



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Success Network Policy Committee

Q4 Full Committee Meeting

December 6, 2023



Welcome & Introductions

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

What is your favorite holiday or winter tradition?

Today's Topics

- Welcome & Introductions
- Illinois School Report Card Data
- Advance Illinois Teacher Pipeline Report
- Policy Updates
 - HLC Policy Changes
 - Proposed CCPE Rules
- Transportation Workgroup
- Next year:
 - What topics for LC features?
 - Emerging policy questions
- Wrap-Up & Announcements

Illinois School Report Card Highlights

IRC Highlights

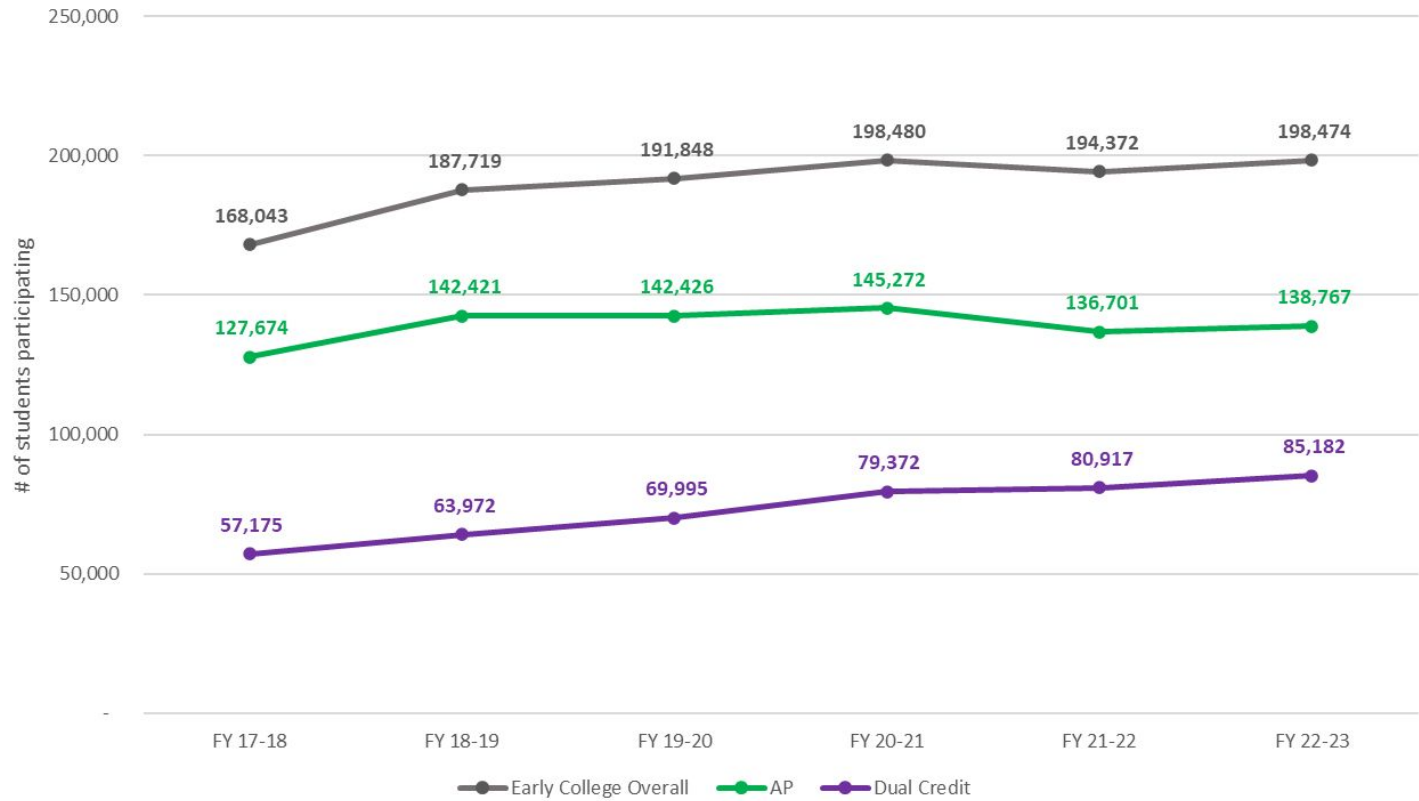
Purpose of today's review:

- Review some key college and career readiness and transitions data points from the 2023 Illinois School Report Card
- Reflect on what these data might signal
- Identify areas for further exploration in January's data deep dive

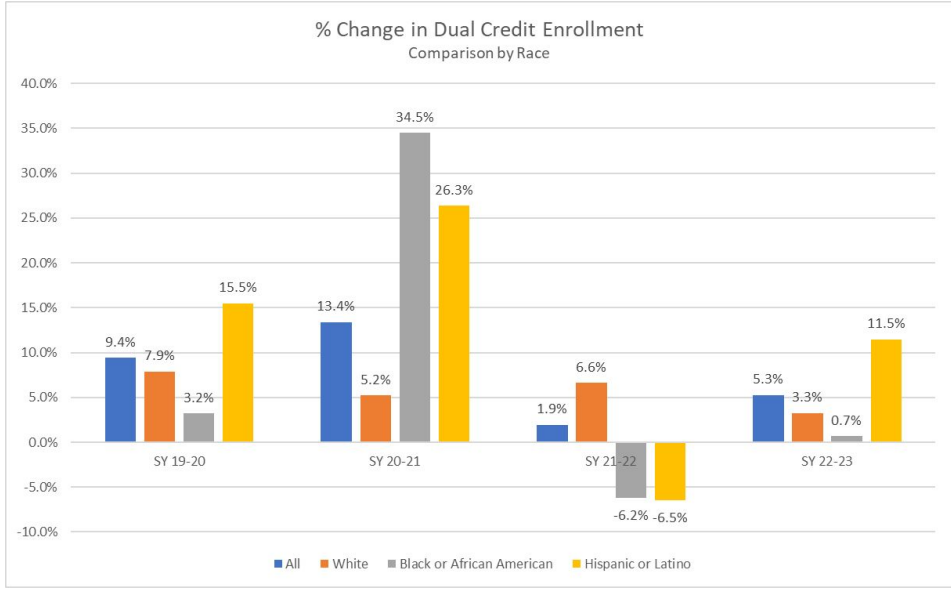
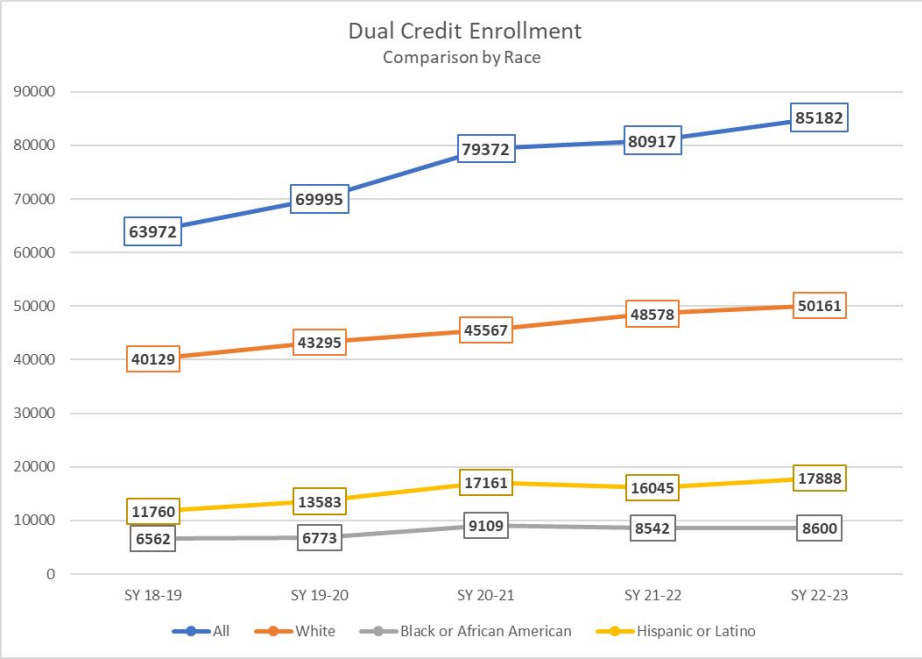
Data Deep Dive: January 24, 2024 from 1–2:30 p.m.
([Register](#))

