



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

# Success Network Policy Committee

*Q1 Full Committee Meeting*

March 20, 2024



# Welcome & Introductions

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

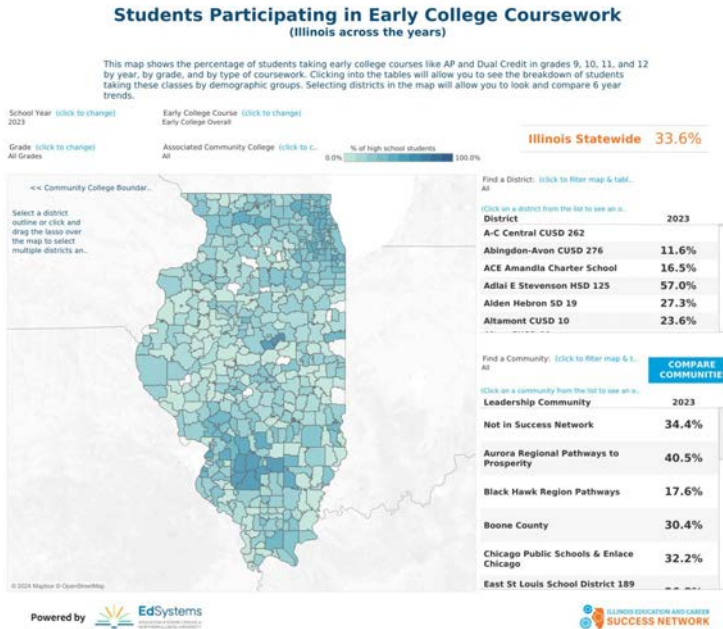
*What warm weather activity are you most looking forward to?*

# Today's Topics

- Welcome & Introductions
- Updates on the Success Network Dashboard
- Policy & Legislative Updates
- Transportation Workgroup
- Looking Ahead
- Wrap-Up & Announcements

# Success Network Dashboard

# Latest Updates to the Success Network Dashboard



## Notable Updates

- Updated design & layout
- Leadership Community aggregates
- Ability to overlay ICCB community college boundary map
- Added early college participation data
  - Includes grade & demographic information

# Engage with the Data

**Explore 1-2 districts in your region. Use the dashboard to search for your local school district or a group of districts in your leadership community and answer the following questions:**

- What do you notice about Early College Enrollment data in your region?
- What questions do the data generate for you?
- What additional information would be helpful? Other data points? Contextual data?

# Policy and Legislative Updates

# 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



# Federal Budget

[Link to USEd Summary](#)

- \$57 million for the Career-Connected High Schools program
  - Illinois Central College one of [the first round of grantees!](#)
- \$7 billion Classroom to Career program
  - "[R]educes costs for students by providing funds to states to expand access to at least 12 postsecondary credits of free, career-connected dual enrollment for all interested high school students."
- \$650 million competitive funding for teacher pipeline programs
  - Includes \$95 million for Teacher Quality Partnership grants for teacher prep programs

# Illinois Legislative Session – Emerging Bills

Bill #	Brief Summary
<a href="#">HB3287</a>	Subject to appropriation, ISBE shall pay half of the salary of a manufacturing employee working as a licensed high school CTE teacher.
<a href="#">HB4417</a>	Establishes "Workplace Readiness Week" for all public high schools (including charter schools)
<a href="#">HB4625</a>	Requires districts to provide developmentally appropriate digital literacy skills instruction.
<a href="#">HB4658</a>	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.
<a href="#">HB5250</a>	Addresses conflicts between Accelerated Placement policies and prerequisite coursework

# Illinois Legislative Session – Emerging Bills

Bill #	Brief Summary
<a href="#">HB5414</a>	Subject to appropriation, would create stipend program for student teachers.
<a href="#">HB5501</a>	Apprenticeship school attendance waiver
<a href="#">SB3722</a>	Transitions Uniform Admissions Pilot program into a direct admissions program for 2025-26 school year.
<a href="#">SB0093</a>	Limits for-profit institution eligibility for MAP grants
<a href="#">SB2986</a>	Creates a process to establish community college baccalaureate programs for in-demand fields (with involvement from ICCB and IBHE).



