



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Success Network Policy Committee

Q3 Meeting

September 13, 2023

Today's Topics

- Welcome & Introductions
- Dual Credit Policy Academy
- PaCE Framework
 - Update
 - Leadership Community Spotlight – PaCE in action!
- HLC Policy Update
- Career Pathways Dictionary Relaunch
- Transportation Workgroup
- Wrap-Up & Announcements



Welcome & Introductions

Please share your name and organization in the chat, and:

What are you excited for in the fall?

Who We Are



Emily Rusca

Managing Director of Policy & Programs



Laura Monteagudo

Policy & Program Manager

Dual Credit Policy Academy

Illinois State Board of Education

College in High School Alliance State Dual Enrollment Academy on Supporting Student Success

What: College in High School Alliance State Dual Enrollment Academy 2: *Supporting Student Success in Dual Enrollment Through Policy*

This academy will examine state strategies and hear from experts in the field on how states can support improved student support services, including college in high school counseling and advising for students. This includes supporting counselors and advisors in how they talk about dual enrollment to students, and creating the conditions for statewide student supports to ensure their success.

When: September 27

Who: Illinois team (ISBE, ICCB, and some practitioners) will be attending Academy 2 and Emily Rusca will be presenting at Academy 1 (Promoting Intentional Dual Enrollment Through Policy)

PaCE Framework Update

Ana Moya
Illinois Student Assistance Commission





Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



By the end of 6th grade

A student should be exposed to:

- information about and examples of a wide range of careers
- language that emphasizes individual skills, strengths, and assets
- practices that develop a growth mindset

A student should be supported to:

- explore their interests
- practice their strengths
- develop their confidence in their abilities

By the end of 7th grade

A student should be supported to:

- engage in guided self-reflection
- articulate aspirations
- envision a positive future
- explore their habits
- create or change a habit
- record their progress
- explore career interests
- explore their strengths
- effectively ask for help
- understand a growth mind set

By the end of 8th grade

A student should be supported to:

- explore barriers to aspirations
- articulate personal strengths
- identify sources of motivation
- explore career interests
- develop an educational plan for at least one career interest
- compare possible financial futures
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

A student should be exposed to:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop





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 9th grade

A student should be supported to:

- complete a career cluster survey
- complete a career interest survey
- attend a PS options workshop
- select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators
- enroll as appropriate in early college credit courses
- outline a plan for community service and extracurricular activities related to PS plans
- attend a basic financial aid presentation with a trusted adult

A student should know:

- one or two careers for further exploration
- 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

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned with career interests
- participate in activities related to their career cluster of interest
- select a career area of interest: enroll in career pathway (CP) as available
- explore opportunities along the Work Based Learning Continuum.
- connect and build relationships with 2-3 adults to support 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 basic financial aid presentation with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- skills related to career interests
- 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

By the end of 11th grade

A student should be supported to:

- revisit the career interest survey
- participate in a mock job interview
- create a resume and personal statement
- complete an experience within the Work Based Learning Continuum.
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam
- complete a Postsecondary Plan Workshop

A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- 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

By the end of 12th grade

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

- complete at least two team based challenges.
- obtain an internship opportunity related to the CP if applicable
- if applicable, receive industry-based certification(s) related to the CP
- address any remedial needs in math/ELA
- complete a financial aid offer workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of chosen PS options
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

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

- completed 3 or more admissions applications to PS institutions
- ensure all steps in the PS admissions process are completed on time
- attended a Financial Aid Application completion workshop
- completed a financial aid application

Leadership Community Spotlight

Dr. Darryl Hogue
River Bend CUSD #2

Beth Arey
Evanston Township High School



River Bend Career Readiness Plan

River Bend CUSD #2, defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for FHS staff, students, and parents as we plan and prepare for our students to be ready to go.



- ❖ Skills and motivation to pursue a self-directed goal
 - ❖ Adapt to challenges along the way
 - ❖ Know the options to obtain their PS career



By the end of 5th grade	By the end of 6th grade	By the end of 7th/8th grade	By the end of 7th/8th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● Identify and set personal and academic goals ● Gather information regarding training and education for jobs in field of choice ● Create an inventory of interests and possible careers <p>A student should know:</p> <ul style="list-style-type: none"> ● The jobs and/or careers their parents hold ● The learning behaviors consistent with successful students 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● Citizenship rights and responsibilities ● Personal finance ● Writing a resume ● Participation in an interview ● Attend BizTown for a day (career exploration) ● Introduction to workforce soft skills 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● Complete a career cluster survey ● Be exposed to finance literacy information ● Be exposed to post secondary options (college, military, workforce) ● Learn about the different types of college degrees ● Complete an interest survey <p>A student should know:</p> <ul style="list-style-type: none"> ● The concept of career clusters for further exploration ● Possible career clusters they are currently interested in 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ● Explore and develop workforce soft skills ● Participate in the Stock Market Game ● Participate in a career fair <p>A student should know:</p> <ul style="list-style-type: none"> ● The relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals ● General knowledge of a financial family budget ● General information regarding the availability of college financial support

