



Generating Policy Awareness & Taking Action with the Success Network Policy Committee

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Agenda

- Welcome & Introductions
- Policy Committee Overview
- Work-Based Learning
Transportation Workgroup
- General State Policy Updates
- Looking Ahead Activity
- Wrap-Up

Success Network Policy Committee Staff



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Background

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

Findings from the Work-Based Learning Transportation Workgroup

WBL Transportation Work Group

Purpose

- Explore transportation-related barriers to WBL
- Gather potential solutions and resources
- Engage students in this conversation
- Sharing findings, in two parts, with P-20 Council, IWIB Career Pathways for Target Populations Committee, ISBE, etc

Scope

- Focus on supporting **in-school youth**
- Dive into **access obstacles**
- Explore **creative solutions**
- Gather **student perspectives**



Themes across challenges

Local/District

- Availability of public transportation
- Lack of access to reliable private transportation

Systemic

- Permissible vehicle types
- Driver credentialing requirements
- Funding

Equity Considerations

- The role of compensation for WBL
- Ensuring the needs of all students are being met

District and Local Challenges

Public Transportation Access

- Availability varies based on region type
- Rural/Suburban areas may have little to no public transportation within a community
 - Thus reliant on private transportation
- Urban/Suburban areas that have public transportation may have limiting factors
 - Fares
 - Routes
 - Schedules
- For longer term WBL commitments cost and/or challenging logistics can become a too much of a burden

Private Transportation

- Lack of access to a personal or family vehicle can dissuade participation entirely
- Cost v. benefit dilemma

Systemic Challenges

Vehicle Type Restrictions

- State law outlines which types of vehicles are able to be used to transport students across K-12
- Permissible vehicle types vary based on number of students and purpose (curricular v. non-curricular)
- Logistical challenges for smaller groups of students
 - Yellow bus not always practical
 - Permissible alternatives can be difficult to obtain

Driver Credential Requirements

- Most vehicle options require at least a School Bus Permit
- Course availability for this permit can be limited
- In small/rural district this can fall on staff with other responsibilities creating undue burden

Systemic Challenges

Funding

- Identifying usable funds for WBL transportation can be a challenge
- CTE Perkins funds cannot be used for transportation related expenses
- Some attempt to use WIOA funding but process can be cumbersome and confusing



Equity Considerations

Compensation and Cost

- Fairness of asking students to supply their own transportation
- Lack of financial compensation for WBL impacts
 - Attitudes towards and decision to participate in WBL
 - Ability to cover transportation related costs
- Incorporating steps to minimize the cost burden essential in development of solutions

Diverse Needs

- WBL should continue to be tailored to meet a student's individual needs
- Creative WBL offerings (school-based enterprises or virtual WBL) should be seen as part of a broad range of options
- This is a complex challenge that requires a complex solution

January 10, 2024

MEMO

**Transportation-Related Barriers
Impacting Student Access to
Work-Based Learning***Initial Findings from the Success Network Policy Committee*

Over the past decade, work-based learning has been a critical strategy in the state's broader efforts to expand college and career pathways. For in-school youth, this is a fundamental component of the College and Career Pathway Endorsement (CCPE) system established in the 2016 Postsecondary and Workforce Readiness (PWR) Act¹. The CCPE has also been incorporated into the Every Student Succeeds Act Plan and Perkins V Plan such that they also advance implementation of work-based learning for students statewide. Further, the 2022 passage of HB3296 ([Public Act 102-0917](#)) calls for districts to scale their offerings of the endorsements, thus functioning as an additional policy push to provide increased access to work-based learning. Coupled with the momentum generated by these policy levers, bodies such as the Illinois Work-Based Learning Innovation Network² also foster efforts to scale work-based learning as a key career awareness and preparation activity.

As a result of these ongoing efforts to develop and scale work-based learning for in-school youth, policymakers and practitioners have engaged in conversations around barriers

Launched in December 2022, the [Policy Committee](#) provides space for local practitioners and policy leaders to collaborate and learn from one another, elevates local practice to inform Illinois state policy, and supports local practitioners in taking advantage of policy windows. Composed of a range of education, workforce, community-based organizations, advocacy groups, and state agency stakeholders spanning the P-20 pipeline, the Policy Committee offers a useful venue for these conversations.

The first of 2 memos from this group was released earlier in January.

What's next?

Future plans for the workgroup

April 2023

- Launched the workgroup

May- November 2023

- Met 5 times
- Held a broad discussion of barriers
- Began brainstorming potential solutions