Please drop thoughts in the chat, and we'll periodically pause for comment as well.

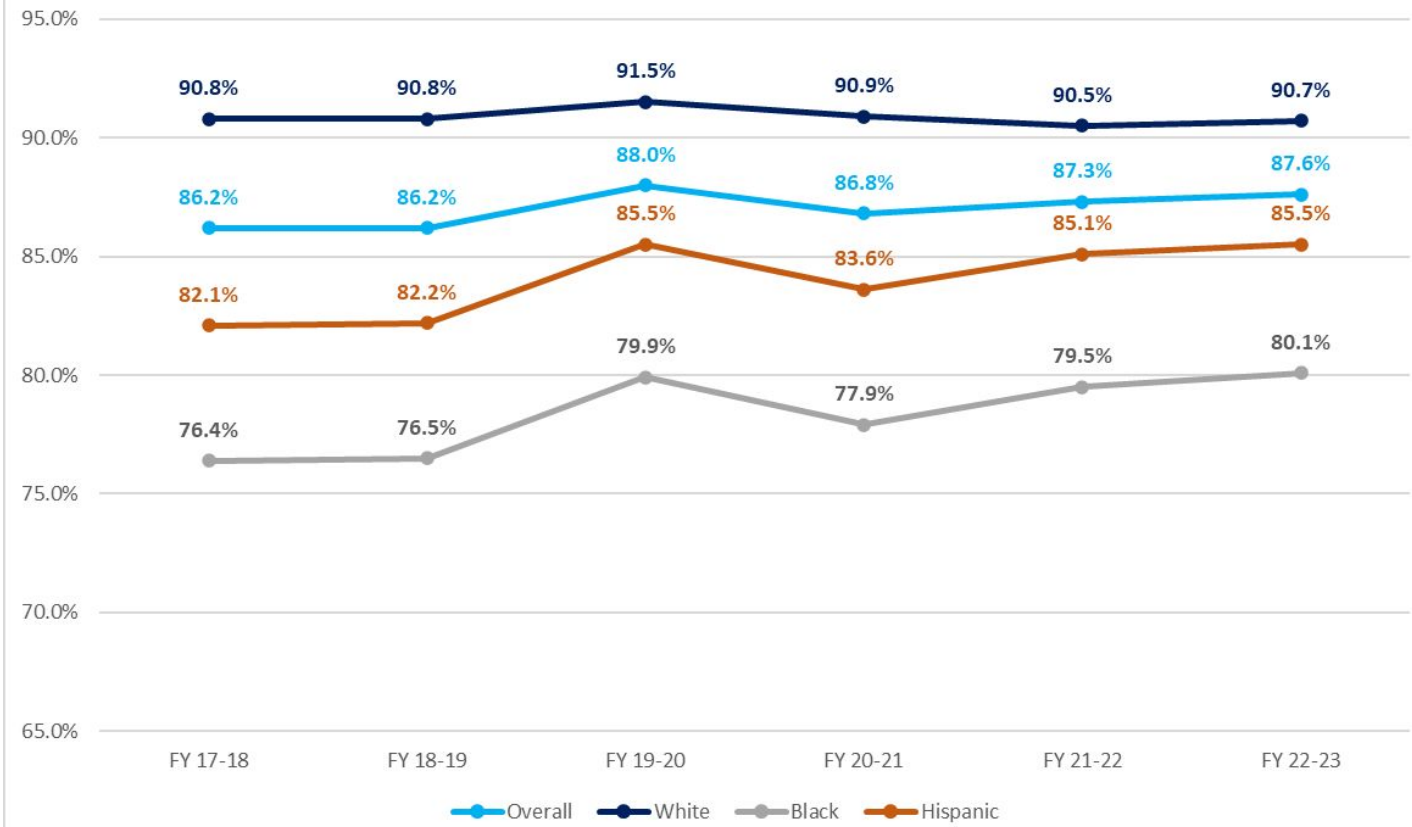
Early College Coursework



Dual Credit Enrollment by Race/Ethnicity

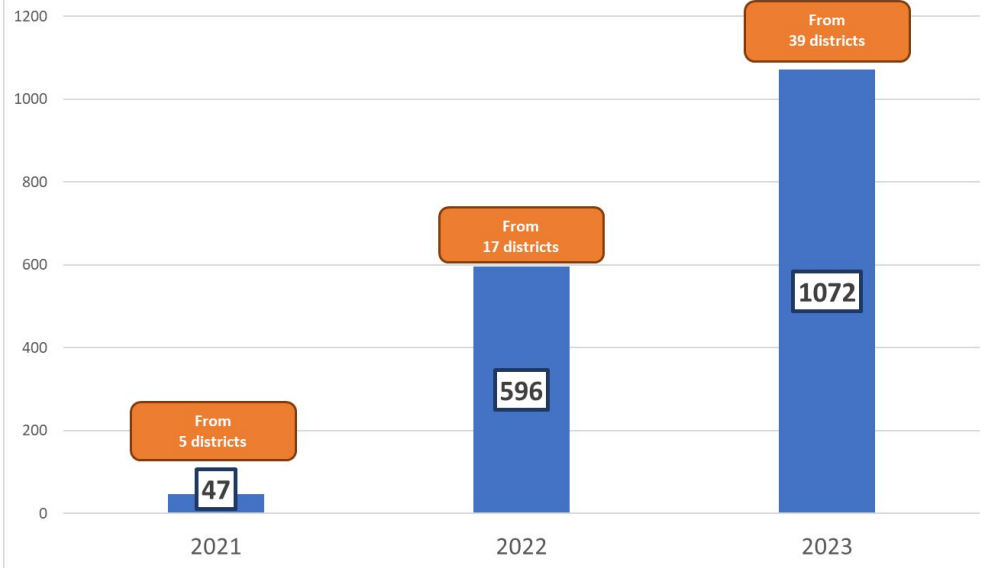


4-Year High School Graduation Rate

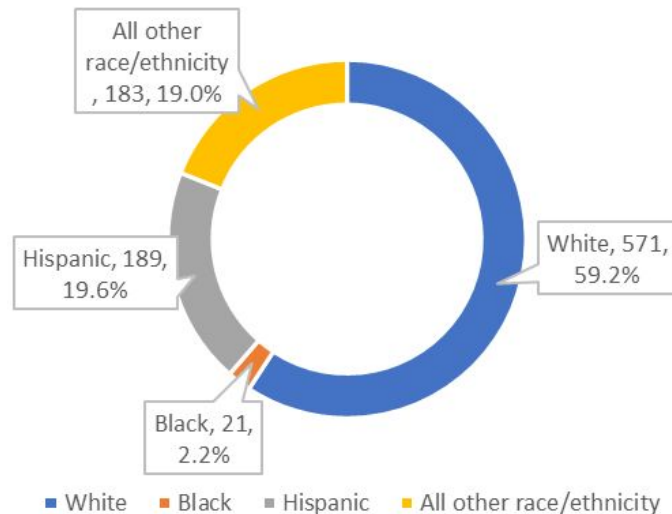


College and Career Pathway Endorsements

Total Number of Students receiving the College and Career Pathway Endorsement

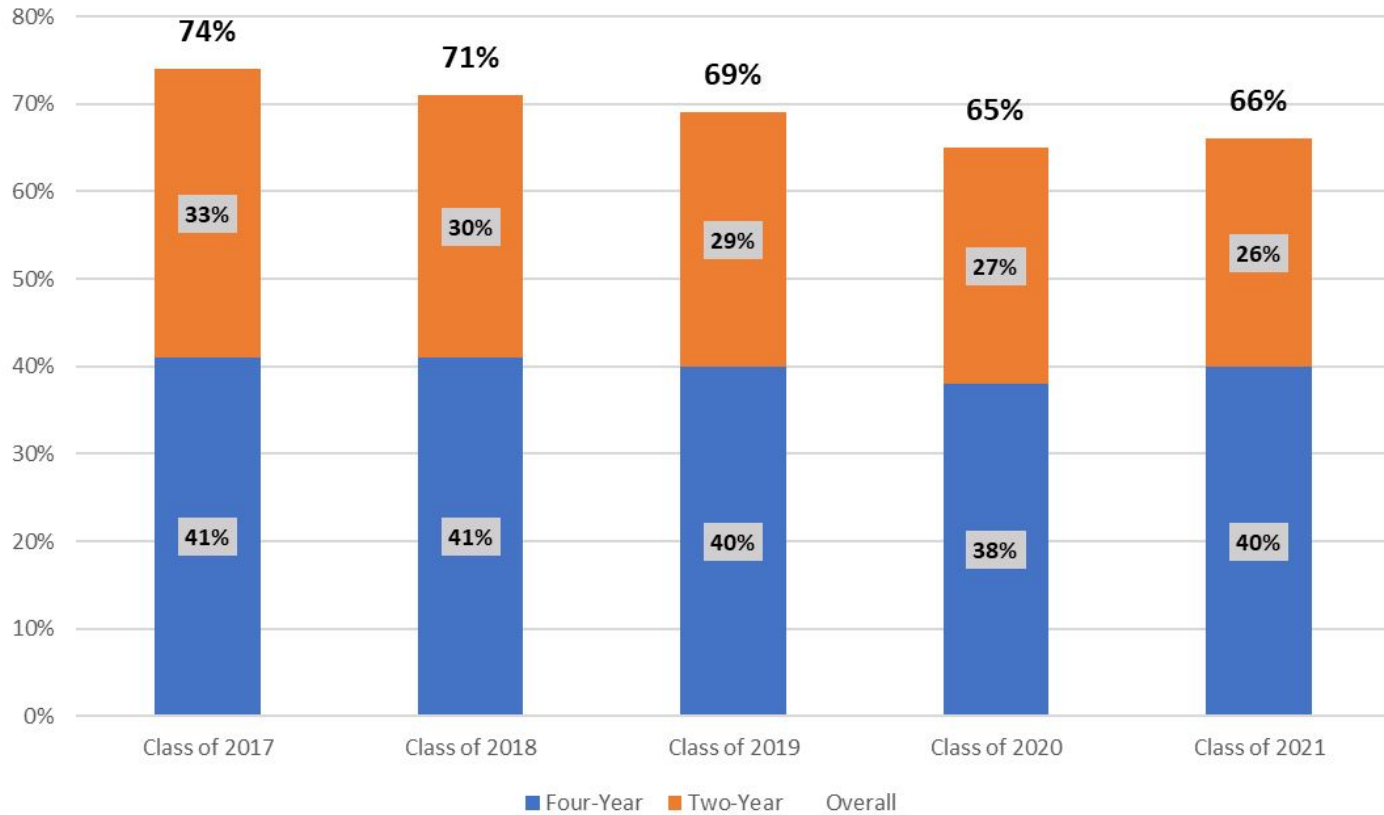


CCPE Earners by race/ethnicity, Class of 2023*

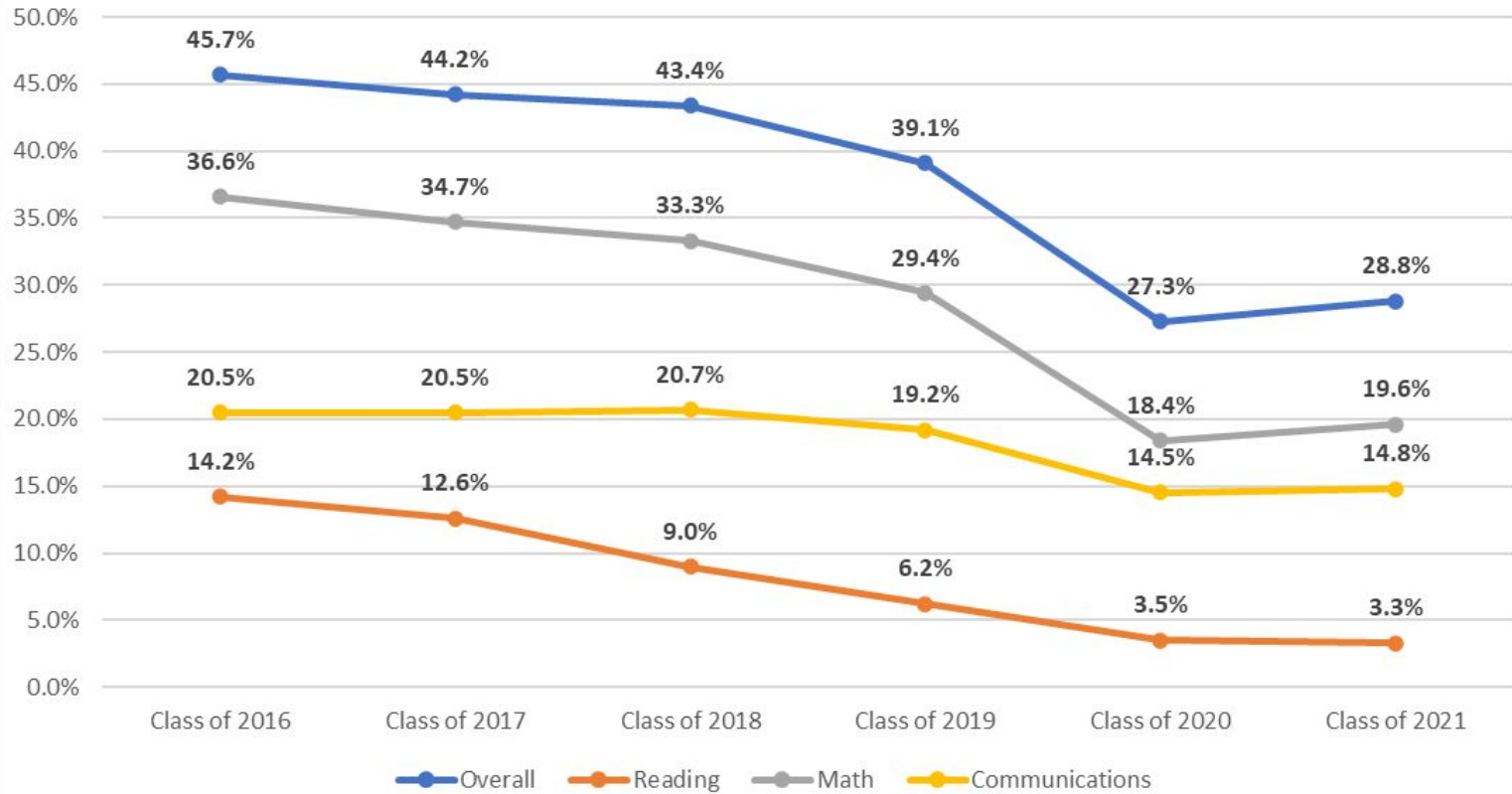


*Please note that these demographics are based on an undercount of CCPE earners (964 of the 1072 total) due to timing of data submissions

