State Policy Updates & Opportunities for Accelerating Success

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ACCELERATING **EQUITABLE** SUCCESS

ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Today's Objectives

- Review legislative and administrative policy changes and implementation considerations from 2022
- Highlight emerging policy changes in 2023
- Introduce the Success Network Policy Committee and explore emerging topics
- Discuss these policy changes and how they will impact the field
- Identify other emerging policy changes that will impact education and career success
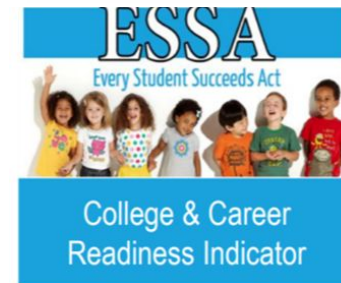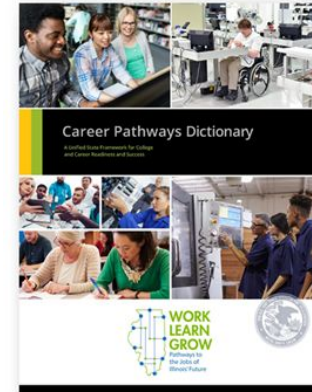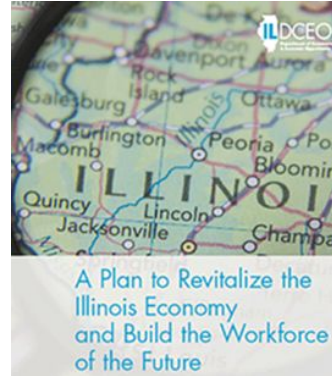
Introductions

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Some of the places Education & Career Success shows up in Illinois State policy

POSTSECONDARY AND WORKFORCE READINESS ACT
EXPECTATIONS · PATHWAYS · READINESS · COMPETENCIES

ILDCEO

A Plan to Revitalize the Illinois Economy and Build the Workforce of the Future

Career Pathways Dictionary
A Unified State Framework for College and Career Readiness and Success

WORK LEARN GROW
Pathways to the Jobs of Illinois Future

DUAL Credit
Saving Time and Money for Illinois Students!

CAREER & TECHNICAL EDUCATION
Career Connected Learning for All Students

ESSA
Every Student Succeeds Act

College & Career Readiness Indicator

College & Career Success Policy Highlights in 2022

Building from the PWR Act: HB3296/Public Act 102-0917

District Requirements
- 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

CCPE Trajectory Statewide

SY 2020 | **SY 2021** | **SY 2022**

SY 2020
- 1 School District Authorized
- 5 students earn CCPE

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

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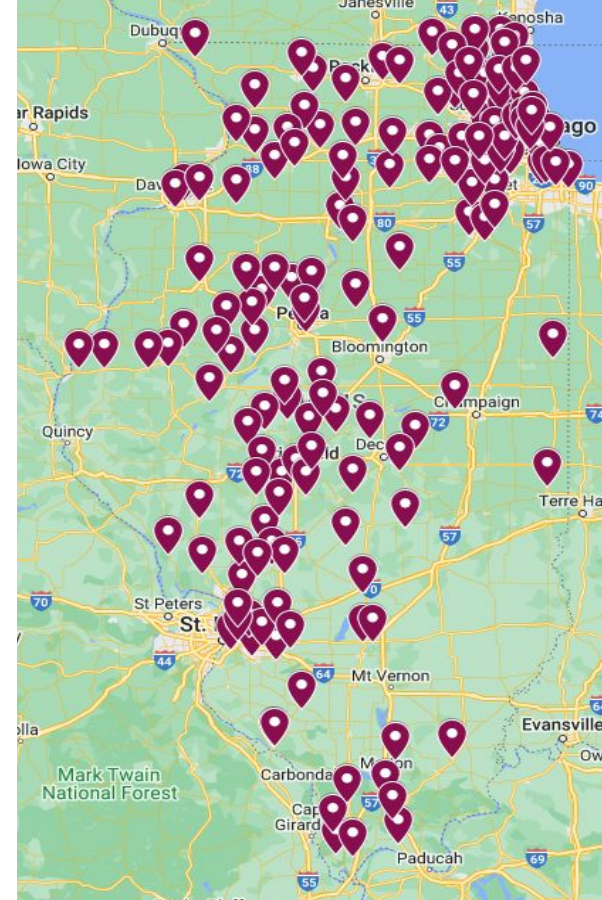
Dual Credit Quality Act Amendment
(HB 5506; Public Act 102-1077)

