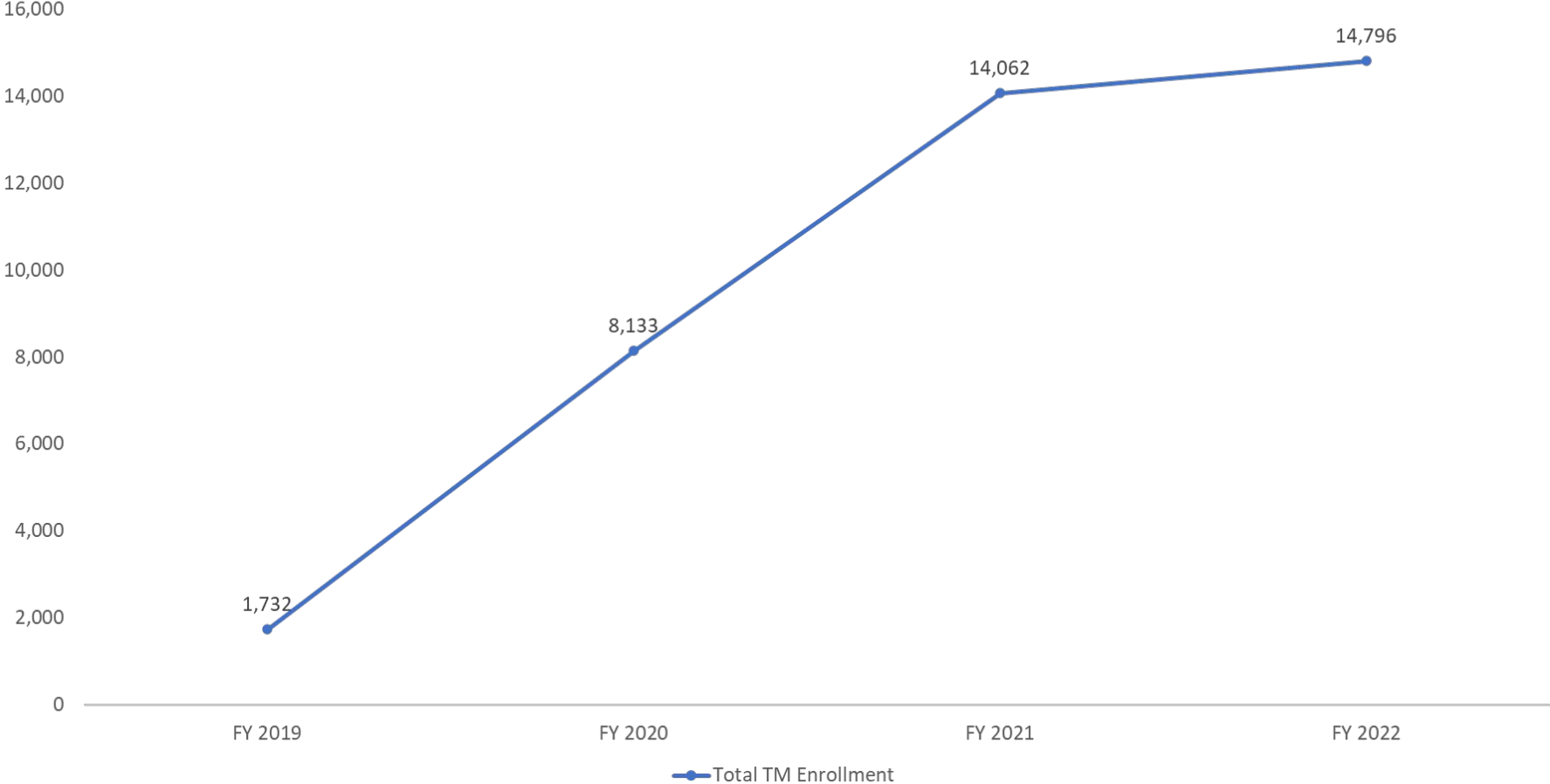
## Postsecondary Enrollment within 16 months