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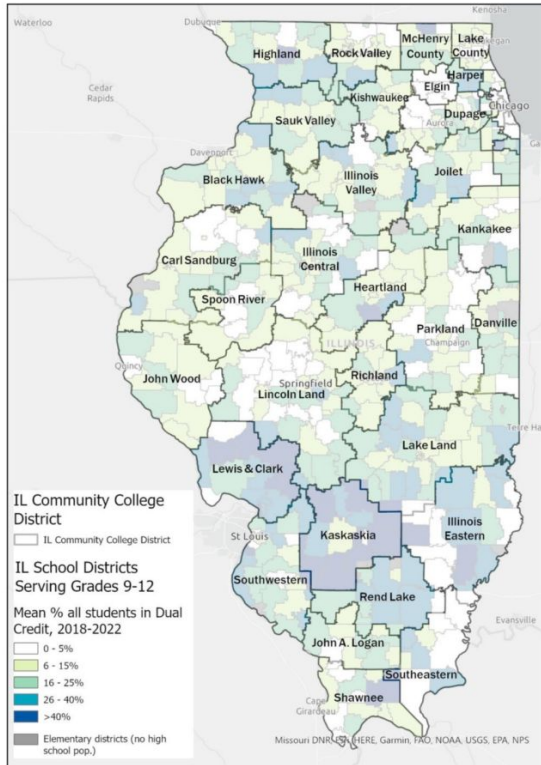
# HB5020

INCREASE EQUITABLE ACCESS  
TO DUAL CREDIT

# EQUITABLE ACCESS REMAINS A CHALLENGE

Figure 4. Mean proportion of students participating in DC, SY18-SY22, by school district, with community college district overlay

Figure 4A. Illinois



Note: Community college district shapefiles were provided by ICCB.

2022 Enrollment #s	% Dual Credit Enrollment	% of All High School Students	Dual Credit Enrollment Gap
White	60	46	+14
African American	11	16	-5
Hispanic	20	27	-7
Asian	6	5	+1
IEP	7	16	-9
Non Low Income	30	46	-16
Low Income	69	54	+15

# NOVEMBER 2023 HLC POLICY CHANGE

- 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,

## 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**

# GOALS OF HB5020

1. **Engage more students** by providing multiple avenues for eligibility and better communication with families
2. **Help more educators** become fully qualified DC instructors
3. **Empower districts** to use multiple higher learning partners to offer in-demand coursework while prioritizing local partnerships

# ENGAGE MORE STUDENTS

## Strengthen multiple eligibility measures

Partnerships require an established comms plan for notifying students, parents, faculty of eligibility criteria

HS districts must clearly designate DC in course catalogs and curriculum guides

Require annual reporting to ICCB

## Parity for CTE Priority Career Pathways Courses

A school district may offer any IAI or Priority Career Pathways Course as a dual credit course at the HS

Must be an established pathway at the community college



# HELP MORE EDUCATORS BECOME FULLY QUALIFIED

## Extend PDPs in perpetuity

Strikes deadline for enrolling in PDP

Strikes the sunset deadline

## Establish instructor qualifications

Meet any of the HLC standards including academic credentials, progress towards credentials, equivalent experience, or a combo

Establishes a Dual Credit Committee to create the Dual Credit Instructor Qualification Framework to define the 3 HLC instructor pathways

Codifies the requirement that the academic credential required to be fully-qualified is a master's degree within the discipline to be taught or any master's degree and not more than 18 graduate hours appropriate to the academic field.

# STRENGTHENS LOCAL PARTNERSHIPS

## Introduce an opt out clause

CC disapproval of course documentation or withdrawal of approval permits HS district to pursue an alternative provider

HS may appeal to ICCB if an instructor's credentials are disapproved

A community college may reevaluate to approve the course annually

## Defer to HS district policies

HS districts may use their district policies to determine enrollment caps, student technology access and usage, and student accommodations

HS districts may defer to their district policies to determine course length and number of sections in coordination with their higher learning partner

Gives dual credit courses equal weight with IB and AP courses

## Holds all institutions to the same standards

Any institution of higher learning must follow the partnership standards established by the DCQA

Requires high schools to demonstrate to the IBHE that it has taken appropriate steps to use in-state institutions and must provide rationale if using an out-of-state institution.

Codifies community college's right of first refusal



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**LEARN MORE:**

**[AGALVIN@STAND.ORG](mailto:AGALVIN@STAND.ORG)**

**815-341-3471**

# Transportation Workgroup Updates

January 10, 2024

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

([Link](#))

## 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) Act<sup>1</sup>. 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 Network<sup>2</sup> 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.