Postsecondary Enrollment within 16 months



Community College Remediation Rates



College & Career Readiness Indicator – Components Available

ILLINOIS Custom Report Card Builder

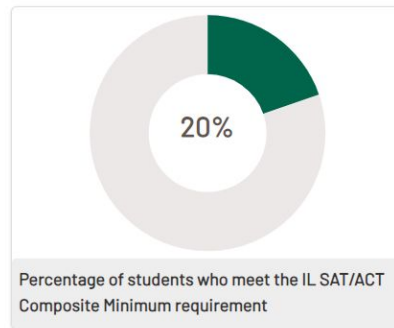
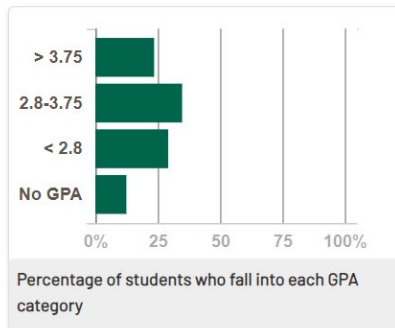
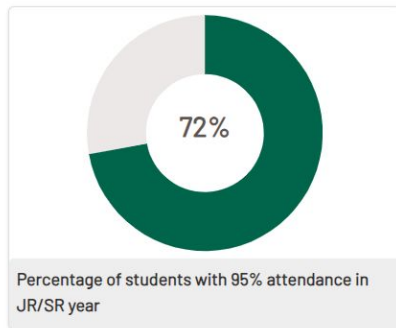
Summative Designation Meta Indicator Components: Snapshot



1 of 11

■ State

Components of the College and Career Readiness Indicator



[Link to CCRI on Report Card](#)

Recent Reports

“Dual Credit in Illinois: Mapping Increased Participation and Persistent Participation Gaps” (IWERC, [Link](#))