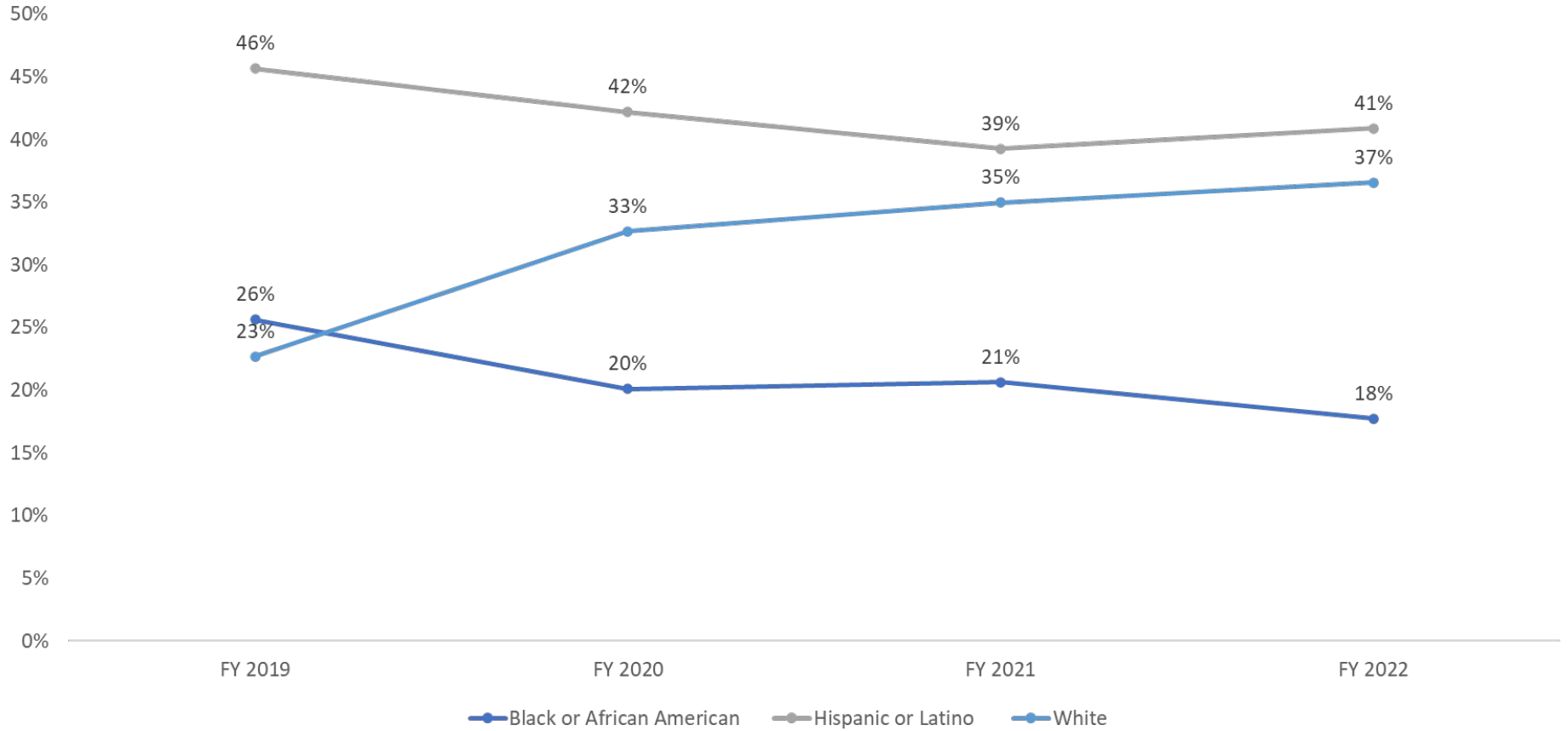
# Community College Remediation Rates



# Total Transitional Math Enrollment



# Transitional Math Enrollment by Race/Ethnicity (as % of all TM enrollments)



# Reflections Waterfall

- What's one thing that surprised you in these data?
- What is something that was exciting to see in these data?
- What is one thing that you want to learn more about?
- Would you be interested in a deeper dive into Report Card data in January?



# College & Career Success Policy Highlights in 2022



# Building from the PWR Act: 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 6<sup>th</sup> grade (and other updates as needed) by July 2023
  - Publish database of employer partners by July 2024
  - Publish resources available to support implementation



