

March 8, 2023

ACCELERATING EQUITABLE SUCCESS



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK



College Ready By Design

Leveraging Statewide Strategies


ACCELERATING EQUITABLE SUCCESS



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Statewide strategies leveraged to increase the likelihood for persistence and completion of transitioning high school students into higher education.



This session will provide an overview of state policies and practices aimed at increasing the transition from high school to higher education in Illinois while increasing the likelihood of student persistence and completion to credential.

Policy discussions will include minimizing remediation through transition courses in English and math, diversifying access to early college opportunities, and career pathways influence on early employment with a discussion of current statewide data on community college persistence and completion.

STATE POLICY INITIATIVES

- **Illinois Community College Board**
Adopted Goals
- **Illinois Articulation Initiative**
Codified in Legislation
- **College & Career Endorsements**
Common Language ISBE CCR Indicators
- **PaCE Framework**
Counselor Competencies for Post Secondary Access
- **College Ready by Design**
Transition Math and English Dual Credit Quality Act

State, Federal and Agency Alignment

Illinois Landscape

Illinois Community College Board

Illinois State Board of Education

Illinois P20 Council

Illinois Department of Commerce and
Economic Opportunity

STATEWIDE ALIGNMENT



ESSA

Every Student Succeeds Act

PERKINS V

Support career and technical education at the secondary and postsecondary levels

WIOA

Workforce Innovation and Opportunity Act

SEAMLESS TRANSITION

Equitable Outcomes

ECONOMIC DEVELOPMENT

Expand Apprenticeships & Pathways

EQUITABLE OUTCOMES

System Wide Continuous Improvement

Illinois Community College Board Goals

ILLINOIS ARTICULATIVE INITIATIVE

2-year 4-year



- Statewide transfer agreement
- More than 100 participating colleges and universities in Illinois
- Faculty-driven process
- Guarantees Transfer in General Education

Unknown Major
Unknown Transfer
Institution

Unknown Major
Known Transfer
Institution

Known Major
Unknown Transfer
Institution

Known Major
Known Transfer
Institution

HIGH SCHOOL ENDORSEMENTS

 **FINANCE &
BUSINESS SERVICES**

**HEALTH SCIENCES
& TECHNOLOGY**

 **AGRICULTURE
FOOD & NATURAL
RESOURCES**

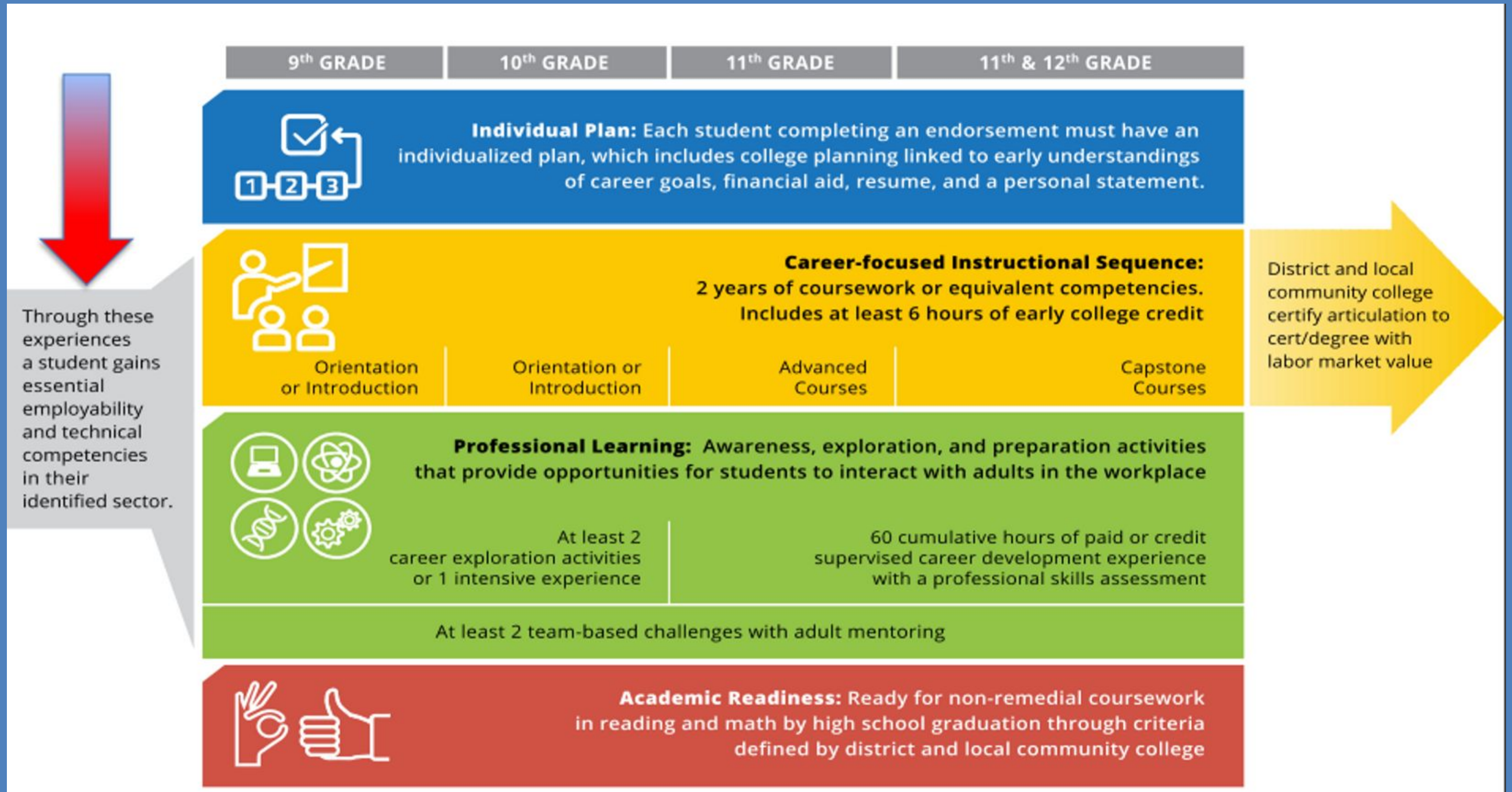
ARTS & COMMUNICATIONS

**INFORMATION
TECHNOLOGY**

**MANUFACTURING,
ENGINEERING,
TECHNOLOGY & TRADES**

**HUMAN & PUBLIC
SERVICES**

ISBE Career Pathway Endorsements



CAREER EXPLORATION ACTIVITY

Job Shadow, Career Fair

CAREER DEVELOPMENT ACTIVITY

Supervised Work Experience

(Exception to 5 Clock Hour Day)

TEAM BASED CHALLENGE

Group Problem Based Learning Project

YOUTH APPRENTICESHIP

Minimum 450 hours Paid OJT and Related
Technical Instruction



Career Pathways Dictionary

A Unified State Framework for College
and Career Readiness and Success



**Accountability
Framework ESSA (K12)**

Career Ready Indicators

CAREER DEVELOPMENT EXP
ATTAINING/MAINTAINING
EMPLOYMENT 12 MONTHS

INDUSTRY CREDENTIAL
CONSECUTIVE SUMMER
EMPLOYMENT
DUAL CREDIT COURSE IN
PATHWAY

COMMUNITY SERVICE

COMPLETION PROGRAM OF STUDY
TWO+CO CURRICULARS
MILITARY SERVICE OR ASVAB

Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, and grades to PS plans importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for expected PS programs of study 3-5 match schools, one safety, one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options 	<p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions met with a school counselor to ensure all steps in the PS admissions process are completed on time attended a FAFSA completion workshop completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in math/ELA obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan