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 11th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit/update the career interest inventory Complete orientation to career clusters Attend a PS options workshop Complete 4 year plan with counselor Outline a plan for school and community engagement aligned with PS goals <p>A student should know:</p> <ul style="list-style-type: none"> At least one career cluster for further exploration The relationship between coursework, school and community engagement, and outcomes to PS goals General cost ranges of various PS options 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Complete orientation to a chosen CP Chose a CP related to a career cluster Identify 2-3 adults to support him/her through the PS planning/selection process Attend a PS financial workshop with an adult family member <p>A student should know:</p> <ul style="list-style-type: none"> Educational requirements, cost, entry level, and median salary for chosen CP Different types of PS credentials and institutions General timing of exams and applications aligned with chosen CP Benefit of early college credit related to PS goals 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> Identify and complete a virtual job-shadowing revisit/update the career interest inventory Create a resume and personal statement Attend a fair aligned to PS goals Enroll in at least one early college credit opportunity Identify the specialized skills necessary to be successful in their chosen CP by the end of 1st semester Complete a self-assessment regarding their proficiency in relation to these specialized skills and utilize the results 	<p>A student should know:</p> <ul style="list-style-type: none"> If the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals Application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals Career attributes related to CP 3-5 options to achieve PS goals, one reach option and one safe option



#SteamerNation

By the end of 12th grade

A student should have:

- Completed 3 or more applications that align with PS goals
- Met with a school counselor to ensure all steps in the PS process are completed on time
- Attended a FAFSA completion workshop when aligned with PS goals
- Completed the FAFSA when aligned with PS goals

A student should be supported to:

- Receive industry-based certification(s) when aligned with PS goals
- Complete one or more team-based challenges or projects related to identified CP
- Address any remedial needs to assist in PS readiness
- Attend a financial aid award letter workshop

By the end of 12th grade

A student should be supported to:

- Have an advanced understanding of the specialized skills necessary to be successful in their chosen CP
- Complete an analysis of their pursuit/accumulation of these specialized skills and then utilize this analysis
- Create a summer career readiness plan
- Understand that the steps they have taken K-12 have prepared them to independently pursue a different CP should they choose to do so

A student should know:

- How CP courses articulate with PS goals
- Estimated costs and return on investment related to further education for PS goals
- Terms and conditions of any scholarship or loan for further education related to PS goals



#SteamerNation



EVANSTON

TOWNSHIP HIGH SCHOOL

DISTRICT 202



Beth Arey, College & Career Coordinator
areyb@eths202.org

Grades 9 - 12

2022-2023 School Profile

Enrollment: 3690 students

- 55% BIPOC
- 32% Low SES

NSC data:

75% College Enrollment

- 11% 2-yr college
- 63% 4-yr college

2014 PSP Committee

- ILP → ICAP
- PaCE Framework

2020 SchoolLinks

- FASH
- SASH
- JA

2024-2025

4-year Advisory Model

THE ETHS ICAP INDIVIDUALIZED CAREER & ACADEMIC PLAN GRADES 9&10



9TH GRADE SELF - EXPLORATION

- ★ Complete Personality Assessment
- ★ Review Career Clusters
- ★ Explore Suggested Careers
- Attend Post-High School Options Program with Parent/Guardian
- Review Programs of Study Guide
- ★ Plan Coursework & Share Post-High School Goals with Counselor
- ★ Start Resume
- ★ Plan Community Service & Extracurricular Activities
- Begin Financial Aid Discussion with Parent/Guardian
- ★ Take PSAT 8/9

10TH GRADE CAREER EXPLORATION

- Attend Financial Aid Night with Parent/Guardian
- ★ Complete Interest Assessment
- ★ Favorite Careers/Set Career Goal
- Attend Career Pathway Info. Session(s)
- Attend Post-High School Options Program with Parent/Guardian
- Review Programs of Study Guide
- ★ Plan Coursework & Share Post-High School Goals with Counselor
- Continue Community Service & Extracurricular Activities
- Update Resume
- Explore Summer Opportunities
- Begin Exploring Colleges & Majors
- ★ Take PSAT 10

Self-Exploration

Self exploration is bridging the gap between where you are and where you want to be. Activities will focus attention on current values and present interests. In this process, students will discover different pathways to achieving their goals.

Career Exploration

Career Exploration is learning about various occupations and their "fit" with your unique preferences, e.g. the skills, interests and values you want satisfied by your career.