“After Everything: Projections of Jobs, Education, and Training Requirements through 2031” (Georgetown Center for Education and the Workforce, [Link](#))

What else have you been reading? Please drop a link in the chat!

Teacher Pipeline Report

Mercedes Wentworth-Nice
Senior Policy Associate
Advance Illinois

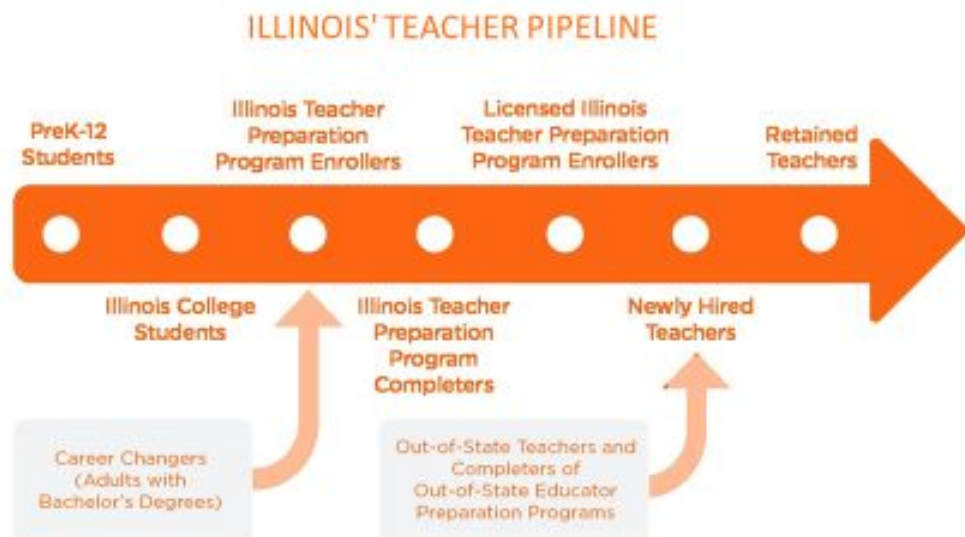


THE STATE OF OUR EDUCATOR PIPELINE 2023

Strengths, Opportunities, and Early Impact of the
COVID-19 Pandemic

The State of Our Educator Pipeline, 2023

- Examines the state of the educator pipeline over the last 5 to 10 years.
- Considers context surrounding and the impact of the pandemic.
- Examines educator supply and demand, retention, shortages, and diversity.