**Why is it important for the
state agencies to align goals
and policies?**

**What are we trying to impact
with our partnerships?**

AFRICAN AMERICAN

HISPANIC

33.7%

14.2%

49.3%

24.6%

ILLINOIS
GRADUATION
RATE 4YR
INSTITUTION

ILLINOIS
GRADUATION
RATE 2YR
INSTITUTION

ILLINOIS
GRADUATION
RATE 4YR
INSTITUTION

ILLINOIS
GRADUATION
RATE 2YR
INSTITUTION

WHITE

OVERALL

66.4%

37.8%

60%

30.6%

ILLINOIS
GRADUATION
RATE 4YR
INSTITUTION

ILLINOIS
GRADUATION
RATE 2YR
INSTITUTION

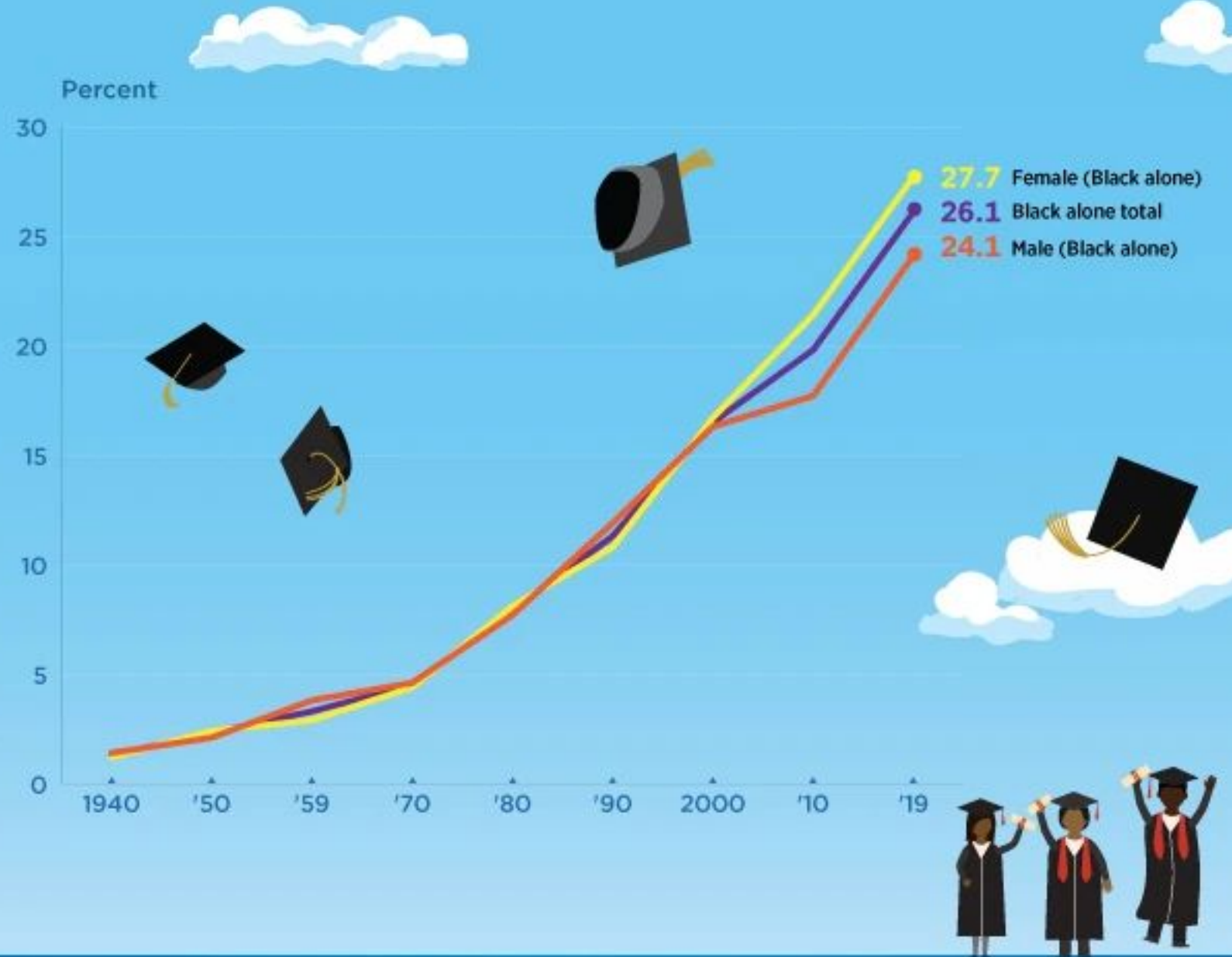
ILLINOIS
GRADUATION
RATE 4YR
INSTITUTION