# CCPE Trajectory Statewide

SY 2020

- 1 School District Authorized
- 5 students CCPE in HPS Education and 5 in METT

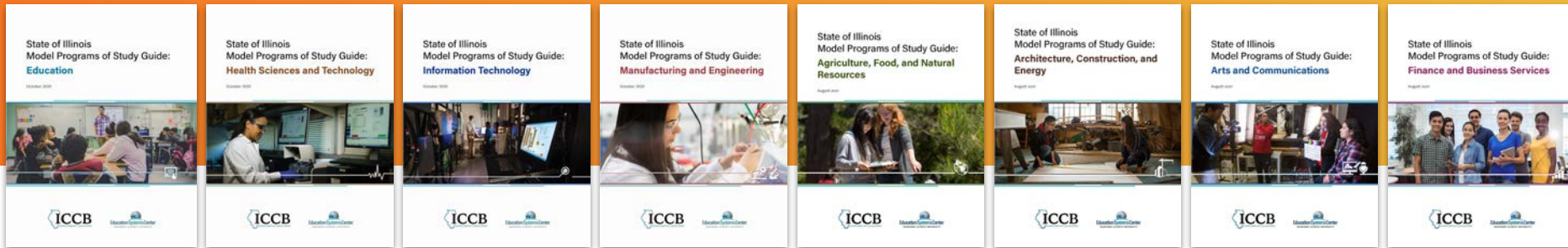
SY 2021

- 9 districts Authorized
- 5 Districts with students graduate earning CCPE
- 47 Students Earn CCPE
  - 25 in HPS (education)
  - 17 in HST
  - 5 in METT

SY 2022

Project

- 16 districts granted a total 596 students graduate in CCPE
  - Plurality in HPS
  - METT, HST, FBS, IT and AFNR as well



## 2020 Guides

- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

## 2021 Guides

- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services

## 2022 Guides

- Culinary Arts and Hospitality
- Human and Public Service
- Education (Updated)

## ORIENTATION / INTRODUCTION

Grades 9-10

## SKILL DEVELOPMENT

Grades 10-12

## CAPSTONE / ADVANCED

Grade 12

## POSTSECONDARY COURSES +

Recommended 1st Year





### CAREER FOCUSED COURSES

Elementary and Secondary

Early Childhood Education (ECE)


Foundations to Teaching

Intro to Education   
&/or Educational Methodology

Health Safety and Nutrition   
or Course(s) aligned with a Gateways ECE Level 2 Credential 

Diversity in Education   
&/or Education Workplace Experience

Human Growth & Development  
or Child Growth & Development 

Child Growth and Development  
The Exceptional Child   
Educational Psychology  
Continue Early Childhood Education AA or AAS Course Sequence Aligned with Gateways ECE Credentials



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



### WORK-BASED LEARNING

Career Exploration (2) \*  
Team-Based Challenge \*  
Educators Rising

Team-Based Challenge \*  
Career Development Experience or Youth Apprenticeship  
Educators Rising

Team-Based Challenge  
Career Development Experience or Apprenticeship

\* May be offered through Career and Technical Student Organizations (CTSOs) such as Educators Rising, Family, Career and Community Leaders of America (FCCLA), and SkillsUSA Illinois



AP or Dual Credit



Dual Credit Course



Dual Credit Course Affiliated With IAI Code



Course/Program Prepares for Industry Credential



Postsecondary Course Affiliated with IAI Code



State Seal of Biliteracy Earned



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

# Dual Credit Quality Act Amendment (HB 5506; Public Act 102-1077)



Extends Professional Development Plan provision to January 2023

Master's degree in any discipline & has earned 9 graduate hours in a discipline in which he or she currently teaches or expects to teach

Fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught



Builds in allowances for mixed enrollment classes

Includes provisions for differentiated instruction as appropriate  
Amendment in progress regarding data collection & reporting



Adds language about faculty notification of partnership agreements

# Dual Credit Survey

## EXPANDING EQUITABLE ACCESS TO DUAL CREDIT

The Illinois Dual Credit Survey asked educators and administrators representing secondary and postsecondary, policymakers, parents, and students for their perspectives on Dual Credit<sup>1</sup> in Illinois. In total, 1,004 responses were collected throughout early 2021. Respondents were asked about access, rigor, and perceived benefits of Dual Credit courses. In a short answer section respondents were invited to provide deeper context on the challenges and advantages of Dual Credit programs.

**97%** of secondary respondents believe that high schools benefit from offering Dual Credit courses

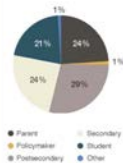
**73%** of postsecondary respondents believe that colleges benefit from offering Dual Credit courses

**97%** of student respondents believe that they benefited from participating in Dual Credit

**83%** of all respondents say Dual Credit courses are high quality and rigorous

**83%** of all respondents agree that Dual Credit courses are college courses

### WHAT ROLE BEST DESCRIBES YOU



While a strong majority of secondary respondents believe Dual Credit programs seek out and enroll students from all socioeconomic and demographic groups, over a third of parents and nearly half of postsecondary respondents disagree with that claim. Nearly all respondents, 92%, believe that low-income students and students of color can benefit from participating in Dual Credit programs.