Advisory Council for *The State of Our Educator Pipeline, 2023*

Precious Allen
Teacher, Chicago Public Schools

Dave Ardrey
Executive Director, Association of Illinois Rural and Small Schools

Dr. Meg Bates
Director, Illinois Workforce and Education Research Collaborative, University of Illinois

Dr. Paul Bruno
Assistant Professor of Education Policy, Organization, and Leadership, College of Education,
University of Illinois Urbana-Champaign

Dr. John Burkey
Executive Director, Large Unit District Association

Bob Chikos
Teacher, Community High School District 155

Dr. Dan Goldhaber
Director, Center for Analysis of Longitudinal Data in Education Research, American Institutes of
Research; Director, Center for Education Data & Research, University of Washington

Kimberly D. Hopkins
Director of Special Education, East St. Louis School District 189

Dr. Kavita Kapadia-Matsko
Associate Dean for Teacher Education, School of Education and Social Policy, Northwestern
University

Etai Mizrav
Senior Researcher, American Institutes for Research

Dr. Brad Skertich
Superintendent, Collinsville Community Unit School District 10

Bryan Stokes II
Director, Education Portfolio, Robert R. McCormick Foundation

Kesa Thurman-Stovall
Chief Program Officer, Golden Apple Foundation

LaTesh Travis
Assistant Superintendent for Human Resources, Berkeley School District 87

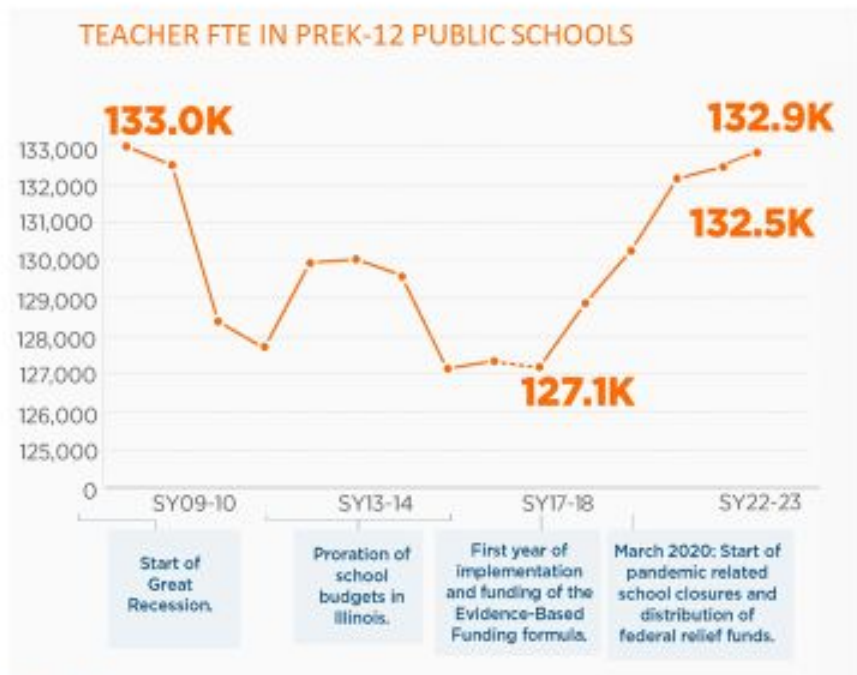
Dr. Rebecca Vonderlack-Navarro
Vice President of Education Policy & Research, Latino Policy Forum

Dr. Nate Williams
Associate Professor, Department of Teaching and Learning, Southern Illinois
University, Edwardsville

Dr. Diana Zaleski
Director, Education Policy/Agency Relations, Illinois Education Association

Dr. Maria Luisa Zumudio
Executive Director, National Center for Urban Education, Illinois State University

Illinois is employing more teachers, assistant principals, and paraprofessionals, generally and per student, than at any other point in the last decade.

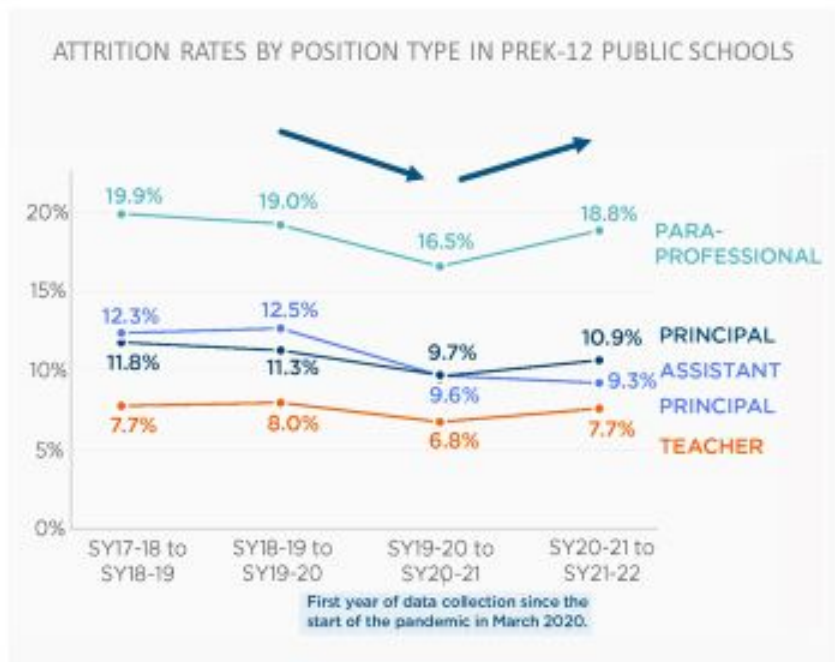


- As we employ more teachers, our student-to-teacher ratios are decreasing.
- Illinois schools are also employing more **paraprofessionals**, more **assistant principals**, and a steady number of **principals**.

Trends in supply and demand vary by position type.

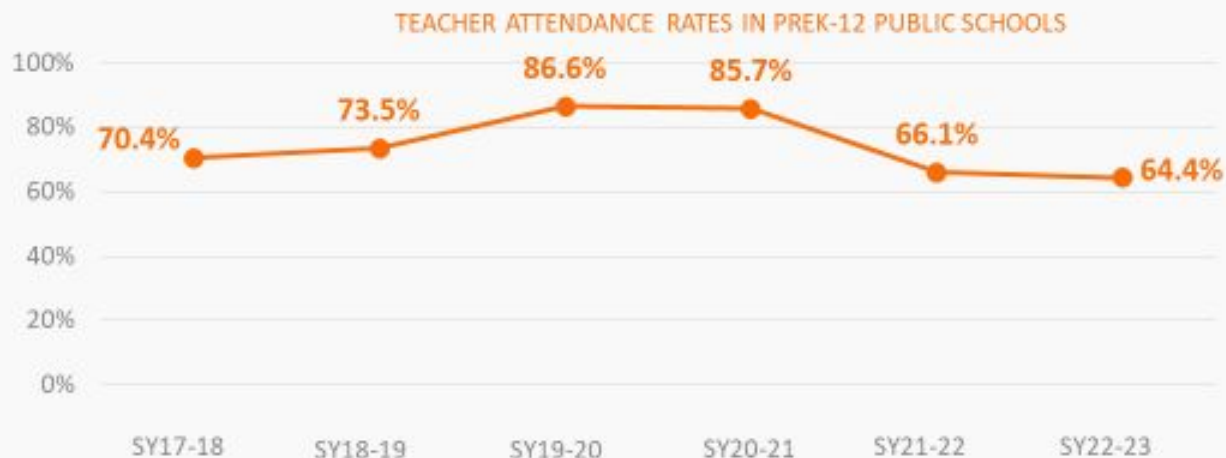
- **New teacher supply** has increased in recent years. But supply of fully-credentialed special education and bilingual teachers remains behind demand.
- **Principal supply** is increasing as more individuals earn the new endorsement. Overall, supply is well above demand for both principals and APs, though supply is not evenly distributed across districts.
- **Paraprofessional supply** has been declining through the pandemic, and lags far behind demand.