ILLINOIS
GRADUATION
RATE 2YR
INSTITUTION

Pre COVID: National Data

Black Education on the Rise

Population Age 25 and Older With a Bachelor's Degree or Higher



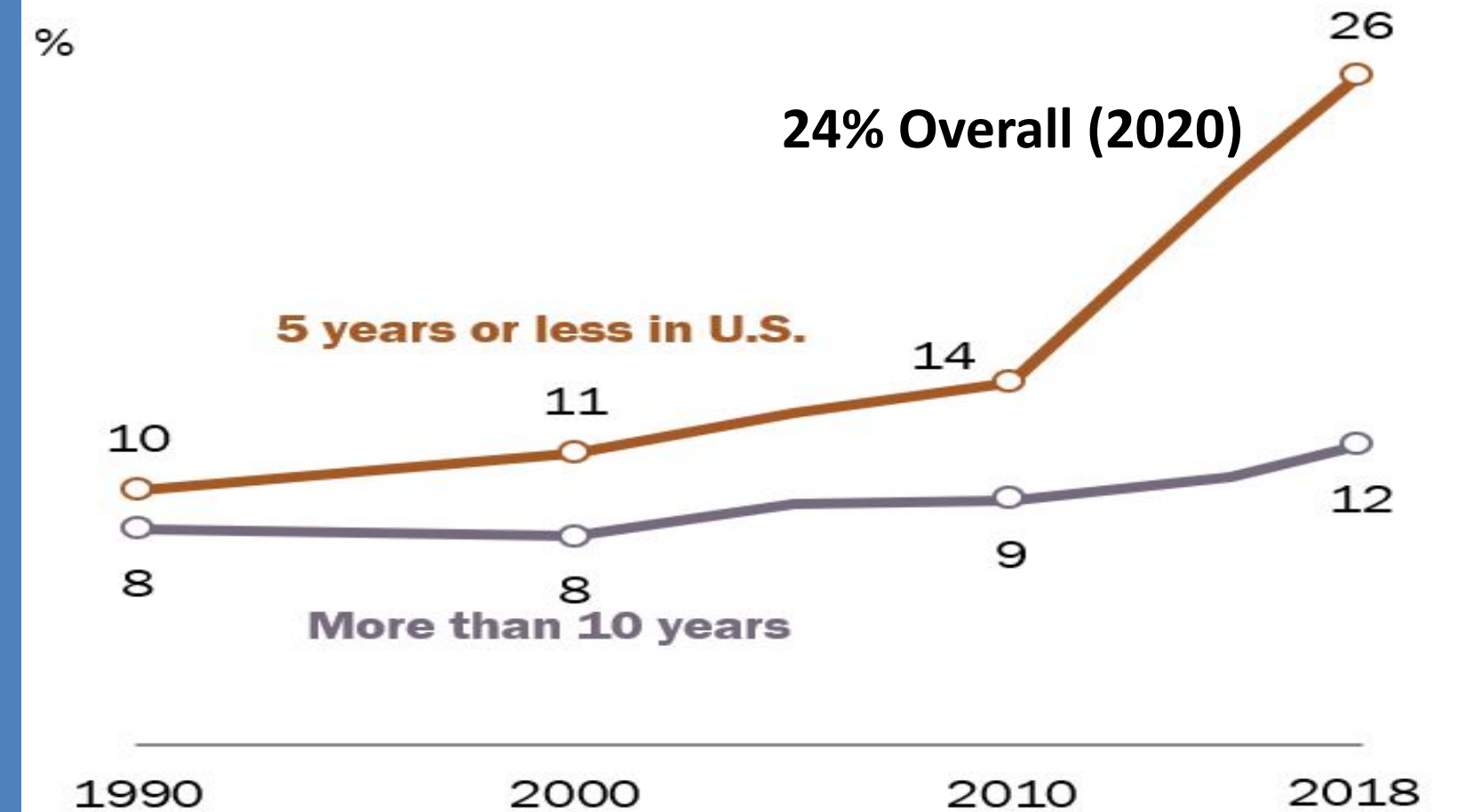
United States[®]
Census
Bureau

U.S. Department of Commerce
U.S. CENSUS BUREAU
[census.gov](https://www.census.gov)

Source: Current Population Survey and 1940 and 1950 Censuses of Population, Table A-2
www.census.gov/data/tables/time-series/demo/educational-attainment/cps-historical-time-series

A rising share of recent Hispanic immigrants have a college degree

% of U.S. Hispanic immigrants ages 25 and older with a bachelor's degree or more education, by duration of U.S. residence



Note: Hispanics are of any race.

Source: Pew Research Center tabulations of the 1990 and 2000 census (5% IPUMS) and 2005, 2010, 2015 and 2018 American Community Survey (1% IPUMS).

PEW RESEARCH CENTER

OVERALL

62.9%

ILLINOIS ADVANCEMENT
RATE 2YR INSTITUTION

Illinois Community College Board (2016 cohort)

illinois
POSTSECONDARY
PROFILES

EXPLORE A PROFILE ABOUT CONTACT US LOGIN

Welcome to Illinois Postsecondary Profiles!

The IPP is still under development and this site is still secured by username and password. It will release for public viewing later in 2019. If you are an authorized user and have login credentials feel free to log in using the link in the upper right corner of the page and proceed. If you would like to sign up for your mailing list and be notified as soon as the site becomes available to the public, please see the link below – we'd love to hear from you!

Institutional Profiles

Search by school name or criteria

Our public pilot is scheduled for early fall 2019 – sign up below for more details!

Explore the connection between our educational systems, the people pursuing dreams within them, and the professional paths they follow as they contribute to our workforce and state economy.

Use the profiles to:

- Examine college opportunities using the latest data publicly available
- Explore the data by occupation/major interest area (Coming Soon!)
- Investigate the experiences of different groups of people in pursuit of their dreams! (Coming Soon!)

Feedback

ILLINOIS ADVANCEMENT RATE 2YR INSTITUTION

46.7%

57.5%

75.2%

68.4%

AFRICAN
AMERICAN

HISPANIC

ASIAN

WHITE

Completion Strategy

COLLEGE READY
Multiple Measures/Statewide
Recommendations for Placement
Co-Requisite
Transition Courses



COLLEGE READY BY DESIGN

MULTIPLE MEASURES



TRANSITION COURSES



DUAL CREDIT



ADVANCED
PLACEMENT

MULTIPLE MEASURES



BOARD AREA OF FOCUS 2015

- PARCC score of 4 or 5 in subject area
- ACT 22 in Math 19 in English
- SAT 530 Math 480 English
- Placement tests with appropriate scores
- High School GPA English: 3.0 (4.0 scale)
- Math: 3.0 w/successful completion 4th year
- Transitional Math or English
- GED score of 165

***MULTIPLE MEASURES/STATEWIDE
RECOMMENDATIONS FOR PLACEMENT
ADOPTED 2018***

CO REQUISITE



Co-Requisite Dev-Ed Grants (2016)

- 10 Grants Each of 3 years (2016)
- Grants to 30 Colleges to Support Implementation
- Focus on Math
- 981 enrolled in ELA Co-Requisite course with 87.7% completion of gateway course
- 582 enrolled in Math Co-Requisite course with 89.3% of gateway course

TRANSITION COURSES



Grants to ALL Colleges MATH (2017)

- TECHNICAL
- QUANTITATIVE LITERACY
- STEM
- ALL COMMUNITY COLLEGE DISTRICTS NOW HAVE AT LEAST ONE APPROVED TRANSITIONAL MATH COURSE OFFERED AT 459 PUBLIC HIGH SCHOOLS

ENGLISH (2019)

- 12 PILOT GRANTS
- LANGUAGE ARTS TRANSITION
- TRANSITIONAL ENGLISH PANEL BEGAN APPROVING COURSES FALL 2021 WITH COURSES OFFERED AT 68 HIGH SCHOOLS.

TRANSITION COURSE REQUIREMENTS



Transitional Instruction allows those who are not determined to be college ready the opportunity to achieve such levels prior to graduating high school. It uses a panel process similar to IAI. This will grant them “portability” allowing them to go into college gateway courses at all Illinois community colleges.

MATH

- Senior in high school who has met the high school math graduation requirement
- Not projected to be college ready by the end of their junior year (enrolled in AP or dual credit course)
- Not enrolled in math course in senior year