★ ★ initiated at school

THE ETHS ICAP INDIVIDUALIZED CAREER & ACADEMIC PLAN GRADES 11&12



11TH GRADE POST-HIGH SCHOOL PLANNING

- Continue Community Service & Extracurricular Activities
- Attend Post-High School Options Sessions with Parent/Guardian
- Attend Financial Aid Workshop with Parent/Guardian
- ★ Take Practice SAT
- Attend Career Pathway Info. Session(s)
- Continue to Explore Careers
- Complete an Internship/Work/Job Shadow Opportunity
- Update Career Goal
- Update Resume
- Review Programs of Study Guide
- ★ Plan Coursework & Share Post-High School Goals with Counselor
- ★ Take Standardized Tests (SAT/ASVAB)
- Explore Summer Opportunities
- Attend Options Fairs & College Visits
- Explore & Favorite Colleges
- Evaluate College Costs
- Review Scholarship Lists

12TH GRADE POST-HIGH SCHOOL DECISION MAKING

- Continue Community Service & Extracurricular Activities
- Attend College Application Workshop
- Finalize College List
- Update Resume
- Confirm Pathway
- Complete the Free Application for Federal Student Aid (FAFSA)
- Apply to college
- Complete an Internship/Work/Job Shadow Opportunity
- Finalize Industry Certification
- Apply for Scholarships
- Compare Financial Aid Award Letters

Post-High School Planning

Post-high school planning is individualized to assist students in acquiring the knowledge, skills, and attitudes that enable a successful transition from school to work, college, trades, military or a gap year.

Post-High School Decision Making

Solid decision making occurs when you use available tools, resources and experiences to make the best possible choice based on given information and circumstances.

★ initiated at school

Discussion

- What advice would you give to anyone customizing the framework for the first time?
- What about those beginning the process of expanding to lower grade levels?
- What tips would you offer anyone who is beginning the implementation process?

Contact Info

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Superintendent River Bend CUSD #2
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Beth Arey
College & Career Coordinator
areyb@eths202.org



Higher Learning Commission Faculty Credentialing Policy Update

Aimee Galvin
Stand for Children

Qualified faculty members are **identified primarily by credentials**, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified.

Academic Qualifications

Instructors **possess an academic degree relevant to what they are teaching** and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.

Faculty teaching general education courses, or other non-occupational courses, **hold a master's degree or higher in the discipline or subfield**

If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which they are teaching, that faculty member should have completed a **minimum of 18 graduate credit hours** in the discipline or subfield in which they teach

Equivalent Experience

When faculty members are employed based on equivalent experience, **the institution defines a minimum threshold of experience** and an evaluation process that is used in the appointment process.

PROPOSED HLC POLICY

- The institution establishes and maintains reasonable policies and procedures to determine that faculty are qualified.
- The factors that an institution considers as part of these policies and procedures could include, but are not limited to:

Achievement of academic credentials

- Instructors possess an **academic degree relevant to what they are teaching** and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
- If an instructor holds the degree in a discipline or subfield other than that in which they are teaching, the individual has **completed a reasonable amount of coursework** in the discipline or subfield in which they teach, as defined by the institution.

Progress toward academic credentials

- **Demonstrable, current, and consistent progress** toward the academic credential(s) deemed relevant by the institution
- It is expected that an instructor who is qualified as a result of progress toward academic credentials will **not permanently be qualified on that basis**; rather, the instructor will eventually be qualified on another basis.

Equivalent experience

- Experience that is commensurate with achievement of academic credentials such that it qualifies an instructor for the instruction. This could include through a minimum threshold of experience; **research and/or scholarship; recognized achievement**; and/or other activities and factors. Equivalent experience may differ by discipline or program. **Previous years of classroom instruction does not alone constitute equivalent experience**

HOW DOES THIS PROPOSAL ADVANCE DUAL CREDIT EQUITY AND ACCESS?



Opens the door for a broader criteria for evaluating faculty credentials



Brings HLC guidance into alignment with Illinois state law



Opens the door for a broader criteria for evaluating faculty credentials

OPPORTUNITIES

- Postsecondary institutions **MAY** expand faculty criteria
 - Lower relevant graduate coursework threshold
 - Expand criteria for CTE instructors
 - Rethink equivalent experience for general education courses

CHALLENGES

- Postsecondary institutions **MAY** expand faculty criteria
 - Removes the ceiling of 18 graduate hours of relevant coursework
 - Institutions are not required to adopt flexible policies



Brings HLC guidance into alignment with Illinois state law

OPPORTUNITIES

- Professional Development Plans (PDPs) would be allowable
- Simplifies guidance documents
- Empowers Illinois agencies, policymakers, and institutions to determine statewide criteria