Fewer teachers, paraprofessionals, and principals left the profession in SY20-21 than they did pre-pandemic. Attrition rates largely returned to pre-pandemic levels in SY21-22.



- Whether stability in teacher retention held in SY22-23 remains unclear in current publicly available data.
- Though retention has been steady, survey data indicates that school climate has significantly worsened.

Teacher attendance was low in the first full school year in which all schools returned to in-person learning for the first time since the start of the pandemic.



March 2020: Start of pandemic-related school closures.

Data was inconsistently collected in both SY19-20 and SY20-21 as a result of shifts to remote and hybrid learning modalities and is not comparable to pre-pandemic.

The severity and distribution of educator shortages varies by district, geography, and position type.

TEACHERS

2.6%
vacancy
rate



BILINGUAL TEACHERS

3.9%
vacancy
rate



SPECIAL EDUCATION TEACHERS

5.0%
vacancy
rate



The severity and distribution of educator shortages varies by district, geography, and position type.

TEACHERS

2.6%
vacancy
rate

2.5% teachers
with short-
term
approvals or
provisional
licenses.



BILINGUAL TEACHERS

3.9%
vacancy
rate

16.2%
teachers with
short-term
approvals or
provisional
licenses.



SPECIAL EDUCATION TEACHERS

5.0%
vacancy
rate

2.4% teachers
with short-
term
approvals or
provisional
licenses.



Shortages are particularly severe among paraprofessionals.

PRINCIPALS

0.4%
vacancy
rate



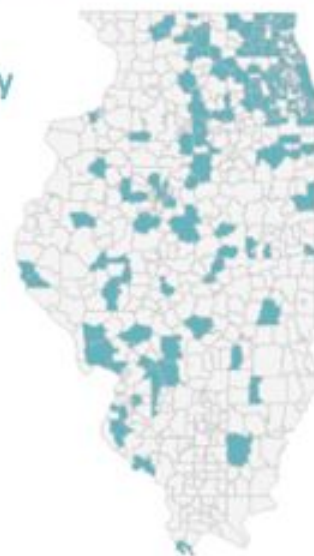
ASSISTANT PRINCIPALS

1.2%
vacancy
rate



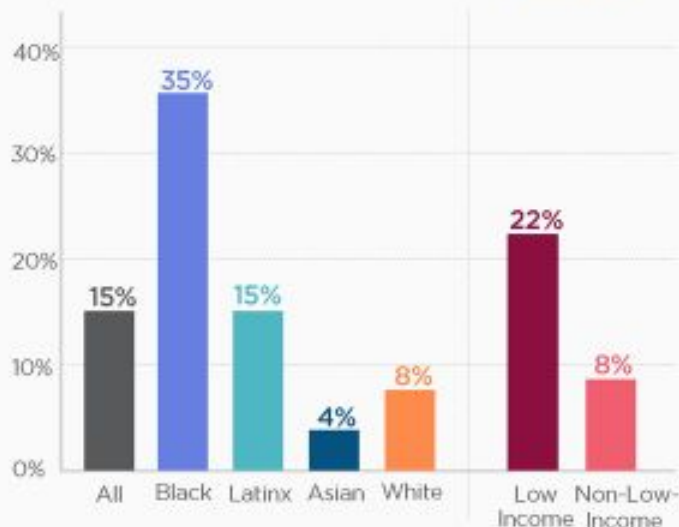
PARAPROFESSIONALS

7.2%
vacancy
rate



Teacher vacancies disproportionately affect Black and Latinx students, students from low-income households, English Learners, and students with IEPs.

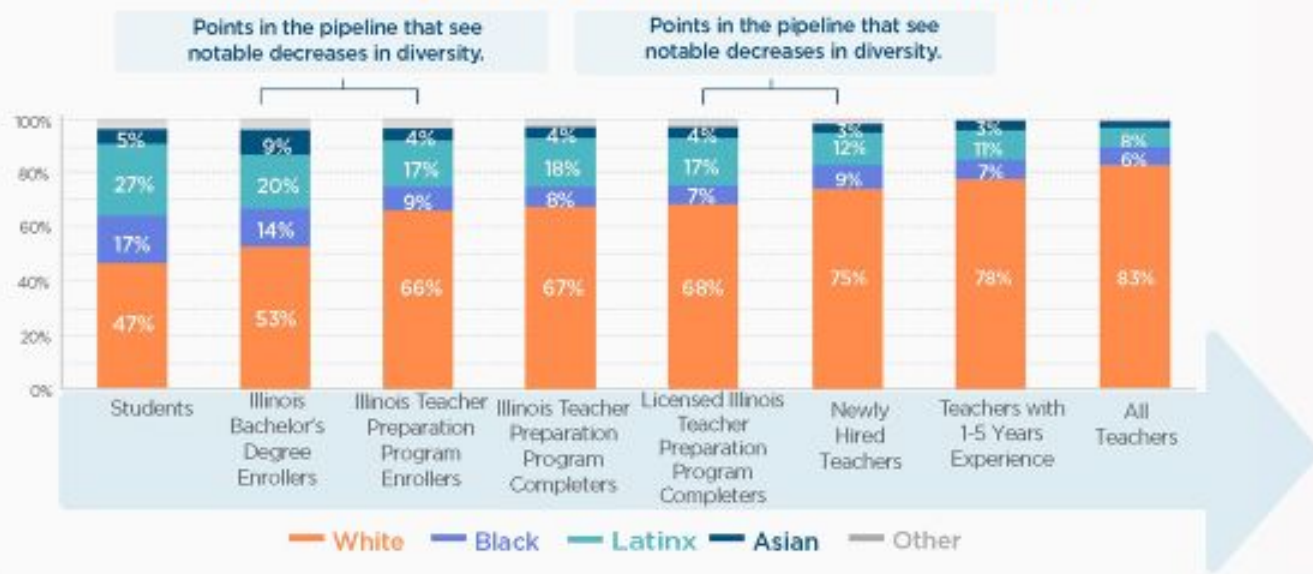
PERCENTAGE OF STUDENTS IN SCHOOLS WITH A TEACHER VACANCY RATE AT OR ABOVE 5%, SY22-23



English Learners and students with IEPs are also disproportionately impacted by shortages, given bilingual education and special education are two of the most significant shortage areas.

Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21



Teacher preparation programs are growing more diverse but still fall behind the diversity of Illinois' 4-year institutions.

PERCENTAGE OF STUDENTS BY RACE/ETHNICITY IN ILLINOIS' TEACHER PREPARATION PROGRAMS



— Illinois Teacher Preparation Program Enrollers

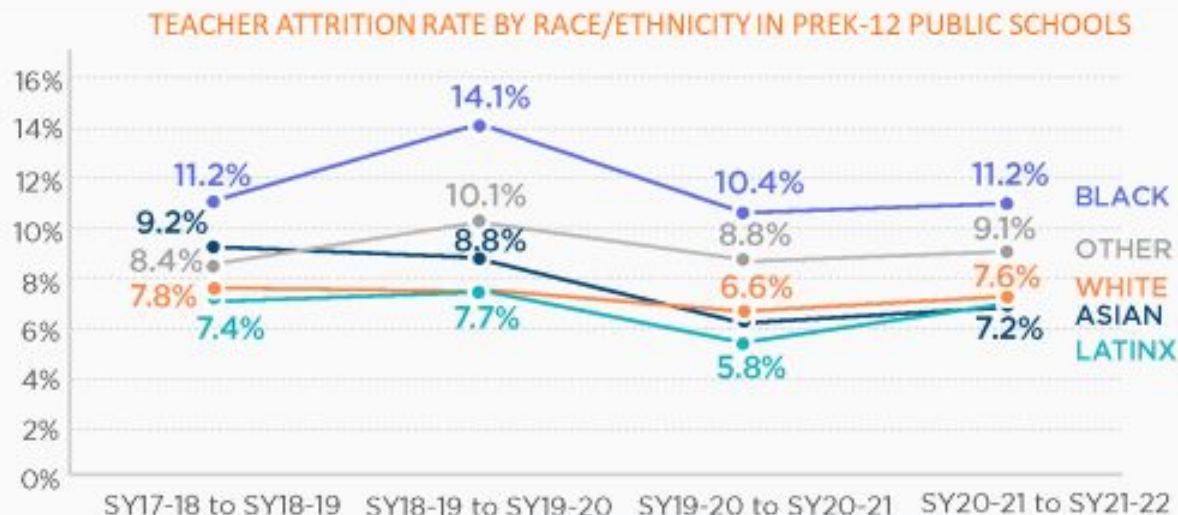
Teacher preparation programs are growing more diverse but still fall behind the diversity of Illinois' 4-year institutions.

PERCENTAGE OF STUDENTS BY RACE/ETHNICITY IN ILLINOIS' TEACHER PREPARATION PROGRAMS AND ILLINOIS' 4-YEAR PUBLIC AND PRIVATE COLLEGES



— Illinois Bachelor's Degree Enrollers — Illinois Teacher Preparation Program Enrollers

More Black teachers leave the Illinois teacher workforce each year compared to Latinx, Asian, and white teachers.



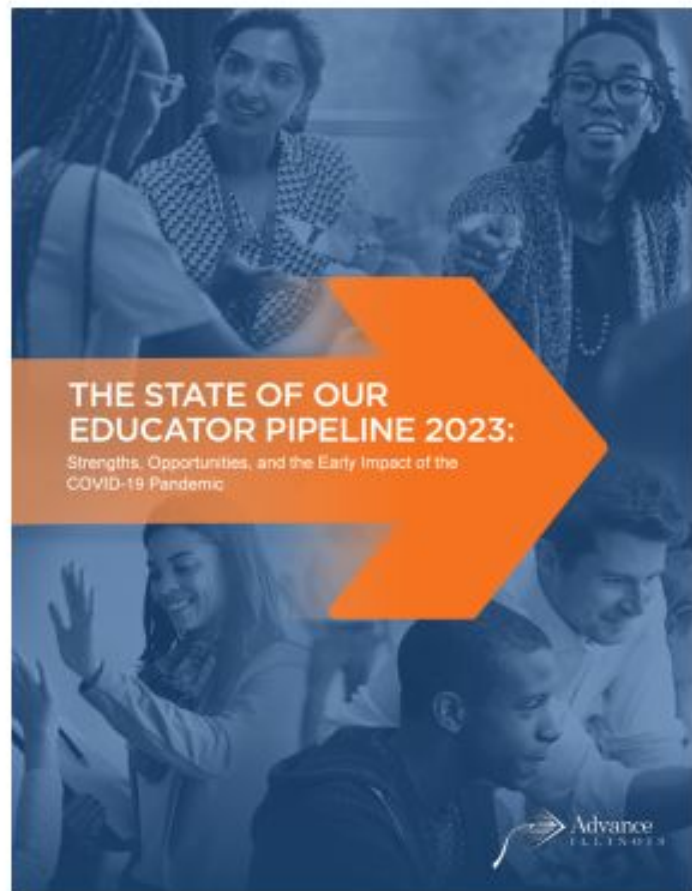
First year of data collection since the start of the pandemic in March 2020.

Find additional data, information, and more in the report and online.

Scan To Access Digital Report, Data Tables & Data Dashboard



[BIT.LY/EDPIPELINE2023](https://bit.ly/EDPIPELINE2023)





The Educator Pipeline Group

55+ organizations including agencies, districts, civil rights organizations, advocacy organizations, teacher voice organizations, institutions of higher education, management organizations, educators, and more!

Working together to refine, advance, and support innovative strategies and systems to recruit, develop, and retain highly effective educators who reflect the diversity of Illinois and prepare students for college and career success to build stronger communities.

For more information, email joconnor@advanceillinois.org !

Higher Learning Commission Faculty Credentialing Policy Update

Rodrigo López, Ph.D.
Director of P-20 Initiatives
Northern Illinois University

DUAL CREDIT.



Think Tank

Higher Learning Commission

Policy Changes: Faculty Qualifications

Rodrigo López, Ph.D.

Director of P-20 Initiatives
Northern Illinois University
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Higher Learning Commission

Assumed Practices – CRRT.C.10.010

“Every institution is expected to be in compliance with all Assumed Practices at all times.”

1. Generally matters to be determined as facts, rather than matters requiring professional judgment and;
2. Not expected to vary by institutional mission or context.