ENGLISH

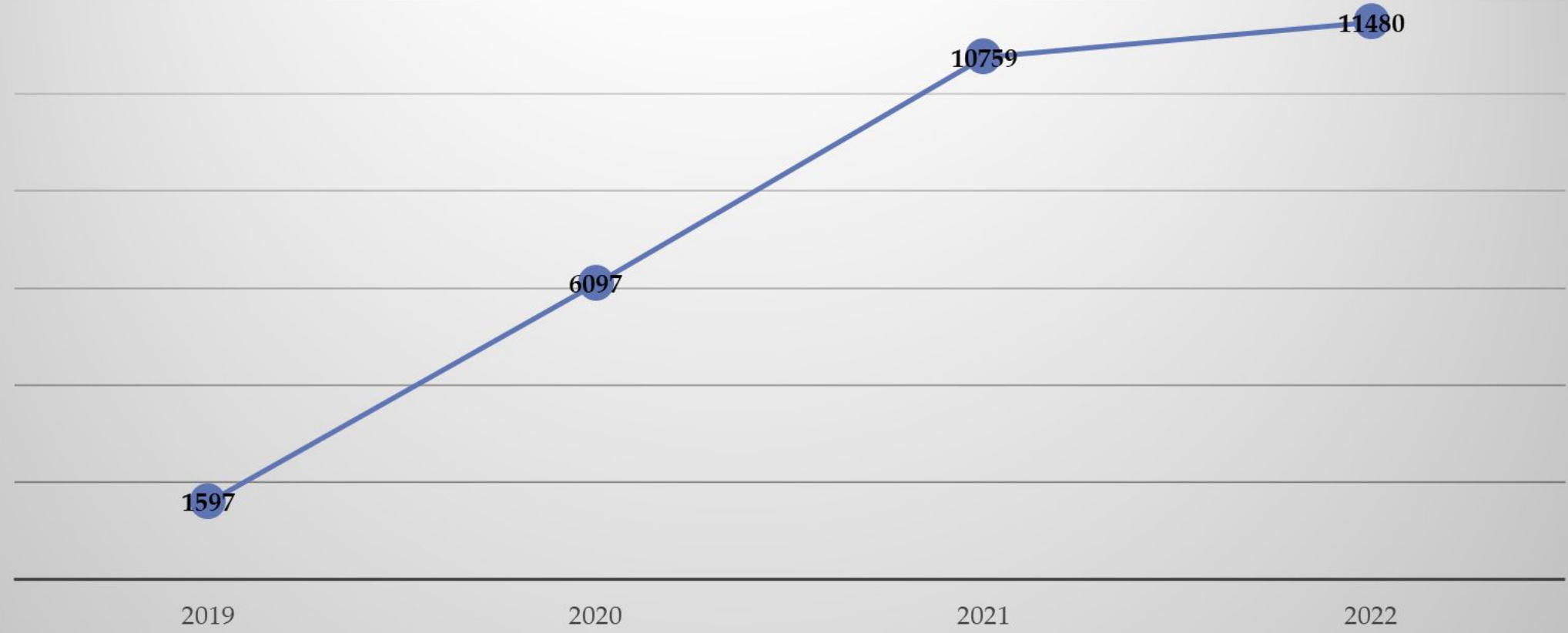
- Has completed three prior english course credits
- not projected to be college ready by end of junior year (AP or dual credit course)