# Themes across challenges

## Local/District

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

## Systemic

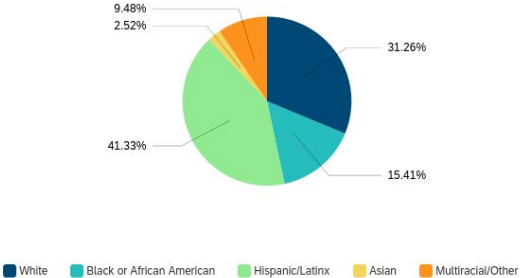
- Permissible vehicle types
- Driver credentialing requirements
- Funding

## Equity Considerations

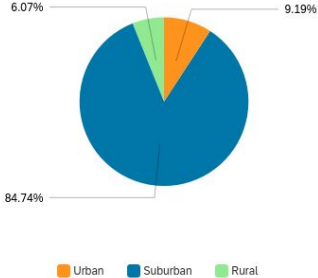
- The role of compensation for WBL
- Ensuring the needs of all students are being met

# Student Survey Responses

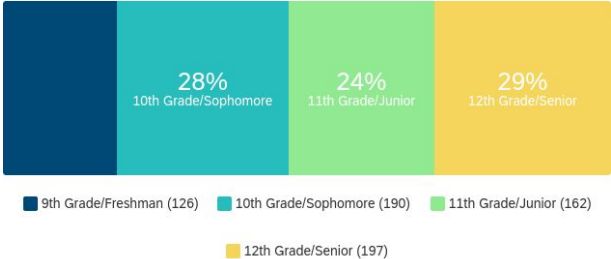
Race/Ethnicity

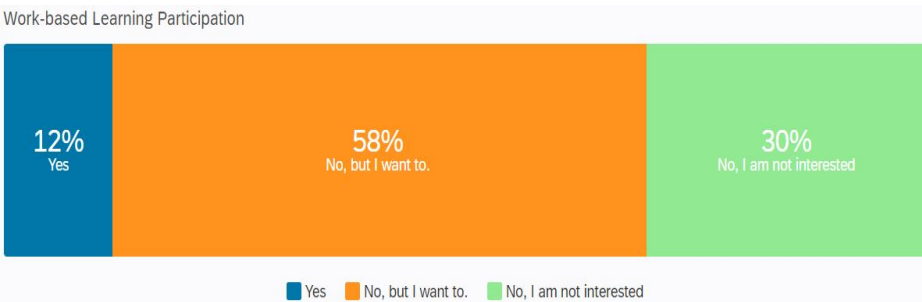


Community Type

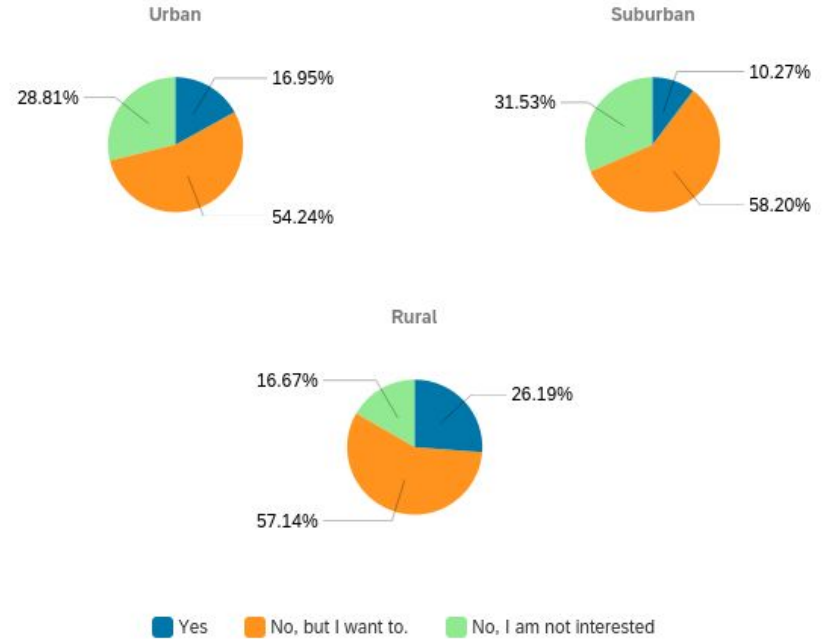


Grade level for 2023-2024 SY



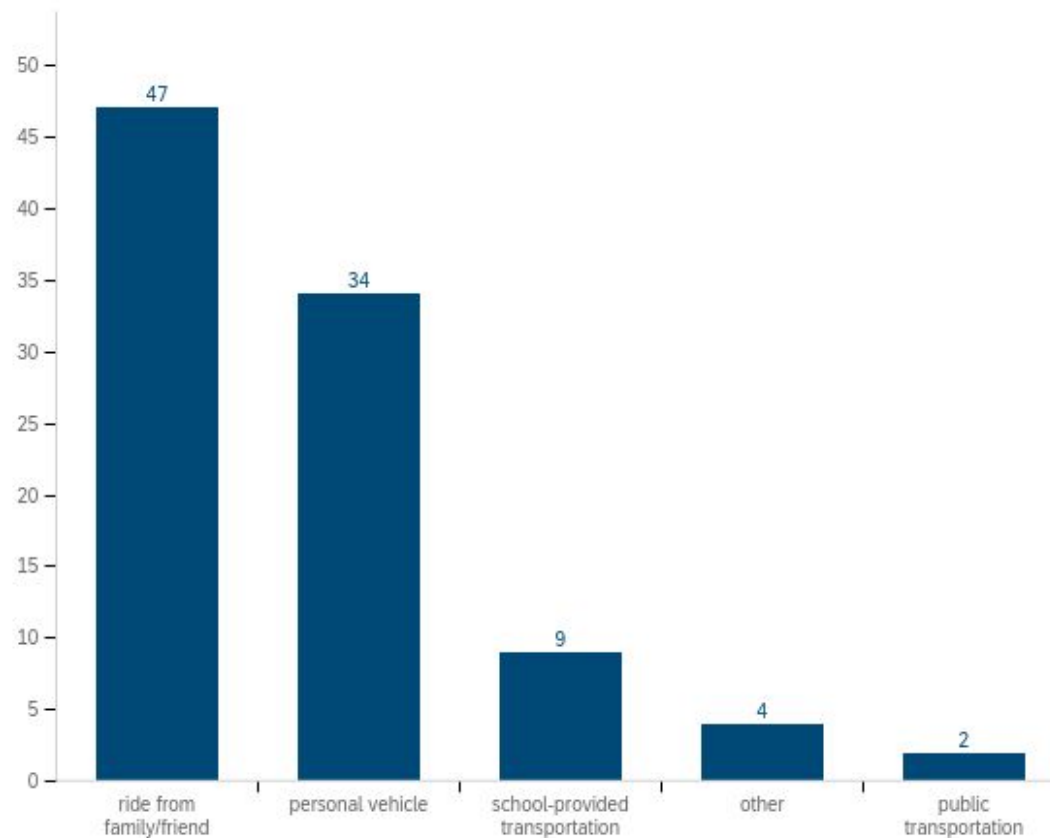


### Work-based Learning Participation by Community Type





## Method of Transportation to Work-based Learning



# Themes in Qualitative Results

## What we asked

- When students said they did not use public transit or their license we asked why
- What barriers may prevent them from getting a license or providing their own transportation?
- Why might availability of transportation impact the decision to participate in WBL?

## Themes

- Safety concerns
- Inconvenience of public transit
  - Both in regard to how far and when students travel
- Cost- both of public transit, vehicle, maintenance, gas, etc.
- Unreliable to get rides from other, especially depending on distance or schedule
- Benefits or availability to WBL aren't always clear

## 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

# Organizing solutions

**Local/District**

- What changes can be made locally to help solve this problem?

**Statewide**

- What can the state do to make solutions easier?

**Creative**

- What creative solutions are there?

**Resources**

- Recognizing the complexity of the challenges, what resources can be shared?