Last Revised: November 2023

Higher Learning Commission

Assumed Practices – CRRT.C.10.010

- A. Integrity: Ethical and Responsible Conduct
- B. Teaching and Learning: Quality, Resources, and Support**
- C. Teaching and Learning: Evaluation and Improvement
- D. Resources, Planning, and Institutional Effectiveness

Higher Learning Commission

Adopted Policy Changes - [Faculty Qualifications](#)

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: the achievement of academic credentials, progress toward academic credentials, equivalent experience, or some combination thereof. The institution's obligations in this regard extend to all instructors and all other entities to which it assigns the responsibility of instruction. HLC will maintain "Institutional Policies and Procedures for Determining Faculty Qualifications Guidelines" to further explain requirements for reasonable policies and procedures in accordance with this Assumed Practice.

Higher Learning Commission

Adopted Policy Changes - [Faculty Qualifications](#)

Faculty participate substantially in:

- i. oversight of the curriculum offered—its development, vetting and implementation,; academic substance,; currency,; and relevance for internal and external constituencies;
- ii. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- iii. establishment of the academic qualifications for instructional personnel instructors, including instructors provided by third parties;
- iv. analysis of data and appropriate action on assessment of student learning and program completion.

Higher Learning Commission

Updated [Guidelines](#)

These guidelines explain the Criteria for Accreditation and Assumed Practices related to institutional policies and procedures for determining faculty qualifications.

The guidelines also provide guidance to

HLC-accredited institutions and peer reviewers in evaluating institutional policies and procedures for determining faculty qualifications.

Higher Learning Commission

Updated [Guidelines](#)

Achievement of academic credentials

- Instructor possesses an academic degree relevant to what they are teaching and at least one level above the level at which they teach
- 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.

Higher Learning Commission

Updated [Guidelines](#)

Progress toward academic credentials

- Means demonstrable, current, and consistent progress toward the academic credential(s) **deemed relevant by the institution** for an instructor to be qualified.
- An instructor who is qualified based on progress toward academic credentials has access to and engages with resources that the institution provides to support their teaching.

Higher Learning Commission

Updated [Guidelines](#)

Equivalent experience

- Means 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.

Illinois P-20 Network Fall 2023 Meeting

- [Taking Steps to Address the Full Range of Dual Credit Challenges Together](#)
- [Advancing Positive, Engaging Environments for All Educators](#)
- [Exploring the ISBE Equity Journey Continuum](#)

Resources

- ▶ [Illinois Dual Credit Report \(ICCB\)](#) (May 2023)
- ▶ [Illinois Report Card \(ISBE\)](#)
- ▶ [ILACEP's Dual Credit Report](#) (September 2020)
- ▶ [Illinois Dual Credit Survey Briefs](#) (2022)
- ▶ [Stand for Children's Expanding Equity in Dual Credit](#) (2020)
- ▶ [Stand for Children's Interactive Dual Credit Toolkit](#) (2020)
- ▶ [Dual Credit Quality Act \(DCQA\)](#)
- ▶ [Model Partnership Agreement \(MPA\)](#) (July 2019)
- ▶ [ISBE's DCQA Guidance \(plus PDPs\)](#)
- ▶ [ICCB's Academic Credentialing Chart](#) (July 2019)
- ▶ [ICCB + ISBE Endorsement Guidance](#) (January 2023)
- ▶ [The Next Phase of Dual Enrollment Policy](#) (November 2023)
- ▶ [Current HLC Qualified Faculty Guidance](#) (November 2023)
- ▶ [DEEP Insights - Community College Research Center](#) (October 2023)
- ▶ [Postsecondary & Workforce Readiness Act](#)
- ▶ [Every Student Succeeds Act](#)
- ▶ [Perkins V State Plan](#)



p20network.niu.edu



[linkedin.com/company/p20network](https://www.linkedin.com/company/p20network)



[niucpe.activehosted.com/f/3](mailto:niucpe@activehosted.com)

CCPE Rules

ISBE'S CCPE Rules and Resources

Purpose: Provide administrative guidance to school districts seeking **authorization** for CCPE

- In their September Board Meeting, ISBE requested that the Board approve the publication of [new rules](#) and definitions regarding CCPE implementation.
- Currently ***open for public comment*** until **December 31**.
- Public comment may be submitted either via email (addressed to rules@isbe.net) or via standard mail.
- [EdSystems blog post](#) highlighting some of the strengths of the proposed rules

Transportation Workgroup Updates

WBL Transportation Work Group

What we've done

- Met 4 times to dive deeper into barriers that impact student access to work-based learning.
- Summary of initial findings in progress and coming soon!

What has surfaced

- District and local barriers
 - Access to and cost of public transportation
 - Student access to transportation when district cannot provide it
- Systemic barriers
 - Vehicle restrictions
 - Driver credential requirements
- Equity considerations of placing burden on student



Exploring Solutions

For the group

- What role can employers play in potential solutions?
- What models are there of ways funding can be creatively utilized?
- Are there systematic ways to increase the number of drivers with the required credentials?

For students

- How do they get themselves places outside of school?
- How does the availability of transportation impact their decision of whether or not to participate in work-based learning?

What other questions should we be asking?

How can we get the survey to students?

Are there any resources or potential solutions you are familiar with?

Looking Ahead to 2024

2023 in Review

- Data deep dive
- Policy Session at 2023 Success Network Conference
- Leadership community highlights on
 - PaCE Framework
 - Dual Credit Partnerships
- Policy updates & discussions
 - HLC
 - CCPE rules
 - Legislative session (IAI Amendment, Computer Science grants, uniform admissions, etc.)
 - Budget highlights
- Launched Transportation Workgroup
- Introduced Success Network Dashboard

Looking ahead to 2024

Leadership Community Highlights

2023 Highlights: PaCE implementation, Dual Credit Partnerships

For next year:

- What types of innovative practices would you like to hear about next year from Leadership Communities?
- Do you have an innovative practice you'd like to share with the group?

Policy Areas to Consider

Topics we're considering: early college credit (particularly dual credit), College and Career Pathway Endorsements, Transitional Instruction, Career and Technical Education, etc.

- Are there any topics you would like the committee to explore?
- What might be useful to deep-dive on with a workgroup?

Who else might you want to hear from? (local, state, national partners?)

What else do you want to learn?

Wrap-Up & Announcements



**Did we miss
anything?**



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



**What
should we
explore?**



Awareness to **Action**

Promoting Equity in Education and Careers

Illinois Education and Career Success Network
Annual Conference · February 29, 2024

Register Now: ILSuccessNetwork.org/2024-Conference

Upcoming relevant events

Upcoming FAFSA Trainings

- FAFSA Preview: On the Web
 - December 12, 10 a.m.–12 p.m
- Financial Aid Application Completion Initiative
 - December 13, 11–11:45 a.m.
- Supporting Student Populations: Undocumented Students
 - December 19, 11–11:45 a.m.

Anything else coming up? Please share in the chat!



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Transportation Workgroup:
January 9, 1-2 pm
[register](#)

Data Deep Dive:
January 24, 1-2:30 pm
[register](#)

Next meeting:
March 20, 9-10:30 am
[register](#)



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Visit the [policy committee website](#) to:

- Register for future meetings
- View recordings of past meetings
- Opt-in to emails.



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Thank You!