TRANSITION

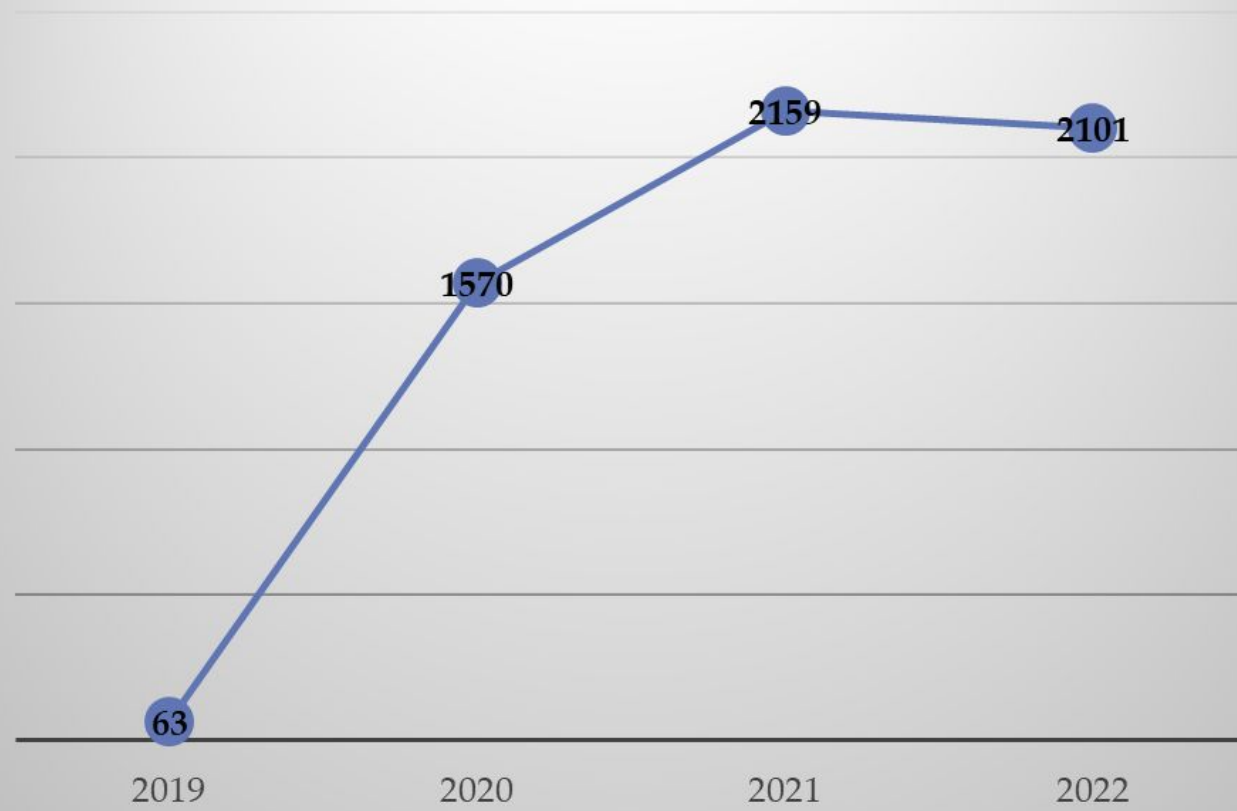
COURSES

www.iplacement.org

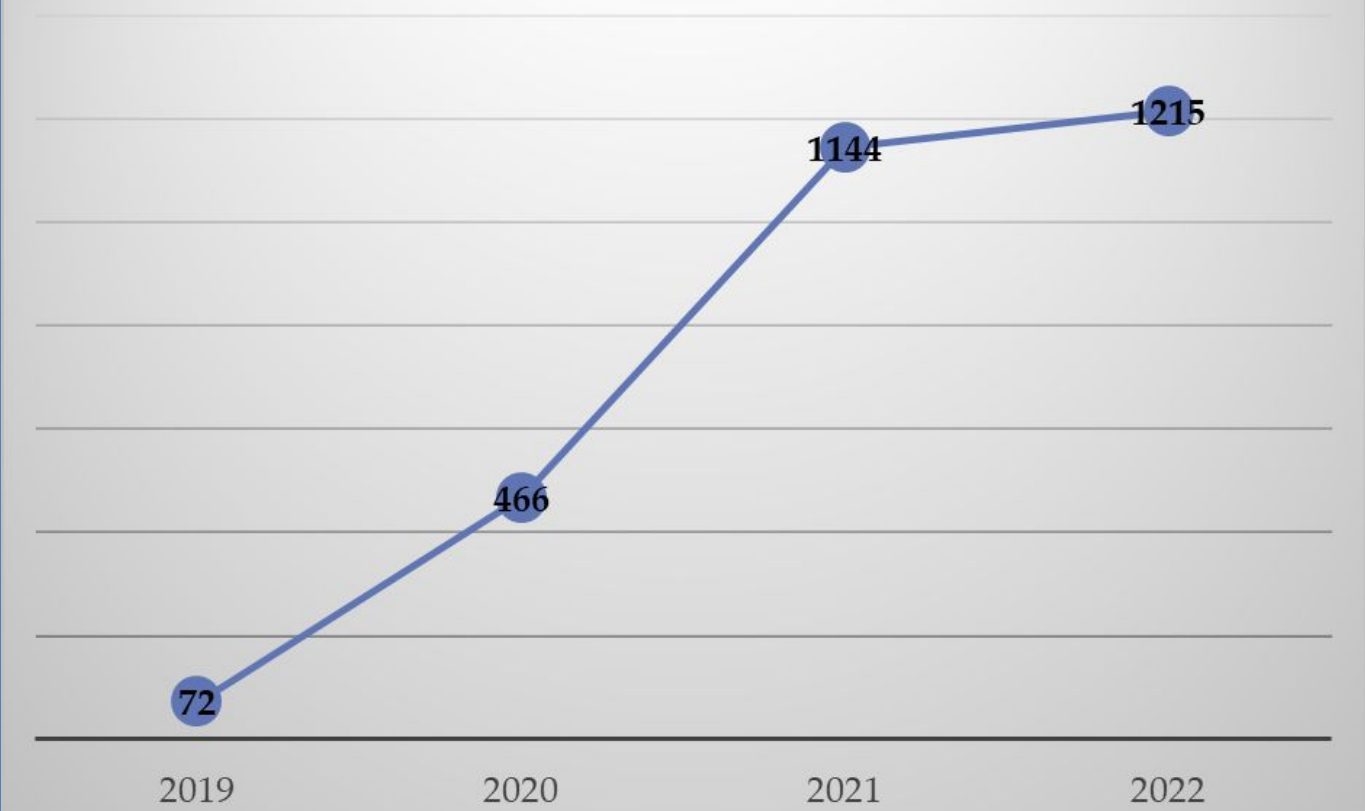
Quantitative Literacy / Stats



STEM



Technical Math



DEVELOPMENTAL EDUCATION



DATA TRENDS

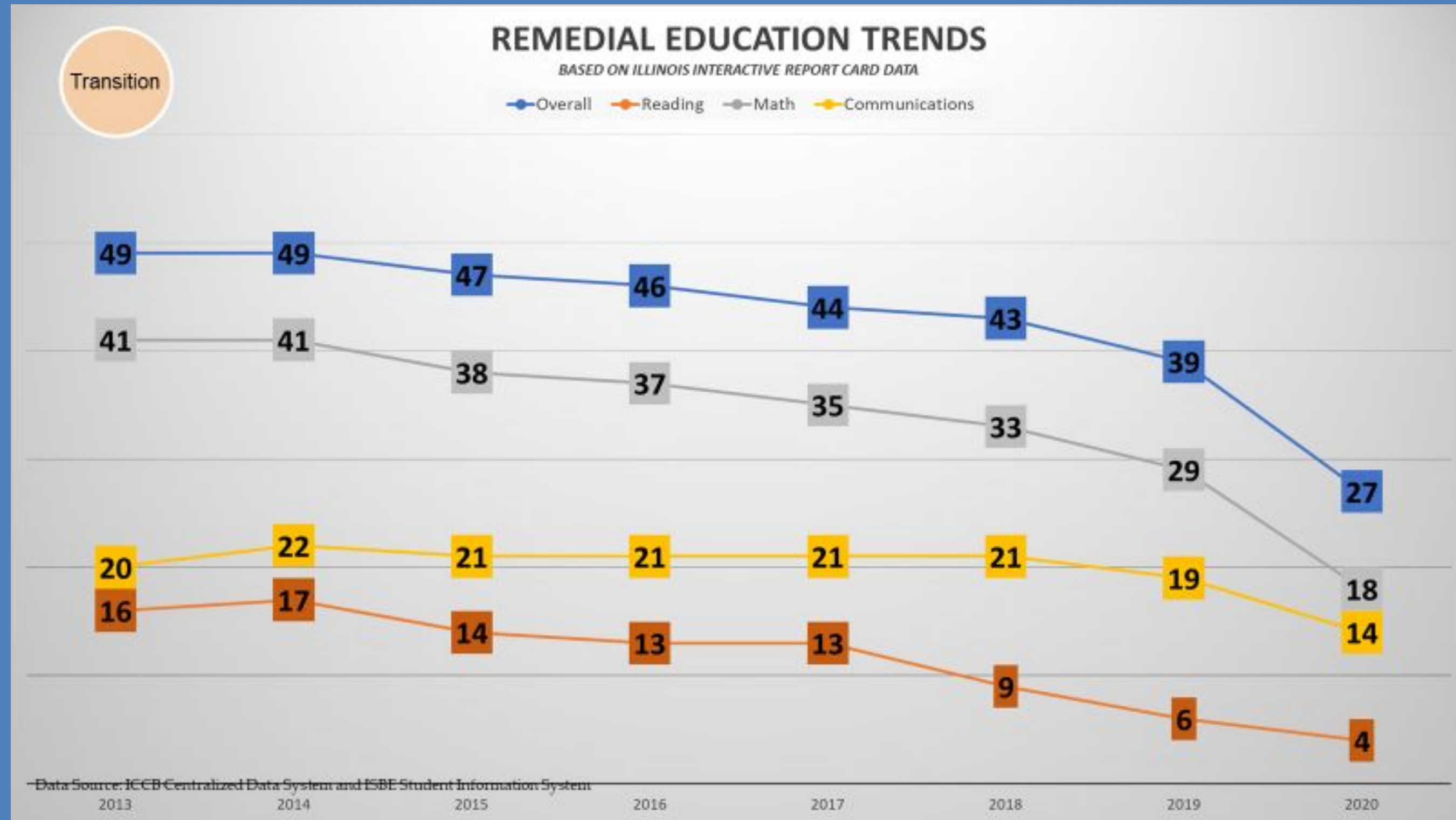
Illinois Community College Students Enrollment by Remedial Coursework Fiscal Years 2010, 2014, and 2018

*Proportional to Enrollment

				5-Year	10-Year
	FY2010	FY2014	FY 2018	% Change	% Change
Math Only	65,548	58,347	37,673	-35.4%	-42.5%
English Only	9,231	7,994	7,197	-10.0%	-22.0%
Reading Only	6,125	4,402	2,372	-46.1%	-61.3%
Math & English	12,942	9,588	6,320	-34.1%	-51.2%
Math & Reading	6,211	4,607	2,092	-54.6%	-66.3%
English & Reading	5,279	5,713	3,706	-35.1%	-29.8%
Math, English & Reading	10,506	9,896	4,793	<u>-51.6%</u>	<u>-54.4%</u>
Total	115,842	100,547	64,153	-36.2%	-44.6%