# Wrap-Up & Announcements

# Looking ahead

## Leadership Community Highlights

### Proposed Topics:

- Transitional Instruction
  - What does placement look like?
  - Managing partnerships
- CCPE Currency
  - How can local/district policy be leveraged to incentivize students to complete CCPE?

## Policy Areas to Cover

- Q2 Meeting
  - Transportation work-group solutions findings
  - Quality criteria for career pathways and work-based learning
- Q3
  - Updates to Perkins Model Programs of Study Guides
- Q4
  - Competency-based education



**Did we miss  
anything?**



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



**What  
should we  
explore?**

# Success Network Spring Webinars



April 23, 10–11 a.m.

Supporting and Scaling  
Postsecondary Readiness  
through Stakeholder  
Engagement + Continuous  
Improvement



April 29, 1–2:15 p.m.

The AI-Ready Workforce: How  
AI Will Transform Jobs That  
Offer Pathways to  
Economic Advancement

Register now at [ILSuccessNetwork.org/events](https://ILSuccessNetwork.org/events)



# Upcoming relevant events

## PaCE Symposium ([Link](#))

- April 16, 2024, from 8am – 3pm in Champaign
- May 8, 2024, from 8am – 3pm in Elgin

## Career Connections Conference

- June 18, 2024, 8:30am – 3:30pm
- Tinley Park Convention Center
- More info & registration [at this link](#)

## College Changes Everything Conference

- July 18, 2024
- Tinley Park Convention Center
- More info [at this link](#)
- [Session Proposals](#) due April 8

***Anything else coming up? Please share in the chat!***



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**Next meeting:**  
**June 5, 9-10:30 am**  
**[register](#)**



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

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



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**Thank You!**