CHALLENGES

- Faculty criteria may vary widely across institutions

PROFESSIONAL DEVELOPMENT PLAN ELIGIBILITY CATEGORY	UNTIL JANUARY 1, 2023	JANUARY 1, 2023, THROUGH JANUARY 1, 2025
MASTER'S DEGREE	<ul style="list-style-type: none"> Master's degree in any discipline Nine graduate hours in the discipline to be taught Agrees to demonstrate progress 	<ul style="list-style-type: none"> Master's degree in any discipline Nine graduate hours in the discipline to be taught Agrees to demonstrate progress
BACHELOR'S DEGREE	<ul style="list-style-type: none"> Bachelor's degree with a minimum of 18 graduate hours in the discipline to be taught Enrolled in a discipline-specific master's program Agrees to demonstrate progress 	No provision
CTE INSTRUCTOR	No provision	<ul style="list-style-type: none"> Fully licensed CTE instructor Halfway toward meeting institution's requirements for faculty in the discipline to be taught Agrees to demonstrate progress

Current PDP Guidance from ISBE



Brings HLC guidance into alignment with Illinois state law

OPPORTUNITIES

- Professional Development Plans (PDPs) would be allowable
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Current PDP Guidance from ISBE

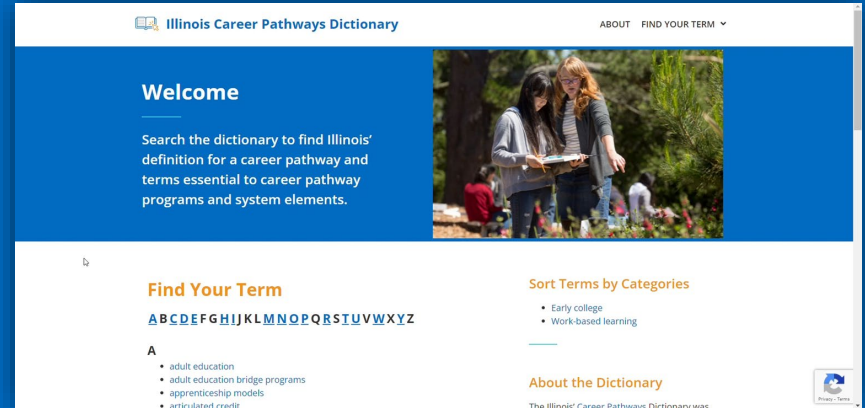
Career Pathways Dictionary Relaunch



Illinois Career Pathways Dictionary Relaunch

A first-of-its-kind resource for policymakers and practitioners, providing Illinois' definition for a career pathway and terms essential to pathway programs and system elements.

- First released in 2018 as a PDF
- Now relaunched as a stand-alone website at pathwaysdictionary.org
 - Includes new and updated definitions
 - Provides implementation guidance and resources



Transportation Workgroup Updates

WBL Transportation Work Group

What we've done

- Met 3 times to dive deeper into barriers that impact student access to work-based learning.
- Summary of initial findings in progress and coming soon.

What we plan to do

- Explore creative solutions at local and statewide level.
- Compile helpful resources and gather student input.
- Secondary memo reflecting this work in December



Transportation-Related Barriers to WBL

What's emerged

- District/Local
 - Lack of student fares and access for public transit
 - Lack of flexibility for creative scheduling
 - Student personal car usage? (providing travel stipends to cover costs for this)
- Equity considerations
 - Ability to pay students engages in WBL
 - Equity concerns related to having students secure their own transportation
 - Consider how various types of WBL experiences (in-person, virtual, school-based, etc.) meet the needs of students.
- Statewide Policy
 - Vehicle usage
 - Restrictions on vehicle type
 - Vehicles that are allowed are hard to find or too expensive
 - Number of students
 - Allowable vehicles can be expensive or hard to find
 - Credential requirements
 - lack of available drivers
 - Teacher shortage overall also impacts this
 - Funding (both lack of or limitations)
 - WIOA funding to cover costs

Questions

- What are ways we can engage members of the Policy Committee outside the context of our workgroup meetings?
- What about gathering feedback from students?



Wrap-Up & Announcements



**Did we miss
anything?**



**What do you
want to know
more about?**



**What
should
we
explore?**

Save the date!

Forum for Excellence

- When?
 - September 21 & 22, 2023
- Where?
 - East Peoria, IL and Virtual

FAFSA Symposium

- TWO locations this year!
- Wednesday, October 25
 - Illinois Central College
- Tuesday, November 7
 - Moraine Valley Community College

Success Network Annual Conference

- When?
 - Thursday, February 29, 2024
- Where?
 - Moraine Valley Community College, Palos Hills, IL



ILLINOIS EDUCATION AND CAREER
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Next meeting:
December 6, 9-10:30 am
[register](#)



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Thank You!