DEVELOPMENTAL EDUCATION

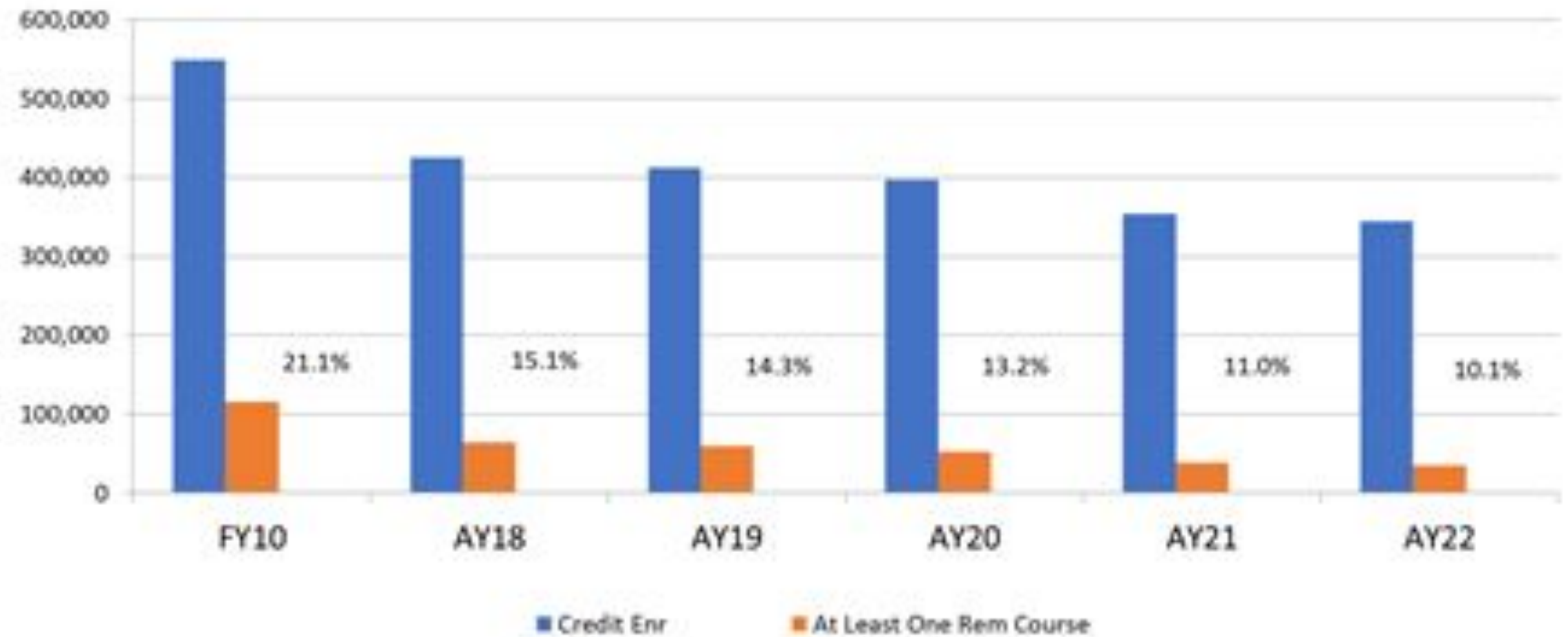
DATA TRENDS



DEVELOPMENTAL EDUCATION

DATA TRENDS

Illinois Community College Developmental Education Proportion to Overall Credit Students, Academic Years 2010, 2018-22