December 2023

- Release memo of initial findings

January/ February 2024

- Conduct a student survey
- Wrap up conversations on potential solutions

Spring 2024

- Release a second memo focused on solutions and resources

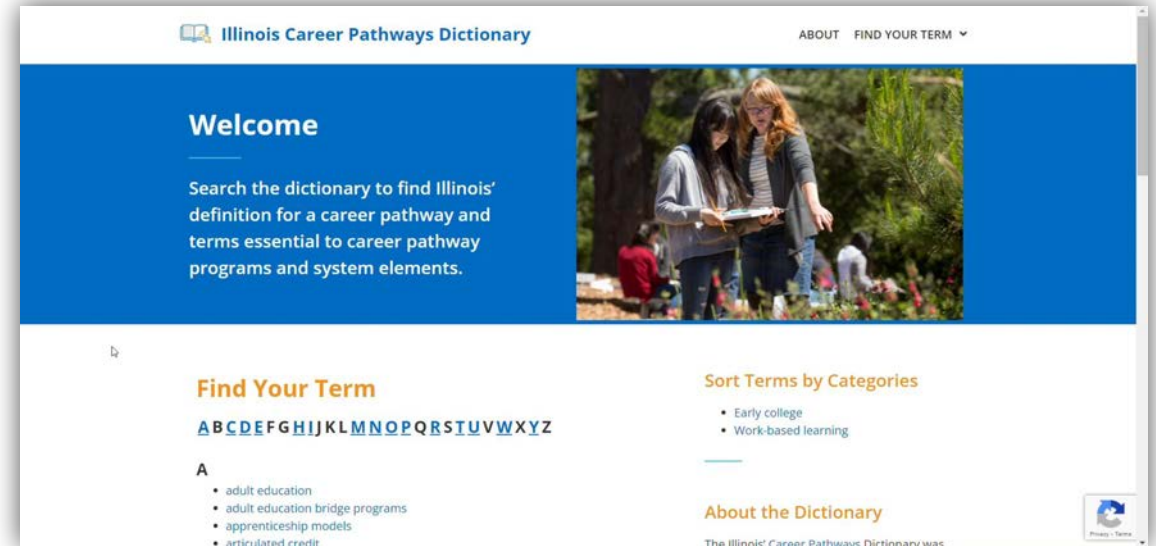
Other policy updates



Career Pathways Dictionary 2.0

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



Governor's Budget Proposal Highlights

Notable Increases

- \$350 Million Increase for Evidence-Based Funding (EBF)
- \$10.2 Million Increase in Funding for Career and Technical Education (CTE)
 - Coincides with ISBE's new CTE funding formula for FY2025
- \$10 Million Increase for Monetary Award Program (MAP)

Continued Funding

- \$450,000 to Extend to the Common Application for Transfer Students
- \$3.175 Million for Dual Credit Funding to ICCB
- \$15.75 million for Golden Apple
- \$8 million for the Minority Teachers of Illinois Scholarship
- \$45 million for ISBE's teacher recruitment pilot
- \$50 million for AIM HIGH Scholarship

Dual Credit Policy: Higher Learning Commission Changes

Core Change: HLC will no longer set the credentialing thresholds for faculty qualifications for their institutions (applies to both faculty on-campus as well as dual credit instructors at high schools). These decisions are now at the discretion of the institutions themselves.

Potential Challenges: could make it more difficult to qualify dual credit instructors at high schools in several ways

- Could result in a patchwork of qualification thresholds by institution
- Could result in higher thresholds

Opportunities:

- Alignment to the principles of the Professional Development Plan under the IL Dual Credit Quality Act
- Incentivizes consideration of relevant experience (i.e. experience that is commensurate with academic credentials) that has historically been under-considered
- IL agencies, institutions, and policymakers can consider ways to determine statewide policy that aligns with related efforts

Dual Credit Policy Work: [HB5020](#)

- *Sponsor:* Rep. Diane Blair-Sherlock
- Assigned to Higher Ed Committee
- Amends the Dual Credit Quality Act
- Responds to HLC policy change
- Developed based on extensive conversations with dual credit partners statewide
- Discussions in process around the mechanics of the bill (specific provisions subject to adjustment)

Core goals and concepts:

- Engage more students by aligning with multiple measures placement and scaling opportunities
- Emphasize local partnership but clarify flexibility for seeking additional postsecondary partners for in-demand courses
- Regular cadence for updating Model Partnership Agreement based on policy changes
- Address the need for qualified dual credit instructors (extending Professional Development Plan opportunity and shoring up instructor qualifications framework in response to HLC policy change)

Additional Legislative Action

Bill #	Brief Summary
HB3287	Subject to appropriation, ISBE shall pay half of the salary of a manufacturing employee working as a licensed high school CTE teacher.
HB4218	Requires postsecondary institutions to require applicants to report which College and Career Pathway Endorsement they received (if any).
HB4265	Would eliminate requirement for school districts to have an automatic accelerated placement policy (changes from "shall" to "may")
HB4625	Requires districts to provide developmentally appropriate digital literacy skills instruction.
HB4652	Subject to appropriation, would create stipend program for student teachers.
HB4658	Requires ISBE to establish a Financial Literacy Implementation Committee to make recommendations about financial literacy content for students; courses in alignment with these recommendations to replace consumer education courses.
HB5453 SB3722	Transitions Uniform Admissions Pilot program into a direct admissions program for 2025-26 school year.
SB0093	Limits for-profit institution eligibility for MAP grants
SB2986	Creates a process to establish community college baccalaureate programs for in-demand fields (with involvement from ICCB and IBHE).

Looking ahead

Planning for future Policy Committee efforts

- Implications of upcoming enrollment cliff
- Career pathways for special populations
- CCPE Currency
- Impact of reverse transfer
- Community spotlight on transitional instruction

Let's discuss!

Using the flip charts and post-it notes around the room, let's spend time considering the following:

- What do you think about potential topics that are most pressing?
- What topics would you want to hear from fellow communities or practitioners about?
- What do you most want to hear directly from a state agency or another policy maker about?
- If you had a magic wand, what state policy would you change or create?





ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

*Join us at our next
meeting!*

**March 20, 2024
9–10:30 a.m.**

[Register Here](#)