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

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

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District Documentation of Automatic Acceleration Policy
(2021's HB2170)

By 2023-24 school year, a school district's accelerated placement policy shall allow for the ***automatic enrollment*** into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment. Districts were expected to report to ISBE by November 2022.

Next most rigorous level of coursework may include: Dual Credit, International Baccalaureate, Advanced Placement, Honors, Gifted, Transitional Instruction, other program

Districts also required to develop:
- Procedures to provide support and promote success for students who are newly enrolled in an accelerated placement program
- A process for the school district to review and utilize disaggregated data on participation in an accelerated placement program to address gaps among demographic groups in accelerated placement opportunities.

Statewide Perkins Model Programs of Study

The primary purposes and goals for the Model Programs of Study Guides are to:

- Provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.

- Identify priority dual credit and early college courses that are foundational to the industry area and well-situated for statewide scaling and articulation.

- Define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.

- Identify entry points for work-based learning and related experiences.

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)

edsystemsniu.org/guides

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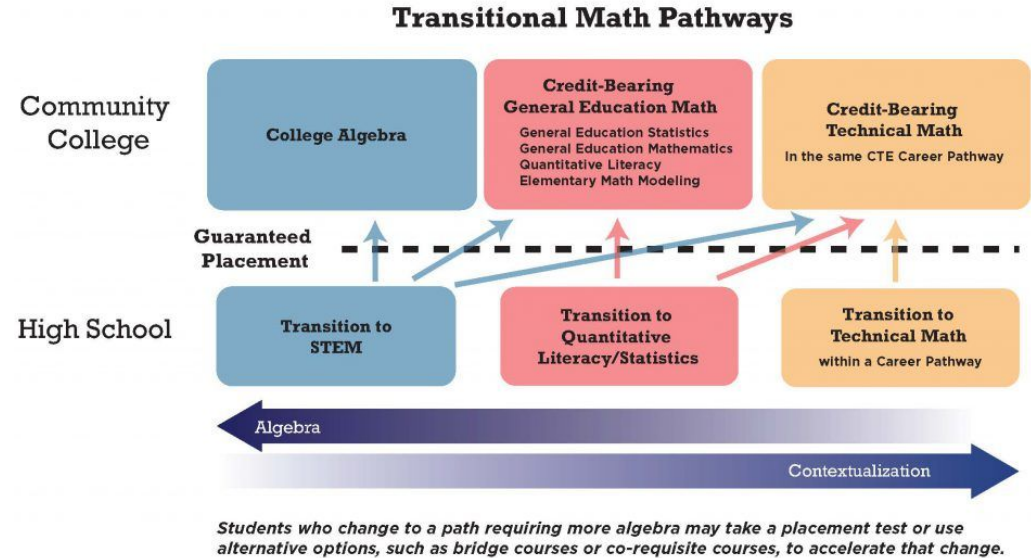
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What is the Goal of Transitional Instruction?