Completion Strategy

DUAL ENROLLMENT

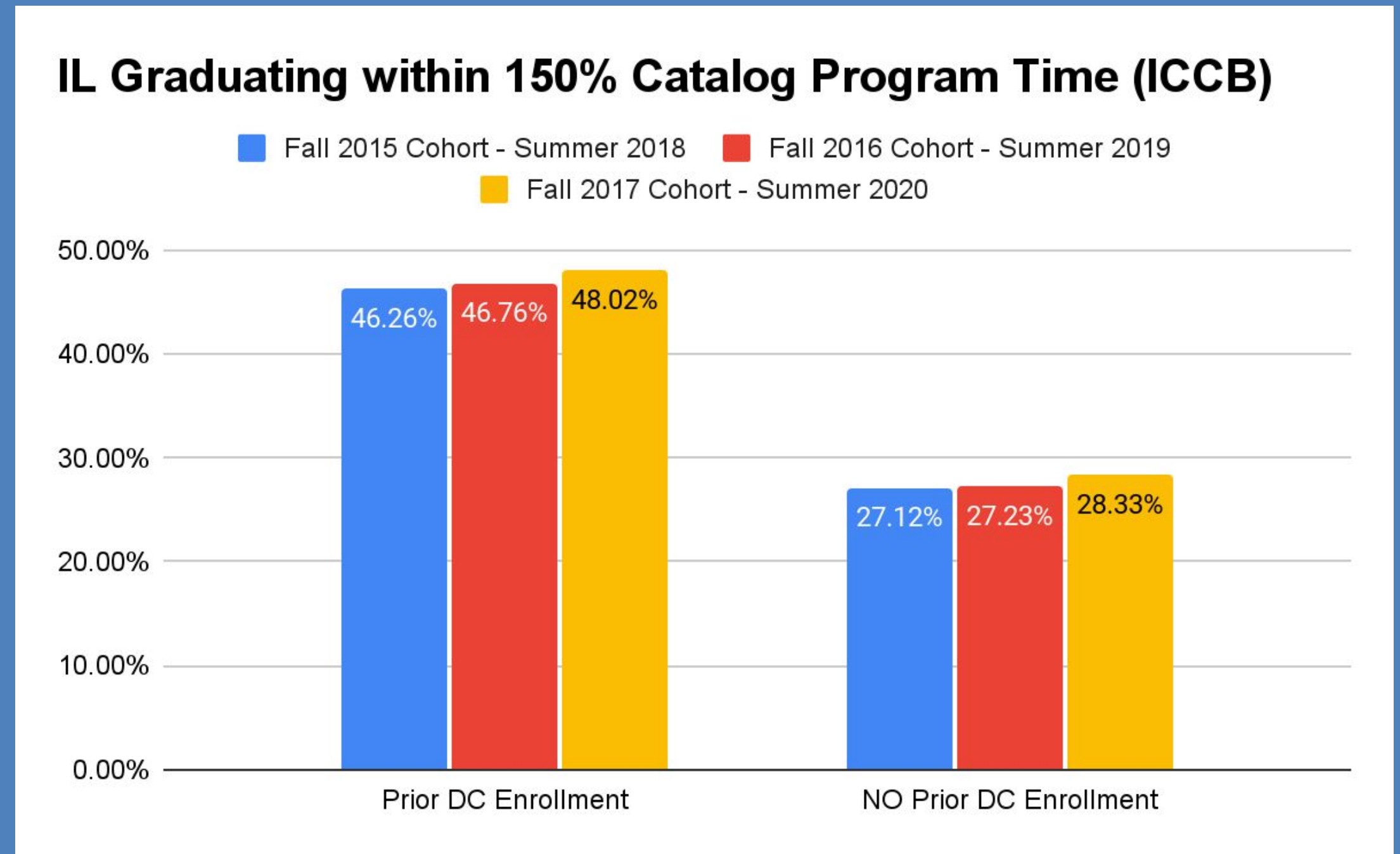
THE POWER OF

15

Graduation Rate Full-Time Cohorts Fall 2015-2017

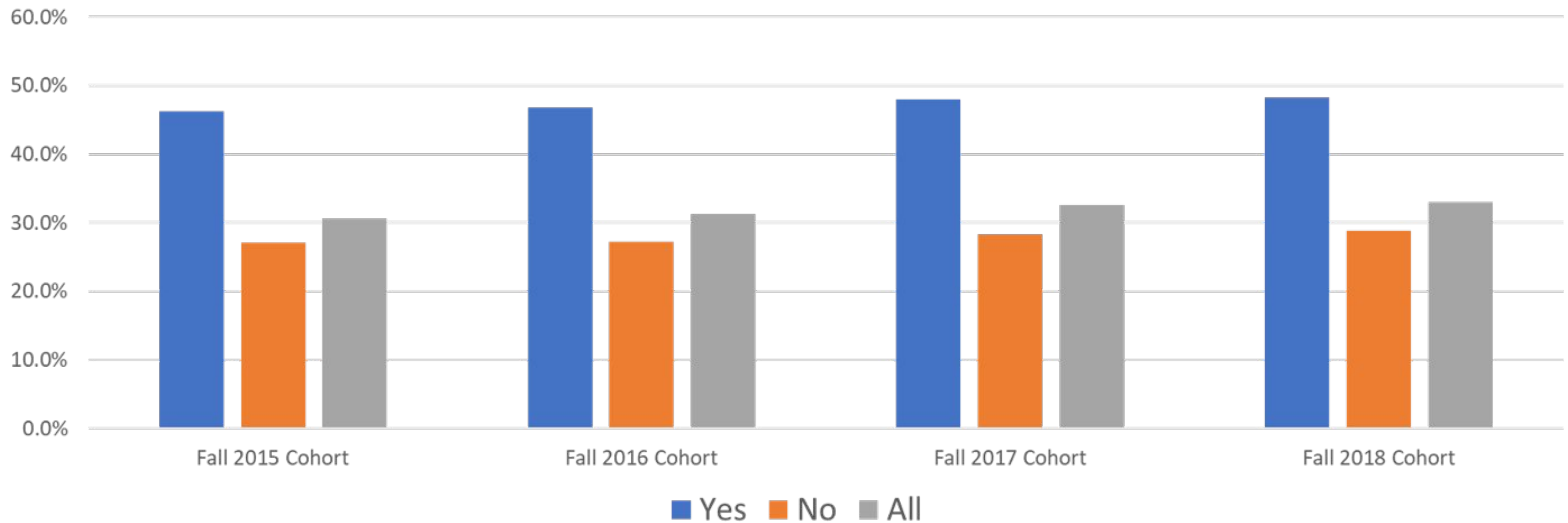
OTHER STUDIES

- Nationally, 86% of early college graduates who enroll in college after high school graduation persist to their second year
- Two years post high school, 25% of early college students had earned a degree, compared to 5% of comparison students
- Students in TX universities w/DC 30% more likely to earn bachelor's degrees and 42% more likely to complete bachelor's degrees within four years



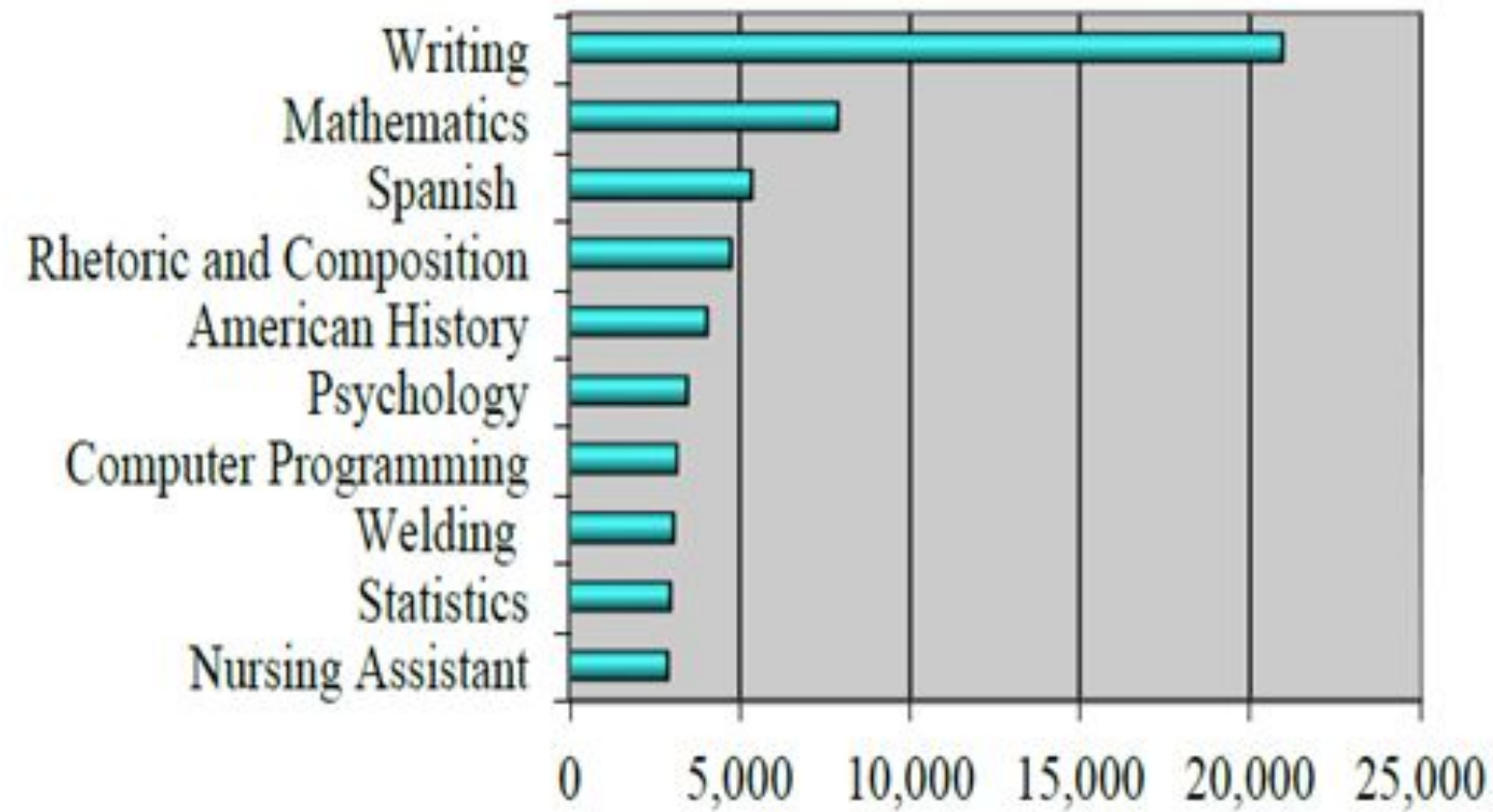
Graduation Rate Full-Time Cohorts Fall 2015-2017

Full-time, First-time Degree or Certificate-Seeking
Students Completing within 150% of Normal Time