While Illinois has steadily grown the number of students taking Dual Credit courses, many students still lack access to these pivotal courses. Respondents recommend a wide array of strategies to expand access to Dual Credit courses, including increased marketing, awareness, and recruitment efforts; a concerted effort to lower costs for students and families; and intentional course offerings.

<sup>1</sup> The survey defined Dual Credit as a college course taken by a high school student that results in the student receiving credit at both the college and high school level. These courses may be taken at a high school, a college, or some other hybrid environment (inclusive of early college high schools and P-TECH). It does not include exam-based credit programs like Advanced Placement and International Baccalaureate.

## MAINTAINING DUAL CREDIT RIGOR & HIGH-QUALITY DELIVERY

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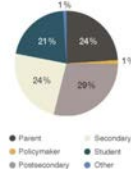
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### WHAT ROLE BEST DESCRIBES YOU



High-quality Dual Credit programs strive to balance rigorous coursework with broad access and logistical constraints like staffing challenges, program administration, delivery methods, and meaningful collaboration with partners. The vast majority of survey

respondents believe most programs achieve this balance between delivery and access and maintaining college rigor. Below are research studies and policy recommendations to aid districts as they develop, grow, and maintain their Dual Credit programming.

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## ADVANTAGES OF DUAL CREDIT

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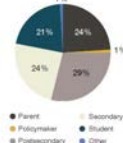
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### WHAT ROLE BEST DESCRIBES YOU

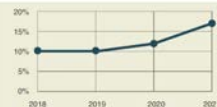


Students who take Dual Credit courses are more than twice as likely to enroll in college and almost twice as likely to earn a degree.<sup>2</sup> Demand is rising strongly and appears to be helping prepare students for post-secondary education.

Survey respondents had over 800 comments listing the advantages of Dual Credit courses for colleges, high schools, students, and parents.

### PERCENTAGE OF HIGH SCHOOL STUDENTS ENROLLED IN AT LEAST ONE DUAL CREDIT COURSE

Source: Illinois Report Card



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# Transitional Instruction

## Transitional Math

- Scaling continues!
- Evaluation underway
- Virtual TM Course launching pilot
  - **Course Pathway:** High School Transitional Math 4 - Quantitative Literacy & Statistics
  - **Prerequisites:** The Quantitative Literacy and Statistics Pathway is for seniors who have met the high school math graduation requirement.
  - **Course Materials:** Graphing Calculator. There is no textbook.
  - **Course Length:** 2 Semesters

## Transitional English

- Implementation beginning!
- [TELA Resources](#) published

# Workforce Development Policy Highlights

## Governor's Commission on Workforce Equity & Access

- Areas of Focus:
  - Key design enhancements/improvements to the state workforce system,
  - The streamlining of state agencies
  - The governance structure and state leadership needed for execution
- Final report forthcoming
- [Website](#)

## IWIB Equity Task Force

- Completed report to IWIB on June 16
  - Report available in [Board Materials](#)
- Key themes:
  - Culture of equity
  - Invest in data
  - Diversify leadership, PD
  - Funding for work with target populations
  - Prioritize supportive services

- Creates clean energy workforce training programs & hubs across Illinois
- Ties to broader work around pathways
- Curriculum & programs are currently being developed, NOFOs in 2023
- [Overview](#)
- [Website](#)

# Climate & Equitable Jobs Act (CEJA)





# Anything we missed?

# Moving Forward Together

# Elevating Local Practice

- What are any promising local practices you would like to see the group learn more about?
- What kinds of practices have you seen in your community (or around the state) that are driving equitable college and career outcomes?
- What core challenges are local leaders grappling with?

# Exploring Policy Opportunities

- What are some emerging issues that we should explore policy solutions for?
- What innovative State or local policy should we learn more about?
- What policy barriers might we want to explore and address together?

# Wrap-Up & Announcements



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

Next meeting: Q1 2023

Don't forget to [Opt-In](#) for communication about future meetings!

March 8, 2023

# ACCELERATING EQUITABLE SUCCESS

ILSuccessNetwork/2023-Conference





ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

**Thank you!**