1. **Determine who is not college-ready** for the subject area in the junior year

2. **Remediate with transitional courses** in the senior year

3. **Provide guaranteed placement** based on course completion

4. **Results**:
   - Students start at college-level coursework, increasing their chances of completing a certificate or degree
   - Better serve underrepresented groups and increase equity and access
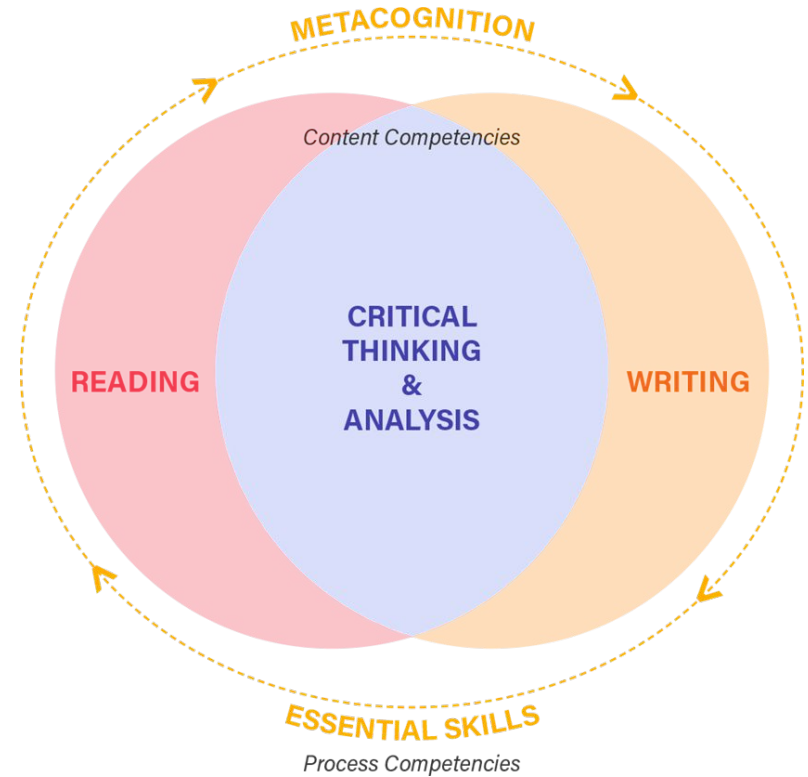
Transitional Math

- Roughly 60% of high school-serving districts are offering *at least one* Transitional Math course
- An evaluation into the effectiveness and student outcomes is underway (expected by Fall 2023)
- Virtual Course launching pilot this fall.
  - **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.

Transitional Math Pathways

| Community College | College Algebra | Credit-Bearing General Education Math — General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Math Modeling | Credit-Bearing Technical Math — In the same CTE Career Pathway |

Guaranteed Placement

| High School | Transition to STEM | Transition to Quantitative Literacy/Statistics | Transition to Technical Math within a Career Pathway |

Algebra ← → Contextualization

Students who change to a path requiring more algebra may take a placement test or use alternative options, such as bridge courses or co-requisite courses, to accelerate that change.

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Transitional English

- State competencies, performance indicators, and course parameter expectations have been established.
- Transitional English is in earlier stages of implementation and continuing to scale across the state.
- A statewide advisory panel meets monthly and has created several resources to support districts looking to implement Transitional English.

METACOGNITION

Content Competencies

READING

CRITICAL THINKING & ANALYSIS

WRITING

ESSENTIAL SKILLS

Process Competencies

16

ESSA College & Career Readiness Indicator

- Included in School Quality Framework under ESSA
- Calculated as overall percentage of students
- Multiple measures approach to determining readiness (both academic and career readiness)
- Aligned to PWR Act, Dual Credit Quality Act, & Perkins
- Will not be included in accountability measures until 2025

Update: Included on Report Card but not being published yet due to data quality issues

Illinois P-20 Council

The mission of the Illinois P-20 Council is to deliberate and make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' educational attainment, opportunities for success in the workforce, and contributions to their local communities. The P-20 Council adopted the State postsecondary attainment goal of 60% by 2025.