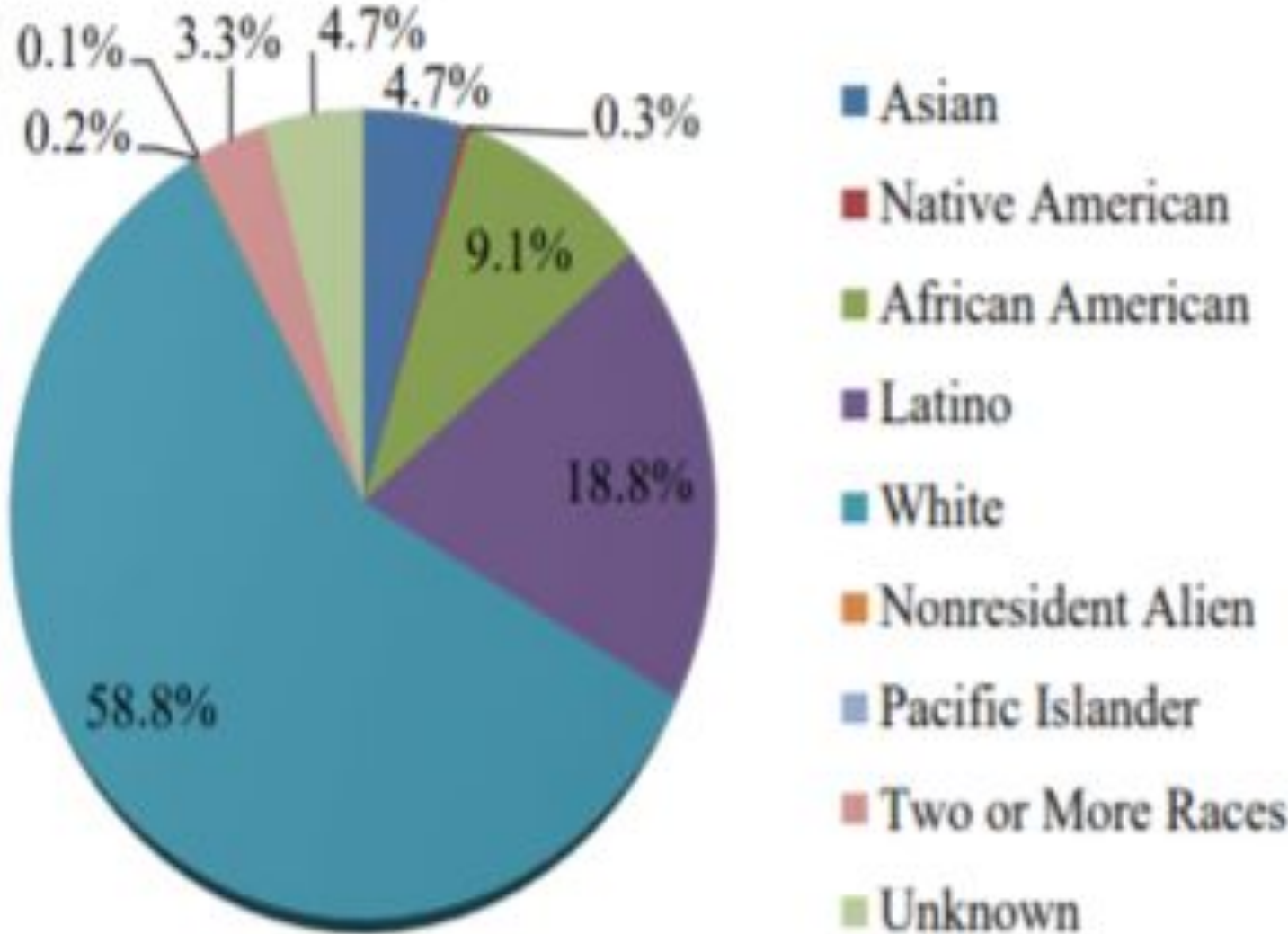
TOP COURSES IN FY 2020

TOP 10 DUAL CREDIT ENROLLMENTS IN FISCAL YEAR 2020



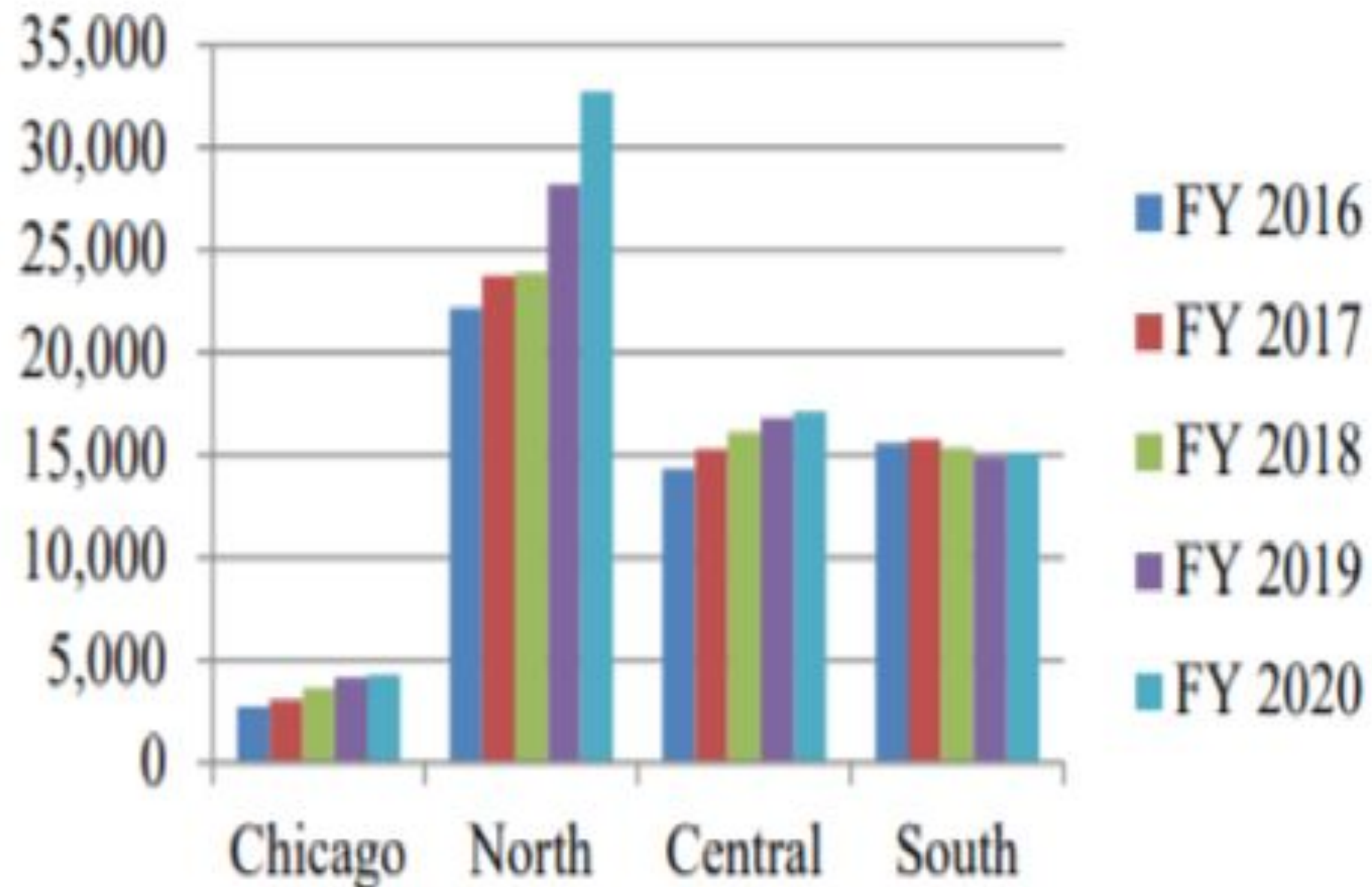
DEMOGRAPHIC BREAKDOWN FY 2020

Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2020



REGIONAL TRENDS

Dual Credit Enrollment by Geographic Region in Fiscal Years 2016-2020



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C
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COLLEGE READY



CAREER READY



SELF EFFICACY



INFORMED CHOICE

**WE CAN impact
post-secondary completion
rates and economic mobility
by systematically increasing
college and career readiness
in Illinois.**



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College Ready By Design

QUESTIONS AND COMMENTS

ACCELERATING EQUITABLE SUCCESS