The P-20 Council has moved toward using Project-Based Working Groups to explore and produce recommendations. The two initial PBWG are:

- Teacher Pipeline
- Computer Science
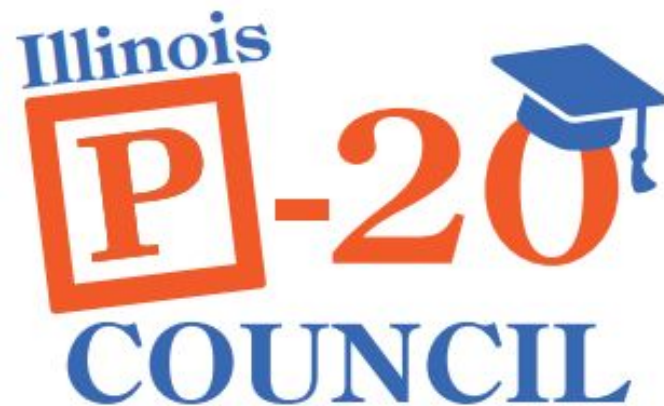
Emerging in 2023

Emerging in 2023

- Legislative action
- Illinois Career Pathway Dictionary 2.0
- New rules shaping Dual Credit implementation

Legislative Session – Emerging Themes

- Addressing teacher pipeline challenges, including within pathways and Dual Credit (HR 62, HB1213, HB1214, HB 3286, HB3287)
- Enhancing data reporting to include more disaggregated data on the Illinois School Report Card and pertaining to high-demand jobs (SB 1356, SB 2031, SB 2240)
- Changes to Monetary Award Program (MAP) that scale reach (Dual Credit, short-term) and address potential predatory practices (HB2510, HB2593, SB 2336)
- Advancing work to implement and scale regional manufacturing pathways systems (HB 3288, HB 3591)

- Exploring and addressing key barriers like insurance and transportation for accessing work-based learning (HB 3309, HB3484, HB3590)
- Scale youth employment strategies (HB 3260)
- Scale Computer Science coursework and pathways (HB 1631, HB 1378, SB 2374)
- Smooth postsecondary transitions and transfer (HB 3760, HB 3820)
- Change or remove Foreign Language graduation requirement (HB3307)

Emerging Dual Credit Rules & Policy (HLC & ICCB)

What are they?

- ICCB has issued rules for implementation of the Dual Credit Quality Act (DCQA) Amendment passed last year
- Higher Learning Commission has proposed updated policy around faculty qualifications

What will they do?

- Address teacher pipeline challenges through re-considering faculty qualifications & scaling Professional Development Plans (PDPs)
- Address scheduling challenges by opening opportunity for mixed enrollment

What's next?

- Potential for ICCB to re-convene DCQA Model Partnership Agreement workgroup to develop new exhibits for mixed enrollment
- Desire from the field for clear guidance for implementation of mixed enrollment, PDPs, and "equivalent experience" components
- Lift up local models of effective practice

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Illinois Career Pathways Dictionary Updates

Why?

- It has been five years since the initial publication of the dictionary.
- To meet and support implementation and scaling needs that have arisen both naturally and through legislative action.
- To reflect evolving best practices

When?

- Aiming to publish by summer 2023

What?

- An interactive web-based resource with short printable documents integrated throughout
- Clarification on Career Pathways
- Updates to Work-Based learning and continuum elements definition
- Updating definitions and adding terms to reflect what is happening in the field

Success Network Policy Committee

Translating local practice into State policy, and bringing policy to local practice

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

Committee Meeting Topics & Takeaways

Covered so far:

- Policy updates from 2022
- Deep dive on 2022 Report Card data and enrollment trends
- Promising local practices to consider for policy development

For ongoing exploration:

- Professional development plans for dual credit teacher credentialing
- Transportation challenges
- Scaling of CCPE and explore "currency" models to smooth postsecondary transitions
- Exploring and addressing declining post-secondary enrollment
- Guidance for mixed enrollment dual credit courses
- Continue engaging with Education and Career Success data

Success Network Policy Committee

Next meeting: March 23, 1–2:30 p.m.

Please Opt-In for communication about future meetings!

Discussion

Did we miss anything?

What do you want to know more about?

What should we explore?

Thank You!